



**YAKIMA
VALLEY
COLLEGE**

NURSING

PHILOSOPHY 112
Ethics and Policy in Healthcare I

STUDENT COURSE SYLLABUS
Spring 2021 | 3 Credits

INSTRUCTORS:

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Office Hours: Please know that the instructors are here to help you and we are eager to do so. The best way to reach us is via email. Since our course is online and we will not often be physically present in our offices, please email us to set up a time to virtually meet for office hours. Please feel free to contact us about any questions. We will do our best to respond within 48 hours during the work week.

COURSE DESCRIPTION

Students will apply teleological ethics (including act utilitarianism and rule utilitarianism) to ethical problems in healthcare practice. Problems are to include nursing practices, end-of-life care, and gerontology. Normative ethics will also be applied in examining healthcare laws that govern nursing practice. Students will learn to distinguish between normative, meta-ethical, and descriptive moral claims (to include moral relativism versus moral realism).

PREREQUISITE: Admission to the Nursing Program at YVC.

COURSE OUTCOMES

By the end of the course students will be able to:

1. Recognize and evaluate teleological ethical theories.
2. Apply dialectical reasoning in discussions about contemporary problems in healthcare.
3. Identify the major reasons for adhering or not adhering to the various normative theses.
4. Apply teleological ethics to contemporary problems in healthcare ethics.

COURSE OBJECTIVES

Learning outcome 1

- a. Identify the specific steps in reasoning, and the justification given for them, by individual moral philosophers.
- b. Analyze arguments both for and against teleological ethics.

Learning outcome 2

- a. Work cooperatively with others to generate and respond dialectically to questions about conceptions of right and wrong in healthcare ethics.

Learning outcome 3

- a. Distinguish between normative, meta-ethical, and descriptive claims when discussing laws that govern nursing practice such as HIPPA, advanced directives, and Nursing Care Quality Assurance Commission rules.
- b. Distinguish between various meta-ethical positions (including realism and relativism) while evaluating their respective strengths and weaknesses.

Learning outcome 4

- a. Apply act utilitarianism to contemporary problems in healthcare ethics such as patient confidentiality, beneficence, non-maleficence, autonomy, and quality of life concerns.
- b. Apply rule utilitarianism to contemporary problems in healthcare ethics such as patient confidentiality, beneficence, non-maleficence, autonomy, and quality of life concerns.

COURSE REQUIREMENTS

Achievement of a cumulative score of 75% on course work is required.

Table: Course Assignments & Grading Weight

Values Assignment	90 points
Ethical Principles Presentation	100 points
Ethical Dilemma Paper	110 points
Discussion Boards Posts	180 points total (30 points each)
Final Exam	50 points
Total	530 points

Grading Scale

A	93-100%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	75-76.9%
C-	71-74.9%
D+	67-70.9%
D	60-66.9%
F	0-59.9%

REQUIRED TEXTBOOKS

Davis, Fowler, & Arsooskar. *Ethical Dilemmas and Nursing Practice*, Latest Edition. Pearson.

Shafer-Landau. *The Fundamentals of Ethics*, Latest Edition. Oxford University Press.

ASSIGNMENTS

Final Exam – 50 points

There will be a comprehensive final exam for this course during the last week of the quarter. The exam will test the students understanding of material covered in course lectures and course readings.

Discussion Board Posts – 180 points (total), 30 points each

Throughout the quarter there are six required discussion posts on Canvas, each including one original post and at least one reply to another original post by one's fellow classmate. For each discussion, an instructor will provide a discussion prompt that includes information about what each discussion is about and the content each original post needs to include. The discussion prompts will often focus on the *required course readings* but might also concern content from course lectures. Each student is to provide *one original post* that is in response to the discussion prompt and then at least *one reply* to a fellow student's original post. The original post must be *at least 150 words* and the reply must be *at least 60 words*. The six required Discussion Posts are worth 30 points each, for a total of 180 points. The posts will be graded on: (1) How well informed by the relevant course material (i.e. the required reading and lectures) they are and (2) Whether they reflect serious thought about that material as well as other posts in the discussion. Doing well in this course requires thoughtful, informed contributions to these discussions, which in turn requires reading the assigned readings and watching the lectures. **Original posts are due by Thursday at midnight** the week each discussion is assigned, and the **replies are due by Saturday at midnight** that same week.

Values Assignment – 90 points

Learning Objectives: By completing this assignment the student will be able to: (1) Identify their personal biases related to health care issues, and (2) Use the increased self-awareness of biases to better deliver value neutral care to patients.

Format: Complete form consisting of questions to be answered with short statements of personal beliefs. The form with the questions is located on CANVAS. Please answer the questions there. When you are finished answering the questions all you need to do is to hit the submit button.

