

COURSE SYLLABUS



COURSE TITLE: PHIL-250 Healthcare Ethics

CLASS SECTION: X04

TERM: 2025W

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture Wednesdays 9:30-11:20. Seminar Wednesdays 11:30-12:20. All class meetings in CHW 349

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Frank Jankunis

EMAIL: JankunisF@camosun.ca

OFFICE: Y319

HOURS: Monday 1:00-2:00, Zoom. See D2L for link.

Wednesday 1:00-2:00, CHW 3rd floor meeting space

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Learners will gain an understanding of philosophical inquiry, including the ability to deploy a skeptical stance. Learners are given opportunities to explore historical and contemporary ethical decision making in the context of healthcare, including common ethical dilemmas and the ethical challenges of everyday healthcare practice.

PREREQUISITE(S):

One of:

C in ENGL 151

C in ENGL 161

C in ENGL 163

C in ENGL 164

CO-REQUISITE(S):

EQUIVALENCIES:

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of the course the student will be able to:

Examine and evaluate traditional and emergent ethical theories in relation to ethics in healthcare.

Summarize the historical development of ethics and moral philosophy.

Differentiate amongst ontological, epistemological, and ethical concerns.

Demonstrate an understanding of self as a moral agent.

Examine healthcare concerns from a skeptical stance.

Apply ethical reasoning and judgment to professional practice in healthcare contexts.

Examine nursing, and other professional and cultural codes of ethics, for their application in professional practice.

Integrate a framework for ethical decision making into professional practice in the healthcare context.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Yeo, Michael, Anne Moorhouse, Pamela Khan, and Patricia Rodney (2020) *Concepts and Cases in Nursing Ethics*. 4th Edition. Broadview Press. This book is available at the bookstore in digital or print format. Please ensure you get the 4th edition.

All other readings will be posted to the course D2L page or can be accessed electronically through the Library webpage.

Additional recommended resources:

Stanford Encyclopedia of Philosophy (SEP): <https://plato.stanford.edu>

Internet Encyclopedia of Philosophy (IEP): <https://iep.utm.edu>

Purdue Online Writing Lab (OWL): <https://owl.purdue.edu/>

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	ACTIVITY or TOPIC	OTHER NOTES
Week 1: Jan. 8	Introduction to the Course, Philosophy, and Ethics Lecture readings: <ul style="list-style-type: none">• Introduction, pp. 13-18, 20-24• Chapter 1, pp. 34-38• <u>Recommended</u>: Andrew Bailey (2019), "What is Philosophy?" (D2L) Seminar readings: <ul style="list-style-type: none">• N/A	Optional activity: <u>Week 1 surveys</u> found on D2L
Week 2: Jan. 15	Codes of Ethics and Ethical Decision-Making Frameworks Lecture readings: <ul style="list-style-type: none">• Introduction, pp. 24-29• John Thomas and Wil Waluchow (1996), "Levels of Moral Response" (D2L) Seminar readings: <ul style="list-style-type: none">• Chapter 2, Case 2, pp. 97-103	<u>Code of Ethics</u> survey (on D2L) due by the end of the day Jan. 14
Week 3: Jan. 22	Introduction to Ethical Theory and Utilitarianism Lecture readings: <ul style="list-style-type: none">• Chapter 1, pp. 40-44, 49-51• <u>Recommended</u>: J.S. Mill (2002), "Utilitarianism" (D2L) Seminar readings: <ul style="list-style-type: none">• Chapter 2, Case 3, pp. 104-106• Chapter 6, Case 4, pp. 312-317	

