

## Health Care Ethics



### [Faculty Contact Information](#)

**Name:**

**Email:**

**Office Hour information:**

### [Course Information](#)

#### Course Description

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.

#### Course Goals

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.

#### Student Learning Outcomes

At the end of this course, students will:

1. Have a sound understanding of moral frameworks, such as utilitarianism, deontology and virtue ethics, alongside the core principles of bioethics
2. Explain and justify their views on ethical dilemmas in health care, such as assisted dying; markets in organs; abortions; genetic engineering; resource allocation
3. Evaluate the main points of various perspectives on the bioethical topics discussed
4. Apply a clear process to reflect upon, and resolve, difficult ethical problems relating to health and health care

### [Course Assignments, Grading, and Assessment](#)

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Response paper	15%	Please see rubric on MyStudy
First essay	20%	Please see rubric on MyStudy
Final essay	25%	Please see rubric on MyStudy

Group presentation / debate	20%	Please see rubric on MyStudy
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## [Brief Assessment Overview](#)

### Assessment 1: Response Paper (1,500 words)

#### Due:

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. The paper is a 1,500-word response to a bioethical issue of your choosing (though agreed in advance with Faculty).

### Assessment 2: Presentation / Debate

#### Due:

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 proposal for resolution.

### Assessment 3: First essay (2,500 words)

#### Due:

Each will address an issue of the student's choosing related to scientific, technical or ethical progress, subject to approval of the course instructor ensuring, in particular, that it does not replicate work elsewhere in the course.

### Assessment 4: Final essay (2,500 words)

#### Due:

Address an issue of the student's choosing subject to approval of the course instructor ensuring, in particular, that it does not replicate work elsewhere in the course.

## [Grading](#)

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

	<b>Relevance</b>  Questions are interpreted correctly;  Argument/thesis is clear and developed throughout;  Discussion is focused on topic of the questions;  Irrelevant content and discussion are not included	<b>Knowledge and Understanding</b>  Recommended literature and/or research guidelines are used and interpreted appropriately;  Selection and use of evidence shows understanding and insight;  There is evidence of study beyond the recommended literature and that introduced in the module	<b>Analysis, Critical Thinking and Integration of Experiential Learning</b>  Approach shows evidence of analysis and independent reasoning;  Originality in argument;  Evidence of critical insight and reasoned questioning of assumptions;  Integration of connections and experiences outside of the formal classroom	<b>Scholarship and Style</b>  Conclusions are well justified and complete;  Facts reported and statements made are accurate;  Writing is clear and fluent;  All sources are appropriate, accurately acknowledged and formatted in recognised style;  All work is the student's own
<b>A</b> 93-100%	Totally appropriate interpretation and relevant;  Excellent and thorough thesis development	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight;  Meaningfully integrates experiential learning where appropriate	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified;  Accurate and thorough referencing
<b>A-</b> 90-92%	Almost wholly appropriate interpretation and relevant;  Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight;  Effectively integrates experiential learning where appropriate	Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified;  Accurate referencing

<b>B+</b> 87-89%	Appropriate interpretation and relevant;  Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence;  Shows critical insight;  Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; conclusions are justified;  Accurate referencing
<b>B</b> 83-86%	Largely appropriate interpretation and relevant;  Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence;  Shows critical insight;  Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language;  Conclusions are justified;  Accurate referencing
<b>B-</b> 80-82%	Mostly appropriate interpretation and relevant;  Thesis is underdeveloped but clear	Sound understanding of evidence and some wider reading	Sound analytical skills;  Sound evaluation of data;  Shows some critical judgement identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language;  Conclusions are coherent;  Sound use of referencing conventions
<b>C+</b> 77-79%	Some appropriate interpretation and relevant;	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills;  Some evaluation of data;	Sound level of accuracy and written fluency and some use of appropriate language;

	Thesis is underdeveloped and lacks clarity		Shows some critical judgement though often descriptive;  Identifies experiential connections	Conclusions are coherent but not fully supported;  Sound use of referencing conventions
<b>C</b> 73-76%	May contain some misinterpretation and/or irrelevant material;  Thesis lacks clarity	Evidence is largely understood;  Limited reading beyond material introduced in module	Mostly inconsistent analytical skills;  Some evaluation of data;  Scant critical judgement mostly descriptive;  Identifies experiential connections	Some level of accuracy and written fluency and some use of appropriate language;  Conclusions are coherent but not fully supported;  Sound use of referencing conventions
<b>C-</b> 70-72%	Limited interpretation and relevance;  Thesis is inconsistent	Weak understanding of evidence;  Limited reading beyond material introduced in module	Mostly inconsistent analytical skills;  Some evaluation of data;  Lacks critical judgement;  Little integration experiential learning	Inconsistent written fluency;  Weak use of appropriate language;  Weak justification for conclusions;  Adequate use of referencing conventions
<b>D</b> 60-69%	Limited interpretation and relevance;  Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight;  Little integration of experiential learning	Inconsistent written fluency;  No justification for conclusions;  Inaccurate use of referencing
<b>F</b>	Significant misinterpretation	Lacks understanding of evidence and	Lacks analytical skills, lacks	Poorly written with little fluency;

0-59%	and irrelevant material	inappropriate or no wider reading	evaluation of evidence, lacks critical judgement;  Lacks integration of experiential learning	No justification for conclusions;  Poor referencing;  Evidence of plagiarism or inappropriate use of AI
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### Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline, including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the 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.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

### Attendance and Participation

- 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.
- 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.
- [See the full attendance policy here](#)

### [Required Readings](#)

Purtilo, R. & Doherty, R. (2020). *Ethical Dimensions in the Health Professions*. (7th Ed.). Saunders (5th and 6th editions would also be fine)

### [Additional Resources and Readings](#)

Available on MyStudy

Danbury, C., Newdick, C., Ruck Keene, A., Waldmann, C (2020) *Law and Ethics in Intensive Care*. Oxford University Press

Goold, I., and Herring, J., (2018) *Great Debates in Medical Law and Ethics*. (3<sup>rd</sup> Ed.) Palgrave

Gorsuch, N. (2006) *The Future of Assisted Suicide and Euthanasia*. Princeton University Press

Thomson, Judith Jarvis (1971) *A Defense of Abortion* in *Philosophy and Public Affairs* 1(1) 47-66

### [MyStudy@FIE](#)

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

### [FIE's Values in the Curriculum](#)

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

### [Topics](#)

- Brief overview of health care funding and provision in the UK and the US
- Key ethical frameworks and principles of health care ethics

- Understanding and applying Purtilo and Doherty's 6-step process for moral reasoning to bioethical issues
- Professional ethics – confidentiality & truth-telling, informed consent, assessing capacity
- Ethical issues in end-of-life care – the doctrine of double effect, advance directives, assisted dying
- Contemporary conflicts over abortion law
- Ethical issues in assisted reproduction and genetic manipulation – surrogacy
- Resource allocation and principles of justice
- Creating a market in organs

### Possible co-curricular activities

- **Medical Walking Tour:** This excursion sets the stage and create a context (historical and social) within which health care ethics will be situated and discussed.
- The Old Operating Theatre: 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.
- Invited Guest Speakers
- Attendance at a relevant play or organized, external debate.
- Walking tour on medical history

### Academic Integrity

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.

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.

[Please see FIE's Academic Integrity Policy in full.](#)

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.

### 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).

## Accommodations for Students

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.

## Additional Policies and Resources

### Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email [studentlife@fie.org.uk](mailto:studentlife@fie.org.uk). If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

### Diversity and Inclusivity

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.