



<b>Course Title:</b> Health Care Ethics	
<b>Instructor:</b>	
<b>Instructor Contact Details</b> <b>Email:</b> <b>Contact phone number:</b> <b>Office hours/office location:</b>	
<b>Course Description:</b> The provision of health care is constantly changing. These changes sometimes require us to reconsider even basic assumptions in health care ethics. This course addresses some of the ethical issues raised by changes in the health care delivery system, rapidly advancing technology, an aging population, economic and resource limitations, and social and cultural changes, and their impact on health care and promotion.	
<b>Course Objectives:</b> This is an introduction to health care ethics and addresses foundational concepts and basic issues. As the subject itself is interdisciplinary, this course will likewise be interdisciplinary, meeting the needs of students who plan to work in health care as clinicians and/or administrators, as well as those who are potential patients and care-givers. The nature of this course expands students' cultural and disciplinary perspectives and provides a safe forum for students to discuss ethical issues openly and explore various approaches for reaching consensus or accepting differences of opinion. This course includes an experiential component, challenging students to see the reach of ethics in various forms within their everyday lives.	
<b>Course Learning Outcomes:</b> At the end of this course, students will: <ul style="list-style-type: none"><li>• Explain the ethical dimensions in their decisions</li><li>• Evaluate the main points of various perspectives on the bioethical topics discussed</li><li>• Differentiate values and/or beliefs</li><li>• Apply the class material in personal and professional practice.</li></ul>	
<b>Charting the Course: FIE's Values and the curriculum:</b> The following FIE articulated values are addressed in this course:	
<b>Knowledge and Inclusivity</b> <ul style="list-style-type: none"><li>• A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained</li><li>• An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study</li></ul>	
<b>Ethics and Human Rights</b> <ul style="list-style-type: none"><li>• Recognition of issues of social justice at global and national levels</li><li>• Awareness of ethical implications of personal choice and governmental action</li></ul>	
<b>Social and Cultural Reflection and Action</b> <ul style="list-style-type: none"><li>• A heightened awareness of civic and social responsibilities at local and global levels</li></ul>	

<ul style="list-style-type: none"> <li>Developing our understanding, appreciation of and empathy towards diverse cultures and identities</li> <li>A continued engagement in cross-cultural and multicultural communication</li> </ul>	
<b>Commitment to the Environment</b> <ul style="list-style-type: none"> <li>Active engagement with environmental impact</li> <li>Addressing issues of sustainability and applying initiatives</li> </ul>	
<b>Required Text(s):</b> Kaebnick, G. (2013). <i>Taking Sides: Clashing Views on Bioethical Issues</i> . (15 <sup>th</sup> Ed.). McGraw-Hill Purtilo, R. & Doherty, R. (2010). <i>Ethical Dimensions in the Health Professions</i> . (5 <sup>th</sup> Ed.). Saunders Additional readings as assigned (available on MyStudy@FIE).	
<b>Additional/Recommended Readings:</b>	
<b>Instructional Methods:</b> The core of the course is based on a series of lectures, classroom discussions, group work, and site visits.	
<b>Topics:</b> <ul style="list-style-type: none"> <li>Introduction; Learning styles assessment; Brief history of health care in the UK; Health care reform in the US</li> <li>Ethics and types of ethical problems</li> <li>Ethical theories, approaches &amp; terms, and applying the 6-step process for moral reasoning to bioethical issues</li> <li>Professional ethics – the practitioner-patient relationship, conscientious objection, whistle-blowing, good Samaritan / duty-to-assist, clinical research &amp; occupational contexts</li> <li>Confidentiality &amp; truth-telling – The individual vs. the community, patient rights vs. professional duty, the right to know and the right not to know, culture &amp; religion in bioethics</li> <li>Autonomy, consent and refusal – Informed, competent &amp; voluntary standard, children &amp; teens, when practitioners and patients disagree (paternalism &amp; the fiduciary relationship)</li> <li>Ethical issues in end-of-life care – the doctrine of double effect, advance directives, euthanasia, action vs. inaction, demands for treatment, the Debbie Purdy case</li> <li>Ethical issues in assisted reproduction and enhancement – procreative beneficence, ethics of sperm and egg donation</li> <li>Distributive justice &amp; compensatory justice – the human body, comparing health care systems</li> </ul>	
<b>Week-by-Week Class Plan:</b>	
<b>Assignments and Due Dates:</b> <b>Attendance and Participation</b> In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on your participation score. <b>Response Paper:</b> The aim of this assignment is to introduce students to thinking about issues from an ethical perspective and allow them to demonstrate that they are grasping the basic concepts covered in the first 3 weeks before we move onto specific bioethical issues. The paper is a 1,500-word response to a bioethical issue within the past month.	
<b>Presentation / Debate:</b>	

<p>In small groups, students give a 30 minute presentation on a topic of their collective choosing and field questions from peers. The presentation should demonstrate the dilemma, the issues or conflicts at work, as well as a resolution or proposal for resolution.</p> <p><b>Papers:</b></p> <p>Students are expected to submit two research essays over the course of the class. 2,500 words each.</p>
<p><b>Possible Co-curricular Activities and Tentative Dates:</b></p> <p><b>Medical Walking Tour:</b></p> <p>This excursion sets the stage and create a context (historical and social) within which health care ethics will be situated and discussed.</p> <p><b>Guest Speaker: Dr. Verena Tschudin:</b></p> <p>Founding Co-Director of the International Centre for Nursing Ethics (ICNE) and founding Editor of Nursing Ethics.</p> <p><b>The Old Operating Theatre:</b></p> <p>We see a re-enactment of Victorian Surgery. Not only has the practice of medicine changed in response to new technology and innovations in health care practice, but so has patient expectations and the relationship between practitioner and patient.</p> <p><b>St. Nicholas' Hospice:</b></p> <p>A trip to St. Nicholas' hospice to learn more about end-of-life care in the UK and the ethical issues within this context.</p> <p><b>The Royal London Hospital Museum:</b></p> <p>To see the exhibits and to view the film "Not so much a training: more a way of life – nurse training in 1968".</p>
<p><b>Assessment Plan:</b></p> <ul style="list-style-type: none"> <li>• Attendance and Participation: 20%</li> <li>• Response paper: 15%</li> <li>• First essay: 20%</li> <li>• Final essay: 25%</li> <li>• Group presentation / debate: 20%</li> </ul>
<p><b>Academic Integrity:</b></p> <p>By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.</p> <p>Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.</p> <p>Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.</p>
<p><b>Attendance and Participation:</b></p> <p>Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.</p>

**Class attendance and participation is formally recorded and incorporated into a student's final grade.**

In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.

Absence from class does not relieve a student of responsibility for assignments. **Students bear the ultimate responsibility for all missed class material and assessment.**

If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.

#### **FIE Grading Rubric:**

<b>Letter Grades</b>	<b>Knowledge &amp; Content</b>	<b>Methodology &amp; Structure, Language &amp; Style</b>	<b>Understanding, Reflection &amp; Critique</b>	<b>Integrative thinking &amp; demonstration of experiential learning</b>
<b>A</b>	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
<b>B</b>	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
<b>C</b>	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
<b>D</b>	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual	Little integration of experience and narrative; limited insight of issues and insufficient understanding of

		verb agreement; sentence fragments); language marred by clichés	evidence	cultural impact
<b>F</b>	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

### **Late Submission of Written Work:**

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

### **Diversity, Inclusivity and Accessibility**

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

### **Writing and Language Support**

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit [www.fie.org.uk/wst](http://www.fie.org.uk/wst).

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).