WEEK	ACTIVITY or TOPIC	OTHER NOTES
Week 4: Jan. 29	<p>Beneficence and non-maleficence Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 2, pp, 69-83 • Epicurus (1993), "Letter to Menoeceus" (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • "Breaking the Smoking Habit" (D2L) • Chapter 2, Case 4, pp. 106-107 	<u>Quiz #1</u>
Week 5: Feb. 5	<p>Deontology Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 1, pp, 46-49 • Alan J. Kearns, "A Duty-based Approach for Nursing Ethics & Practice" (D2L) • <u>Recommended</u>: Immanuel Kant (2007), excerpt from "<i>Groundwork of the Metaphysics of Morals</i>" (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • "Breaking the Smoking Habit" (D2L) 	
Week 6: Feb. 12	<p>Autonomy Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 3, pp, 117-125, 134-150 • Chapter 8, pp. 375-404 • <u>Recommended</u>: remainder of Chapter 3 <p>Seminar readings:</p> <ul style="list-style-type: none"> • "The case of Terri Schiavo" (D2L) • Chapter 8, Case 1, pp. 404-417 	
Week 7: Feb. 17 – 21	<p>Family Day and Reading Week <i>No scheduled classes or readings.</i></p>	

WEEK	ACTIVITY or TOPIC	OTHER NOTES
Week 8: Feb. 26	<p>Virtue Ethics</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 1, pp. 51-53 • Derek Sellman (2003), "Open-mindedness: a virtue for professional practice," <i>Nursing Philosophy</i> 4, pp. 17-24 (Library) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 4, Case 3, pp. 212-215 • Chapter 6, Case 6, pp. 319-320 	<p style="text-align: center;"><u>Quiz #2</u></p>
Week 9: Mar. 5	<p>Integrity</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 7, pp. 327-350 <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 7, Case 2, pp. 356-364 	<p style="text-align: center;"><u>EDMF</u> <u>Assignment</u> (on D2L) due by start of lecture for this week</p>
Week 10: Mar. 12	<p>Care, Feminist, and Relational Ethics</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 1, pp. 53-64 • Chapter 3, pp. 156-160 • Carol Collier and Rachel Haliburton (2015), "The nurse-patient relationship: an evolving ethic" (D2L) • Susan Sherwin and Meghan Winsby (2010), "A relational perspective on autonomy for older adults residing in nursing homes," <i>Health Expectations: An International Journal of Public Participation in Health Care and Health Policy</i> 14, pp. 182-190 (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 5, Case 2, pp. 253-257 • Chapter 2, Case 2, pp. 97-103 	

WEEK	ACTIVITY or TOPIC	OTHER NOTES
Week 11: Mar. 19	<p>Truth-Telling and Truthfulness</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 4, pp. 185-201 <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 4, Case 1, pp. 201-205 • Chapter 4, Case 4, pp. 216-221 	
Week 12: Mar. 26	<p>Privacy and Confidentiality</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 5, pp. 225-246 <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 5, Case 4, pp. 265-269 	<u>Quiz #3</u>
Week 13: Apr. 2	<p>Justice</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 6, pp. 273-297 • Lisa Day (2006), "Distributive Justice and Personal Responsibility for Choices about Health," <i>American Journal of Critical Care</i> 13(6), pp. 96-98 (Library) • <u>Recommended</u>: Gary Geddes (2017), selection from <i>Medicine Unbundled</i> (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 6, Case 1, pp. 298-302 • Chapter 6, Case 3, pp. 308-312 	

WEEK	ACTIVITY or TOPIC	OTHER NOTES
Week 14: Apr. 9	<p>Ethics and Nursing in a Changing World</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Addendum, pp. 429-467 • Patrice K. Nicholas and Suellen Breakey (2017), "Climate Change, Climate Justice, and Environmental Health: Implications for the Nursing Profession," <i>Journal of Nursing Scholarship</i> 49(6), pp. 606-616 (Library) • Jessica Dillard-Wright (2021), "A radical imagination for nursing: Generative insurrection, creative resistance," <i>Nursing Philosophy</i> 23(1), pp. 1-10 (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 7, Case 1, pp. 350-355 	
Week 15-16: Apr. 14-25	<p>Final Exam Period</p> <p>Time and location: TBD</p>	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).
<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Quiz 1	13%
Quiz 2	15%
Quiz 3	15%
EDMF Assignment	20%

DESCRIPTION	WEIGHTING
Seminar Assignments (12 weeks at 1%/week)	12%
Final Exam	25%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

Seminar Assignments

Seminar assignments are short learning activities given each seminar. **Completing any assigned seminar reading is essential preparation for seminar assignments.** Other preparation or follow-up activities may be required to receive full marks. Further details will be communicated as we go.

