# COURSE SYLLABUS



**COURSE TITLE:** PHIL-250: Healthcare Ethics

**CLASS SECTION:** X03

**TERM:** Winter 2023

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** Lecture and Seminar Tuesdays 2:30-5:20 in CHW 349

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit https://camosun.ca/about/covid-19-updates.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

**NAME:** Frank Jankunis

**EMAIL:** jankunisf@camosun.ca

**OFFICE:** Y320

**HOURS:** Mondays 9 AM – 1 PM and by appointment. Office hours are online. See D2L for details.

*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

Restricted to students enrolled in Nursing Year 2 or have permission of the Chair. 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):
Not applicable

## EXCLUSION(S):

Not applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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

## 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. Ensure you get the 4th edition.

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

## 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.  All references are to paper copy of the required textbook unless indicated otherwise. Unless indicated as 'recommended,' all readings are required.

| WEEK or DATE RANGE | ACTIVITY or TOPIC | OTHER NOTES |
|---|---|---|
| Week 1 | **Introduction to the Course, Philosophy, and Ethics**<br><br>Introduction (p. 13-18; 20-24) and Chapter 1 (p. 34-38) Recommended: Andrew Bailey (2019) "What is Philosophy?" (D2L)<br><br>No Seminar readings | Optional Week 1 surveys found on D2L |

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| Week 2 | **Codes of Ethics and Ethical Decision-Making Frameworks**<br><br>Introduction (p. 24-29)<br>John Thomas and Wil Waluchow (1996) "Levels of Moral Response" (D2L)<br><br>Seminar: Chapter 2, Case 2 (p. 97-103) | Preparation for seminar: Code of Ethics survey on D2L due by the end of Jan. 16 |
| Week 3 | **Introduction to Ethical Theory and Utilitarianism**<br><br>Chapter 1 (p. 40-44; 49-51)<br>Recommended: J.S. Mill (2002) "Utilitarianism" (D2L)<br><br>Seminar: Chapter 2, Case 3 (p.104-106) and Chapter 6, Case 4 (p. 312-317) | |
| Week 4 | **Beneficence and non-maleficence**<br><br>Chapter 2 (p. 69-83)<br>Epicurus (1993) "Letter to Menoeceus" (D2L)<br><br>Seminar: "Breaking the Smoking Habit" (D2L) and Chapter 2, Case 4 (p. 106-107) | |
| Week 5 | **Deontology**<br><br>Chapter 1 (p. 46-49)<br>Alan J. Kearns "A Duty-based Approach for Nursing Ethics & Practice" (D2L)<br>Recommended: Immanuel Kant (2007) Selection from "*Foundations of the Metaphysics of Morals*" (D2L)<br><br>Seminar: "Breaking the Smoking Habit" (D2L) | Quiz 1 |
| Week 6 | **Autonomy**<br><br>Chapter 3 (p. 117-125; 134-150) and Chapter 8 (p. 375-404)<br>Recommended: remainder of Chapter 3<br><br>Seminar: "The case of Terri Schiavo" (D2L) and Chapter 8, Case 1 (p. 404-417) | |
| Week 7 | Family Day and Reading Week. No scheduled classes or readings. | |
| Week 8 | **Virtue Ethics**<br><br>Chapter 1 (p. 51-53)<br>Derek Sellman (2003). "Open-mindedness: a virtue for professional practice" *Nursing Philosophy* 4:17-24 (Library) | EDMF Assignment due by the class time for this week. |

