# Course Description

This course will examine specific moral issues surrounding the general field of healthcare. Specifically, it will analyze contemporary problems associated with bioethics. While this course will consider issues from a theistic and nontheistic perspective, no attempt will be made to promote any one position.

*Note*: The subject matter of this course contains controversial material. When expressing ideas, it is important to display respect and focus on the concepts and principles introduced in the learning.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: The ability to clearly and effectively prepare written business communications. (*ULO 1, 2, 4*)
* **PLO2**: Business students will apply knowledge and skills to make appropriate business decisions. (*ULO 1, 2, 3, 4*)
* **PLO3**: The student will be able to apply ethical and moral decision-making principles to business situations. (*ULO 2, 3, 4*)
* **PLO4**: The student will demonstrate decision-support tools required for business professionals. (*ULO 2, 3, 4*)
* **PLO5:** The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. (*ULO 1, 2, 4*)

# Course Learning Outcomes (CLO)

* **CO1:** Articulate the complementary roles of ethics, religion, and medicine in a contemporary understanding of patient care. (*LO2, 3, 4*)
* **CO2:** Evaluate basic values and principles to make informed decisions in healthcare. (*LO2, 3*)
* **CO3:** Recognize the diversity of religious faiths in a patient-care setting. (*LO1, 4*)
* **CO4:** Evaluate technical–medical advancements and the moral or ethical issues they pose for our society and culture. (*LO2, 3*)

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Panicola, M. R., Belde, D. M., Slosar, J. P., & Repenshek, M. F. (2011). *Health care ethics: Theological foundations, contemporary issues, and controversial cases* (2nd ed.). Winona, MN: Anselm Academic.

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Abortion Debate | 30 |  |
| Discussion: Autonomy and Sanctity of Life | 30 |  |
| Assignment: Week 1 Case Study | 40 |  |
| Assignment: Legal and Societal Analysis | 100 |  |
| Week 1 Quiz | 25 |  |
| **Week 2** |  |  |
| Journal: Assisted Suicide | 40 |  |
| Assignment: Week 2 Case Study | 40 |  |
| Assignment: Artificial Nutrition and Hydration (ANH) Paper | 100 |  |
| Week 2 Quiz | 25 |  |
| **Week 3** |  |  |
| Discussion: Human Medical Experimentation | 30 |  |
| Blog: Protocols in Human Research | 40 |  |
| Assignment: Tuskegee Experiment | 100 |  |
| Week 3 Quiz | 25 |  |
| **Week 4** |  |  |
| Journal: Editorial Response | 40 |  |
| Journal: Cloning Analysis | 40 |  |
| Assignment: Week 4 Case Study | 40 |  |
| Week 4 Quiz | 25 |  |
| **Week 5** |  |  |
| Discussion: Healthcare Plan | 30 |  |
| Blog: Healthcare Services | 40 |  |
| Journal: Course Overview | 40 |  |
| Assignment: Allocating Resources | 100 |  |
| Course Reflection | 20 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

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| **Week One: Healthcare Principles and Abortion** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Define *ethics* and its impact on moral decision making. | CO1 | |
| * 1. Explain the major values and principles in healthcare ethics. | CO1 | |
| * 1. Examine the clinical practices and the ethical and legal perspectives surrounding abortion. | CO2, 3 | |
| * 1. Apply the principles of healthcare ethics to contemporary issues in abortion. | CO2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback located on Blackboard. | N/A | N/A |