Ethical Principles Presentation – 100 points

Format: The presentation will be divided into two components. During the first stage students will be assigned to a group that will develop a presentation on an assigned ethical principal. The second aspect of this assignment will involve presenting your topic to the classroom.

Evaluation: All students in a group must attend the planning session and be in attendance for their group presentation.

Part 1 – Student group and topic. Assignment of students to a group (by second week of class): Once students are assigned to a group, the group will begin developing their presentation. All students are expected to contribute to the work of their group in constructing the assessment presentation.

Part 2 - The presentation to the class. Each group should be able to show some part of the presentation on the overhead screen, or provide handouts so all members of the class can visualize it. You can distribute handouts. About 10 minutes should be adequate for the presentation, but no more than 15 minutes at the very most. You are encouraged to be as creative as you want in this process. Try to incorporate both direct and indirect methods for

presenting information. Also, remember to apply utilitarianism or various meta-ethical positions to your presentation, you can even discuss the benefits or disadvantages of your topic (compare).

The Evaluation of the Assignment. All students in a group who participated in the planning and presentation will be assigned a “satisfactory” score if their group covered all the appropriate areas. Students who do not meet this criteria by being absent for one of the sessions, or not contributing to the group, will receive an “unsatisfactory” score. A “satisfactory” score is necessary to receive a “credit” grade in PHIL 112. Students may raise an “unsatisfactory” score by writing a formal paper. The paper will be no less than five pages in length and written in APA style. Students who need to exercise this option should meet individually with the instructor to get specific information on the assignment.

TOPICS FOR PRESENTATIONS:

Respect for person	Emergency Exceptions
Non-maleficence/Beneficence	Incompetent Clients/Patients
Social Justice	Right to refuse
Fidelity/Autonomy	Advanced Directive
Informed Consent	Uniform Disciplinary Act

Learning Objectives of this assignment: By completing this assignment the student will be able to:

- Develop an understanding of ethical principles in healthcare.
- Identify the resources that may be used to assist law makers, and medical professionals, with ethical issues in healthcare.
- Demonstrate a professional presentation to peers using PowerPoint, lecture, scenario, games, or a combination of the above, to use for your teaching platform.

Course Objectives this assignment reflects:

2. Apply dialectical reasoning in discussions about contemporary problems in healthcare.
3. Identify the major reasons for adhering or not adhering to the various normative theses.
4. Apply teleological ethics to contemporary problems in healthcare ethics.

Student learning outcome of course: 2

a. Work cooperatively with others to generate and respond dialectically to questions about conceptions of right and wrong in healthcare ethics.

Student learning outcome of course: 3

a. Distinguish between normative, meta-ethical, and descriptive claims when discussing laws that govern nursing practice such as HIPPA, advanced directives, and Nursing Care Quality Assurance Commission rules.

Student learning outcome of course: 4

- a. Apply act utilitarianism to contemporary problems in healthcare ethics such as patient confidentiality, beneficence, non-maleficence, autonomy, and quality of life concerns.
- b. Apply rule utilitarianism to contemporary problems in healthcare ethics such as patient

confidentiality, beneficence, non-maleficence, autonomy, and quality of life concerns.

Ethical Dilemma Paper – 100 points + 10 points

Steps: (1) Describe an ethical issue you encountered in the past that you may not have even realized was an ethical dilemma until now. (2) Define the bio-ethical term/principle it relates to. (3) Refer to the ANA’s Code of Ethics, and link it to the potential WAC it violated. (4) Develop a plan for appropriate action if this happened again in the future.

Learning Objectives: By completing this assignment students will be able to:

- Search the WAC to identify relevant ethical violations and gathering relevant facts.
- Consider all involved in terms of impact, views and opinions.
- Identify possible options, choosing and justifying an option.
- Submit a brief paper that summarizes a specific ethical dilemma that reflects an experience you had in a clinical, education, work, or a personal health care experience.

Format: The assignment will be in the form of a Word document and submitted electronically in the appropriate drop box, References need to be in APA format.

Grading: This assignment is worth a total of 110 points total. The paper is worth 100 points and then students receive 10 points for being present in class for the sharing time. Students must receive a grade of 75% or better to receive a passing grade (see rubric).

COURSE SCHEDULE

Week	TOPICS	LEARNING ACTIVITIES
1 3/30	(1) Course Intro: What we’ll study & why it matters for healthcare (2) Descriptive Ethics, Meta-Ethics, Normative ethics, Applied Ethics	Read: Davis et al., Chs. 1 & 3 Values Assignment: Start assignment
<i>META-ETHICS</i>		
2 4/5	(1) Relativism vs. Moral Realism (2) Why the above matters for doing good in healthcare	Read: Shafer-Landau, Chs. 19 & 21 Discussion Board Posts: about above reading. Original post due by Thursday, reply due by Saturday. Values Assignment
<i>NORMATIVE ETHICS</i>		
3 4/12	(1) Consequentialist & Utilitarianism Ethics (2) Application to healthcare institutions (i.e. hospitals), healthcare systems, and healthcare policies	Read: Shafer-Landau, Chs. 9 & 10 Discussion Board Posts: about above reading. Original post due by Thursday, reply due by Saturday.