Seminar assignments will normally be completed in a small group. Students are expected to actively participate in these learning activities and do their share of the work in order to make the most of them.

To account for unpredictable and/or unavoidable absences, each student's lowest seminar assignment mark will be dropped with no questions asked. Any further absence(s) will be excused only if they are medically supported or have prior approval. There are no rewrites, deferrals, or extra credits allowed. In order to receive credit for completing a seminar assignment, a student must also attend the lecture the same day.

Quizzes

Quizzes will be in class on the days indicated in the chart above. They can be written on an alternative day or an alternative time only in truly exceptional circumstances or with a documented accommodation (see below). If truly exceptional circumstances occur, this should be communicated to me as soon as possible before the quiz.

Final Exam

The final exam will be an in-person exam during the final exam period. Please avoid making any plans for the final exam period until the college has posted the final exam schedule on Feb. 14. Final exams can be rescheduled only in truly exceptional circumstances. If such circumstances occur, this should be communicated to me as soon as possible before the exam.

Ethical Decision Making Framework Assignment

Details regarding this assignment can be found on D2L in the Content area. No assignment will be accepted more than one week after the submission deadline. The penalty for a late assignment is 5%/day, inclusive of weekend days. This penalty may be waived only in truly exceptional circumstances.

<u>Intended Learning Outcome</u>	<u>Evaluation</u>			
	EDMF Analysis	Quizzes	Final Exam	Seminar Assign.
Examine and evaluate traditional and emergent ethical theories in relation to ethics in healthcare		✓	✓	✓
Summarize the historical development of ethics and moral philosophy		✓	✓	
Differentiate amongst ontological, epistemological, and ethical concerns	✓	✓	✓	
Demonstrate an understanding of self as a moral agent	✓			✓
Examine healthcare concerns from a skeptical stance	✓		✓	✓
Apply ethical reasoning and judgment to professional practice in healthcare contexts	✓	✓	✓	✓
Examine nursing, and other professional and cultural codes of ethics, for their application in professional practice		✓		✓
Integrate a framework for ethical decision making into professional practice in the healthcare context	✓			✓

COURSE GUIDELINES & EXPECTATIONS

This course uses D2L. Students should familiarize themselves with D2L and check in to the course website regularly for content, grades, and announcements. Materials located on the course D2L page should not be distributed or posted elsewhere.

Coursework is intended to be completed individually unless otherwise indicated. Doing your own work, without human or artificial intelligence assistance, is best for your achievement of the learning objectives in this course. In instances when collaborative work is assigned, I expect for the submitted work to list all team members who participated.

I specifically forbid the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including brainstorming. Deviations from these guidelines will be considered violations of Camosun’s Academic Integrity policy. A first-time offence will result in an automatic grade of zero being given on the assignment in question. Multiple infractions may incur graver penalties, up to and including academic probation and/or expulsion.

If you are ever unsure about what constitutes a violation of academic integrity, please ask me, or consult the college’s Academic Integrity Policy (available at <http://camosun.ca/about/policies/>).

All written coursework is expected to meet academic writing standards. See below or consult with me for resources to help with writing and other learning skills.

SCHOOL OR DEPARTMENTAL INFORMATION

**Humanities Department
School of Arts & Science**

Chair: Frank Jankunis
Fisher 104
3100 Foul Bay Rd
Victoria BC V8P 5J2

Office Hours: 8:30am-4:30pm, Monday to Friday

General inquiries

Phone: 250-370-3298
Email: arts@camosun.ca

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.