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| **Readings**  **Read** the following sections of *Health Care Ethics*:   * pp. 1–22 in Ch. 1 * pp. 44–61 in Ch. 2 * pp. 94–117 in Ch. 4   **Review** the [U.S. Abortion Statistics](https://abort73.com/abortion_facts/us_abortion_statistics/).  **Post** any questions or comments in the General Questions and Discussion Forum. | | 1.1, 1.2, 1.3, 1.4 | Lecture Activity = **1hr.** |
| **Videos**  **View** the following videos:   * ["Lila Rose and Ilyse Hogue debate abortion on CNN Crossfire"](https://www.youtube.com/watch?v=WdPIgsGmDcU&t=730s) [22:25] * ["Abortion frontline of America: life and death in Texas"](https://www.youtube.com/watch?v=QbR2SoYI95M) [12:48]   **Post** any questions or comments in the General Questions and Discussion Forum. | | 1.1, 1.2, 1.3, 1.4 | Lecture Activity = **2hr.** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | VARIES | Live Discussion: lecture and discussion = **1hr.** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Abortion Debate**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What moral issues enter into the abortion debate? * Using some of the ethical principles from your text, how would you express your view on the abortion debate? * What are some societal, clinical, and legal issues involved?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2, 1.3, 1.4 | Discussion = **1hr.** |
| **Discussion: Autonomy and Sanctity of Life**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What is the tension between the principle of autonomy and the principle of the sanctity of life? Which principle takes precedence in the abortion debate?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2 | Discussion = **1hr.** |
| **Assignment: Week 1 Case Study**  **View** the presentation Pregnant Christi.  **Write** a 350- to 400-word paper in APA format that answers the following questions. At least one other source in addition to your textbook must be used as support.   * What is the intention of the induction of the pregnancy? Paying particular attention to the section "Addressing the Tension," what is the moral justification for performing the induction? Apply healthcare principles in your evaluation of this case. * Do you think induction is justified in this case? If so, why? If not, why not? Do you think a pathological condition of a pregnant woman must be life threatening to justify inducing when it is foreseen the baby will die? How immediate a threat to the mother’s life does there need to be before induction can be justified?   **Submit** your case study response by 11:59 p.m. (EST) on Sunday.  (Case study taken from course textbook *Health Care Ethics*.) | | 1.2, 1.3 | Case Study = **1.5hrs.** |
| **Assignment: Legal and Societal Analysis**  Abortion is a controversial topic and generally results in heated emotions from polarized views. In heated discussions, people generally forget the legal and societal aspects affected, which go beyond personal perspectives.  **Write** a 350- to 500-word analysis paper that addresses the legal and societal issues brought to light in the abortion debate. Consider the legal strategy the pro-life movement uses as well as the social ramifications of the movement. Also, consider the strategy the pro-choice movement uses and its social impact.  The paper must follow APA guidelines.  **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 1.2, 1.3, 1.4 | Case Studies = **1.5hrs.** |
| **Week 1 Quiz**  **Complete** the quiz for this week. | | 1.1, 1.2, 1.3, 1.4 | Online Quiz = **1hr.** |
| **Total** |  |  | **10hrs.** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they would like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Foregoing Treatment at the End of Life | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between withholding and withdrawing treatment and an act of killing or allowing the patient to die. | | CO2, 3 | |
| * 1. Assess the benefits and burdens in treatment decisions at the end of life. | | CO2, 3 | |
| * 1. Articulate the ethical issues involving artificial nutrition and hydration (ANH). | | CO1, 2, 3 | |
| * 1. Analyze the Catholic moral position with regard to the duty to preserve life. | | CO1, 2 | |
| * 1. Evaluate the reasons behind nonbeneficial requests for treatments or medical futility. | | CO2, 3 | |
| * 1. Recommend ways to prevent nonbeneficial requests for treatments. | | CO2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** pp. 277–310 in Ch. 10 of *Health Care Ethics*.  **Read** the article “[John Paul II: Dying with Dignity](http://www.usccb.org/about/pro-life-activities/respect-life-program/john-paul-ii-dying-with-dignity.cfm).”  **Post** any questions or comments in the General Questions and Discussion Forum. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | Lecture Activity = **1hr.** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Journal: Assisted Suicide**  **Watch** the PBS *Frontline* video [“The Suicide Plan”](http://www.pbs.org/wgbh/pages/frontline/suicide-plan/) [1:23:41].  **Write** a 200- to 250-word journal response:   * If a family member with a terminal illness wished to end his or her life by assisted suicide, would you lend your support? Why or why not? * If you would help, what are your limitations in allowing this action? If you would not help, are there any extenuating circumstances that may change your mind. Defend your position with values and principles taken from the readings.   **Submit** your journal by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2, 2.4 | Journal = **2hr.** |
| **Assignment: Week 2 Case Study**  **View** the presentation Mr. Stanley.  **Write** a short 350- to 400-word analysis in APA format that answers the following questions. At least one other source in addition to your textbook must be used as support.   * What are the complicating factors leading to nonbeneficial requests for treatment (that is, hospital resources, finances, lack of communication, and so on)? If you were the doctor, how would you handle the situation? Evaluate the situation with regard to the duty to preserve life. * Can the doctor do this? Should the doctor do this? How should doctors handle requests for treatments they know will not benefit patients?   **Submit** your case study response by 11:59 p.m. (EST) on Sunday.  (Case study taken from course textbook *Health Care Ethics*.) | | 2.2, 2.4, 2.5, 2.6 | Case Study = **1.5hrs.** |
| **Assignment: Artificial Nutrition and Hydration (ANH) Paper**  **Write** a 1,400- to 1,750-word research paper on the issue of whether to provide artificial nutrition and hydration.  **Include** the following points:   * An overview of the issue, including procedures involved (such as a PEG tube) * Arguments in favor of providing ANH (and under what circumstances) * Arguments against providing ANH (and under what circumstances) * Your personal opinion on the issue, backed by ethical principles and values   The paper must follow APA guidelines and use at least three outside sources.  **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2, 2.3 | Research Paper = **2hrs.** |
| **Week 2 Quiz**  **Complete** the quiz for this week. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | Quiz = **1hr.** |
| **Total** |  |  | **7.5hrs.** |

