



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

PHIL-250-X03
Healthcare Ethics
Winter 2020

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/phil.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Philip Puszczalowski
(b) Office hours	Tuesday: 11:30am-12:20pm; Wednesday: 3:30pm-4:20pm; Friday: 11:30am-12:20pm and 3:30pm-4:20pm or by appointment.
(c) Location	LACC 118A
(d) Phone	(250)370-4613 Alternative: _____
(e) E-mail	puszczalowski@camosun.bc.ca
(f) Website	_____

2. Intended Learning Outcomes

Upon completion of this course students will be able to:

1. Examine and evaluate traditional and emergent ethical theories in relation to ethics in healthcare
2. Summarize the historical development of ethics and moral philosophy
3. Differentiate amongst ontological, epistemological, and ethical concerns
4. Demonstrate an understanding of self as a moral agent
5. Examine healthcare concerns from a skeptical stance
6. Apply ethical reasoning and judgment to professional practice in healthcare contexts
7. Examine nursing, and other professional and cultural codes of ethics, for their application in professional practice
8. Integrate a framework for ethical decision making into professional practice in the healthcare context

3. Required Materials

- (a) Texts: Yeo, M., Moorhouse, A., Khan, P., and Rodney, P. (Eds.). (2010). *Concepts and Cases in Nursing Ethics* (3rd ed.). Broadview Press.
- (b) Other: Other readings are posted to the class D2L page or through the search page of the campus Library.

4. Course Content and Schedule

This class meets Tuesdays from 8:30am- 11:20am in CHW 351.

The following is a tentative description of the content and schedule for the term. A working copy is posted on the class D2L page. It will be kept updated should changes become necessary.

Date	Lecture Topics and Readings	Seminar Readings	Test or Assignment
Week 1 Jan. 7	Introduction to the course	None – Icebreaker	-
Week 2 Jan. 14	Codes of Ethics and Ethical Decision-Making Models/Frameworks (Yeo et al., p. 11-13, 16-32; Appendices A and B) Oberle, K., Bouchal, S.R. (2009). "A Framework for Ethical Decision Making in Nursing." (D2L)	Breaking the Smoking Habit (D2L)	-
Week 3 Jan. 21	Introduction to Ethical Theory (Yeo et al., p. 37-49) Consequentialism/Utilitarianism (54-55) Mill, J.S. (2002). Selection from <i>Utilitarianism</i> (D2L)	Chapter 3, Case 3 Chapter 7, Case 4	-
Week 4 Jan. 28	Beneficence (Yeo et al., p. 103-117) Chapter 3, Case 2 Epicurus. (1993). <i>Letter to Menoeceus</i> . (D2L)	-	Quiz #1
Week 5 Feb. 4	Deontology (Yeo et al., p. 50-53) Kant, I. (2007). Selection from <i>Foundations of the Metaphysics of Morals</i> . (D2L) Kearns, A. (2017). "A duty-based approach for nursing ethics and practice." (D2L)	Chapter 3, Case 2 Chapter 4, Case 1	EDMF Analysis Due in class
Week 6 Feb. 11	Autonomy (Yeo et al., p. 143-180) Sherwin, S., Winsby, M. (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> 14:182-190 (Library)	Chapter 4, Cases 1 and 3	-
Week 7 Feb. 18	Reading Week – No Classes	-	-

Week 8 Feb. 25	Virtue Ethics (Yeo et al., p. 55-58) Aristotle., Irwin, T. (Trans.) Selection from <i>Nicomachean Ethics</i> (D2L) Sellman, D. (2003). "Open-mindedness: a virtue for professional practice" <i>Nursing Philosophy</i> 4:17-24 (Library)	-	Quiz #2
Week 9 Mar. 3	Integrity (Yeo et al., p. 349-367)	Chapter 8, Case 2 Chapter 5, Case 2	-
Week 10 Mar. 10	Care Ethics, Relational Ethics, Feminist Ethics (Yeo et al., p. 58-68) Wolf, S.M. (2012). "Gender, feminism, and death: physician-assisted suicide and euthanasia" (D2L)	Chapter 6, Case 2 Chapter 4, Case 3	-
Week 11 Mar. 17	Truthfulness (Yeo et al., p. 207-220) Chapter 5, Case 1 Chapter 6, Case 2	-	Quiz #3
Week 12 Mar. 24	Confidentiality (Yeo et al., p. 245-259)	Chapter 6, Cases 1 and 3	-
Week 13 Mar. 31	Justice (Yeo et al., p. 293-315) and Wrap-up Day, L. (2006). "Distributive Justice and Personal Responsibility for Choices about Health" <i>American Journal of Critical Care</i> 13.6, pp. 96-98 (Library)	Chapter 7, Case 3	-
Week 14 Apr. 7	Catch-Up and Exam Review	-	-
Exam Period	-	-	Final Exam

5. Basis of Student Assessment (Weighting)

Assessment	Weight
Seminar Assignments	10
Ethical Decision-Making Framework Analysis	10
Quizzes	45% (15% each)
Final exam	35

(a) Seminar Assignments

Seminar assignments are short discussion-based assessments. One will be given each seminar period, with the exception of the first and last day of term and any quiz days.

Completing any assigned seminar reading is essential preparation for seminar assignments. Other preparation or follow-up activities may be required to receive credit. Further details will be communicated as we go.

To account for unpredictable and/or unavoidable absences, each student's lowest seminar assignment mark will be dropped with no questions asked. No rewrites, deferrals, or extra credits allowed.

In order to receive credit for completing a seminar assignment, students must also attend the lecture the same day.

(b) Quizzes

There are three quizzes over the course of term. Each quiz will focus on the material studied in lecture and seminar since the last quiz (if applicable).

Quizzes can be written at an alternative day and time only if there are truly exceptional circumstances. If such circumstances occur, this should be communicated to the instructor as soon as possible.

(c) Final Exam

There is a final exam to be scheduled by the college 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. 23, 2020. Final exams can be rescheduled only in truly exceptional circumstances. If such circumstances occur, this should be communicated to the instructor as soon as possible.

(d) Ethical Decision-Making Framework (EDMF) Analysis

In this assignment an EDMF learned in class will be applied to a case. Further details will be posted to D2L.

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

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Waluchow, W. and Thomas, J. (1998). *Well and Good* (3rd ed. or later). Broadview Press.

Scott, P. A. (Ed.) (2017). *Key Concepts and Issues in Nursing Ethics*. Springer.

Oberle, K., and Bouchal, S. R. (2009). *Ethics in Canadian Nursing Practice: Navigating the Journey*. Pearson.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counseling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5

70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.