| | Seminar: Chapter 4, Case 3 (p. 212-215) and Chapter 6, Case 6 (p. 319-320) | |
|---|---|---|
| Week 9 | **Integrity**<br><br>Chapter 7 (p. 327-350)<br><br>Seminar: Chapter 7, Case 2 (p. 356-364) | Quiz 2 |
| Week 10 | **Care, Feminist, and Relational Ethics**<br><br>Chapter 1 (p. 53-64) and Chapter 3 (p. 156-160)<br>Carol Collier and Rachel Haliburton (2015) "The nurse-patient relationship: an evolving ethic" (D2L)<br>Sherwin, S., Winsby, M. (2010) "A relational perspective on autonomy for older adults residing in nursing homes." *Health Expectations: An International Journal of Public Participation in Health Care and Health Policy* 14:182-190 (Library)<br><br>Seminar: Chapter 5, Case 2 (p. 253-257) and Chapter 2, Case 2 (p. 97-103) | |
| Week 11 | **Truth-Telling and Truthfulness**<br><br>Chapter 4 (p. 185-201)<br><br>Seminar: Chapter 4, Case 1 (p. 201-205) and Chapter 4, Case 4 (p. 216-221) | |
| Week 12 | **Privacy and Confidentiality**<br><br>Chapter 5 (p. 225-246)<br><br>Seminar: Chapter 5, Case 4 (p. 265-269) | Quiz 3 |
| Week 13 | **Justice**<br><br>Chapter 6 (p. 273-297)<br>Lisa Day (2006) "Distributive Justice and Personal Responsibility for Choices about Health" *American Journal of Critical Care* 13.6, pp. 96-98 (Library)<br><br>Recommended: Gary Geddes (2017) "excerpt from *Medicine Unbundled*" (D2L)<br><br>Seminar: Chapter 6, Case 1 (p. 298-302) and Chapter 6, Case 3 (p. 308-312) | |

| | Ethics and Nursing in a Changing World | |
|---|---|---|
| Week 14 | Addendum (p. 429-467)<br>Patrice K. Nicholas and Suellen Breakey (2017) "Climate Change, Climate Justice, and Environmental Health: Implications for the Nursing Profession." *Journal of Nursing Scholarship* 49:6, pp. 606-616 (Library)<br><br>Seminar: Chapter 7, Case 1 (p. 350-355) | |
| Week 15-16 | Exam schedule TBA. | |

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.  http://camosun.ca/services/accessible-learning/exams.html

## EVALUATION OF LEARNING

| DESCRIPTION | WEIGHTING |
|---|---|
| Quiz 1 | 12% |
| Quiz 2 | 15% |
| Quiz 3 | 15% |
| EDMF Assignment | 15% |
| Seminar Assignments (13 weeks at 1%/week) | 13% |
| Final Exam | 30% |
| TOTAL | 100% |

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. 17, 2023. 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.

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. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf

| Intended Learning Outcome | Evaluation | | | |
| --- | --- | --- | --- | --- |
| | 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.

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.

## 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 http://camosun.ca/students/.

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|---|---|
| Academic Advising | http://camosun.ca/advising |
| Accessible Learning | http://camosun.ca/accessible-learning |
| Counselling | http://camosun.ca/counselling |
| Career Services | http://camosun.ca/coop |
| Financial Aid and Awards | http://camosun.ca/financialaid |
| Help Centres (Math/English/Science) | http://camosun.ca/help-centres |
| Indigenous Student Support | http://camosun.ca/indigenous |
| International Student Support | http://camosun.ca/international/ |
| Learning Skills | http://camosun.ca/learningskills |
| Library | http://camosun.ca/services/library/ |
| Office of Student Support | http://camosun.ca/oss |
| Ombudsperson | http://camosun.ca/ombuds |
| Registration | http://camosun.ca/registration |
| Technology Support | http://camosun.ca/its |
| Writing Centre | http://camosun.ca/writing-centre |

**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 Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the Centre for Accessible Learning (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: http://camosun.ca/services/accessible-learning/

### Academic Integrity

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit http://camosun.ca/learn/fees/#deadlines.

### Grading Policy

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf for further details about grading.

### Grade Review and Appeals

Please visit http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (http://camosun.ca/learn/calendar/current/procedures.html) and the Grading Policy at http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf.

## 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. Please visit http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf to learn more about the process involved in a medical/compassionate withdrawal.

## Sexual Violence and Misconduct

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 or misconduct 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 and Misconduct Policy: http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

## 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 http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf to understand the College's expectations of academic integrity and student behavioural conduct.

**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.