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| Week Three: Human Medical Experimentation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Articulate the role of the principle of the sanctity of life in assessing the morality of human medical experimentation. | | CO1 | |
| * 1. Evaluate the principle of informed consent when developing norms for human medical experimentation. | | CO1 | |
| * 1. Evaluate the ethical issues involved in current protocols on human medical research. | | CO2, CO3 | |
| * 1. Explain the role of the Institutional Review Board (IRB) in human medical research. | | CO2, 4 | |
| * 1. Assess conflicts of interest that can arise from medical research on humans. | | CO2, 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 9 (pp. 245–272) of *Health Care Ethics*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 3.1, 3.2, 3.3, 3.4, 3.5 | Lecture Activity = **1hr.** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Human Medical Experimentation**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What does the case of Jesse Geisinger (pp. 245–246) reveal about the tension to protect human beings in medical research? * Should the principle of the sanctity of human life outweigh other principles (such as informed consent, confidentiality, and so on) in evaluating human medical experimentation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1, 3.2, 3.3, 3.5 | Discussion = **2hr.** |
| **Blog: Protocols in Human Research**  **Review** the section “Human Research: The Protocol” (pp. 258–268) of *Health Care Ethics*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Choose one of the areas the Institutional Review Board is accountable to review. What are the ethical issues involved? What are the possible conflicts of interest? Include healthcare principles as support.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.3, 3.4, 3.5 | Blog = **1hr.** |
| **Assignment: Tuskegee Experiment**  **Read** and research further on the Tuskegee experiment and background through the [U.S. Public Health Service Syphilis Study at Tuskegee](https://www.cdc.gov/tuskegee/timeline.htm).  *Note:* You also have the option to view the movie *Miss Evers’ Boys* (1997) regarding this case through the university library or by doing an online search.  **Write** a 700- to 1,050-word paper in APA format that addresses the following questions. At least one other source in addition to your textbook must be used as support.   * What healthcare principles were violated in the Tuskegee study? * How did the researchers justify their reasoning for continuing the study? * Evaluate the tension between individual good versus common good inherent in human medical experimentation. How did the conductors of the Tuskegee study use that argument to their advantage?   **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 3.1, 3.2, 3.3 | Case Study = **2hrs.** |
| **Week 3 Quiz**  **Complete** the quiz for this week. | | 3.1, 3.2, 3.3, 3.4, 3.5 | Quiz = **1hr.** |
| **Total** |  |  | **7hrs.** |