4 4/19	(1) Deontological Ethics (2) Application to healthcare practice	Read: Shafer-Landau, Ch. 11 Discussion Board Posts: about above reading. Original post due by Thursday, reply due by Saturday.
5 4/26	(1) Virtue Ethics (2) Application to patient care	Read: Shafer-Landau, Ch. 17 Discussion Board Posts: about above reading. Original post due by Thursday, reply due by Saturday.
6 5/3	(1) Natural Law Ethics (2) Care Ethics (3) Putting the theories together in relation to healthcare ethics	Read: Schafer-Landau, Ch. 6; Sander-Staudt, Care Ethics, <i>IEP</i> : https://www.iep.utm.edu/care-eth/ Discussion Board Posts: about the above reading. Original post due by Thursday, reply due by Saturday.
<i>ETHICS TO POLICY</i>		
7 5/10	(1) Nursing and Ethics: Nurse Practice Act, Government Involvement, Legislature, Policy Formation, Regulatory Agencies	Read: Davis et al., Chs. 5 & 10 Discussion Board Posts: about Case Studies I & II in Davis et al., Ch. 10. Original post due by Thursday, reply due by Saturday.
8 5/17	In Class Presentations (5 groups)	Ethical Principles Presentations: partners and topic assigned earlier in the quarter. See CANVAS for instructions.
9 5/24	In Class Presentations (5 groups)	Ethical Principles Presentations
10 5/31	Ethical Dilemma: Turn Paper into Instructor, and then work in small groups in class to discuss.	Ethical Dilemma Paper
11 6/7	FINAL EXAM	Exam On Canvas

STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible. The office location is in Sundquist Hall. Office hours vary according to clinical and classroom schedules, please call the Nursing Department at 574-4902 or the instructor's number provided on page 1 of this syllabus. General information on disability accommodation may also be obtained through Disabled Student Services located in Deccio Higher Education Building C138 or by calling 574-4961.

GENERAL POLICIES

Exams: Attendance is required for all scheduled exams and quizzes. Students who arrive late for an exam may not be admitted to the room and may have to reschedule to take the exam at the instructor's discretion. Students who are not in class for quizzes or who arrive after the quiz has been distributed, will be unable to take the quiz at that time and rescheduling is at the discretion of the instructor. Students who are late to exams or quizzes will complete a Performance Improvement Plan. Continuation of this problem may result in failure of the course and/or program dismissal. Students are not to leave the room during the exam. If students anticipate personal problems that might interrupt them during an exam, this should be discussed with the instructor **prior** to the beginning of the exam. If the student anticipates needing to use the restroom during testing, notify the instructor **prior** beginning of the test. Students who have emergencies that prevent them from being in class for an exam or quiz are required to notify the instructor **prior** to the scheduled exam. Re-scheduled exams must be taken within 24 hours of original time unless otherwise specified by the instructor.

Students that do not notify lead instructor of anticipated absence and do not attend required exam will complete a Performance Improvement Plan. The student that had a "no call, no show" incident may not be allowed to reschedule the exam; this will be at the discretion of the lead instructor. Continuation of this problem may result in failure of the course and/or program dismissal. Examinations may only be taken **once**, no repeat exams are offered.

Test Review: This course allows for test review of each quiz & exam except the final exam. Students must follow the policies surrounding test review to protect the integrity of the program's exams or the privilege may be taken away. These rules are: 1. No materials may be brought up to the exam review table. 2. The Scan Tron must be turned in before the student is allowed to look at the answer key. 3. No discussion of the exam questions or answer options will be allowed during testing time. If the student has questions or concerns about the correct answer he/she may request an appointment with the instructor on an individual basis following the exam.

Cell Phones: All cell phones are to be turned off before class begins. During exams, cell phones are to be placed in the student's purse or backpack. Students who are anticipating emergency calls should discuss this with the instructor **prior** to the beginning of class.

Course Withdrawal: In order to withdraw from this course, an instructor's signature is required. It is the student's responsibility to secure an add/drop slip from the Registrar's office and fill it out completely. If a student withdraws from the course after taking the second exam, the student will receive the grade at the time of withdrawal on his/her nursing program records. The nursing program records are taken into consideration when a student appeals to the admission and progression committee. Refer to the Nursing Program Student Handbook for further information about admission, withdrawal, and progression information.