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| Week Four: Embryonic Stem Cell Research | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the basic science involved in stem cell research and human cloning. | | CO4 | |
| * 1. Review U.S. public policy involving embryonic stem cell research and human cloning. | | CO2, 4 | |
| * 1. Analyze the moral status of the embryo with regard to the sanctity of life. | | CO1, 2, 4 | |
| * 1. Assess the potential benefits and complications in developing treatments from embryonic stem cells. | | CO2, 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 7 (pp. 191–211) of *Health Care Ethics*.  **Read** [“Cancer patient receives stem cell-made windpipe, first in U.S.”](https://www.cbsnews.com/news/cancer-patient-receives-stem-cell-made-windpipe-first-in-us/)  **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.1, 4.2, 4.3, 4.4 | Lecture Activity = **1hr.** |
| **Video**  **Watch** the movie *My Sister’s Keeper* (2009) (Runtime 109 minutes).  *Note*: You may choose to borrow the movie from the library or rent from an outside vendor such as Amazon or Netflix, if available. You may also read the synopsis and author interview at [Jodi Picoult: My Sister’s Keeper](http://www.jodipicoult.com/my-sisters-keeper.html) to get an overall understanding of the movie.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.1, 4.4 | Lecture Activity = **3hr.** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Journal: Editorial Response**  **Respond** tothe following in 200 to 250 words:   * Imagine that you are a candidate for public office in your district, county, state, etc. After reviewing the current public policy on stem cell research and cloning in your textbook (pp. 199–203), explain your position on these issues to your constituents backed by principles and values.   **Submit** your journal by 11:59 p.m. (EST) on Sunday. | | 4.3, 4.4 | Journal = **1hr.** |
| **Journal: Cloning Analysis**  **Watch** the short clip [“Dolly and beyond”](https://www.youtube.com/watch?v=4kBVjwyx5VA#t=123) [5:10].  **Write** a 350- to 500-word response in the journal:   * What is the difference between reproductive and therapeutic cloning? Why is therapeutic cloning deemed to be morally acceptable and reproductive cloning not? What principles are involved in this issue?   **Submit** your journal by 11:59 p.m. (EST) on Sunday. | | 4.1, 4.2, 4.4 | Journal = **2hr.** |
| **Assignment: Week 4 Case Study**  **View** the presentation Juvenile Diabetes.  **Write** a short analysis in a 350- to 400-word blog answering the following:   * Based on the case study, do you believe that embryos are worthy of protection, even though they may be discarded? Would you financially support an organization that funds embryonic stem cell research? Why or why not?   **Submit** your case study response by 11:59 p.m. (EST) on Sunday.  (Case study taken from course textbook *Health Care Ethics*.) | | 4.1, 4.3, 4.4 | Case Study = **2hrs.** |
| **Week 4 Quiz**  **Complete** the quiz for this week. | | 4.1, 4.2, 4.3, 4.4 | Quiz = **1hr.** |
| **Total** |  |  | **10hrs.** |

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| Week Five: Health Care Reform | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the need for reform in the U.S. healthcare system. | | CO1 | |
| * 1. Analyze the roles of human dignity and justice in healthcare. | | CO1, 2, 3 | |
| * 1. Examine the ethics behind the allocation of healthcare resources. | | CO1, 2, 3 | |
| * 1. Determine how healthcare reform impacts future delivery of care. | | CO1, 2, 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 12 of *Health Care Ethics*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 5.1, 5.2, 5.3, 5.4 | Lecture Activity = **1hr.** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Healthcare Plan**  **Review** pp. 367–372 regarding “Conditions Creating the Need for Healthcare Reform” of *Health Care Ethics*.  **Answer** the following in 200 to 250 words:   * Evaluate your own healthcare plan. What do you like? What do you not like? If you are able to reform this, what would you suggest?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.2, 5.4 | Discussion = **1.5hrs.** |
| **Blog: Healthcare Services**  **Recount** an experience, either real or hypothetical, where someone received healthcare services that you felt were inadequate.  **Post** a blog in 200 to 250 words answering the following:   * What principles of healthcare do you feel were violated? What do you think caused this? How could this situation be avoided or improved?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.2, 5.4 | Blog = **1.5hrs.** |
| **Journal: Course Overview**  **View** the video [“Health care policy, politics and consequences”](https://www.youtube.com/watch?v=sO2fmS92H5c) [24:19].  **Write** a reflective journal entry in 350 to 500 words on the following:   * What do you think of our current healthcare system in the debate about the Affordable Healthcare Act of 2010? What are your initial thoughts and reaction?   **Support** your opinion with values and principles taken from the readings.  **Submit** your journal by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.2, 5.3, 5.4 | Journal Entry = **2hr.** |
| **Assignment: Allocating Resources**  **Review** pp. 372–376 of *Health Care Ethics* regarding rationing and the criteria for allocating healthcare resources.  **Complete** the Allocating Resources worksheet. | | 5.3 | Problem Solving = **1hr.** |
| **Course Reflection**  **Complete** the Course Reflection worksheet. | | 5.2 | Reflection = **1hr.** |
| **Total** |  |  | **8hrs.** |

# Breakdown of Academic Instructional Equivalencies

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| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7 |
| Supplemental |  |
| **Week 4** |  |
| Required | 10 |
| Supplemental |  |
| **Week5** |  |
| Required | 8 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 41.5 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42.5 |