# 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.

# Course Outcomes (CO)

* **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:** Appreciate the diversity of religious faiths in a patient-care setting. (*LO1, 4*)
* **CO4:** Evaluate technical–medical breakthroughs and the moral or ethical issues they pose for our society and culture. (*LO2, 3*)

# Program Learning Outcomes (LO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

**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

**Student Expectations**

Students are expected to do the following:

* 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation: Learning Activities | 20 | <insert due date> |
|  | Discussion Question 1 | 20 | <insert due date> |
|  | Week 1 Case Study Analysis | 30 |  |
|  | Abortion Clinic | 30 |  |
|  | Quiz | 100 |  |
| **Week 2** | |  |  |
|  | Participation: Learning Activities | 20 | <insert due date> |
|  | Week 2 Case Study Analysis | 20 |  |
|  | Artificial Nutrition and Hydration (ANH) Paper | 40 |  |
|  | Quiz | 100 |  |
| **Week 3** | |  |  |
|  | Participation: Learning Activities | 20 | <insert due date> |
|  | Tuskegee Experiment | 40 |  |
|  | Protocols in Human Research | 20 |  |
|  | Ethical Norms Blog | 20 |  |
|  | Quiz | 100 |  |
| **Week 4** | |  |  |
|  | Participation: Learning Activities | 20 | <insert due date> |
|  | Week 4 Case Study Analysis | 10 |  |
|  | Week 4 Cloning Analysis Journal | 20 |  |
|  | Quiz | 100 |  |
| **Week 5** | |  |  |
|  | Participation: Learning Activities | 20 | <insert due date> |
|  | Discussion Question 1 | 20 |  |
|  | Week 5 Journal Reflection | 20 |  |
|  | Healthcare Blog | 30 |  |
|  | Allocating Resources | 10 |  |
|  | Course Reflection | 100 |  |
| **Total Points** | | **930** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| 1 | <insert start date> | <insert end date> |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** pp. 1–22 in Ch. 1 of *Health Care Ethics*. | | 1.1 |  |
| **Read** pp. 44–61 in Ch. 2 of *Health Care Ethics*. | | 1.2 |  |
| **Read** pp. 94–117 in Ch. 4 of *Health Care Ethics*. | | 1.3, 1.4 |  |
| **Create Discussions**  **Review** Ch. 1 & 2 of *Health Care Ethics*.  **Create** two separate discussion questions, one for each of the readings in Ch. 1 & 2. The level of complexity in your questions affects your participation for this activity.  **Respond** to two questions posted by other students. Answers to other students should be 200 to 250 words. | | 1.1 OR 1.2 | Discussion Board = 1.5hr. |
| ***Assignment:*** *Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Post** a 200- to 250-word response to the following:   * 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?   **Respond** to at least three other students’ posts relating how you may or may not agree with their findings. | | 1.1, 1.2 | Discussion Board =1.5hr. |
| **Week 1 Case Study Analysis**  **Read** Case 4F (p. 119) in Ch. 4 of *Health Care Ethics*.  **Answer** to the following in 350- to 400-words paper:   * What is the intention of the induction of the pregnancy? Paying particular attention to the section "Addressing the Tension," what is the moral justification on performing the induction? Apply healthcare principles in your evaluation of this case.   **Use** at least one outside source in addition to the information from the textbook to support your paper.  **Format** your paper according to APA guidelines.  **Submit** your analysis. | | 1.2, 1.3 | Case Studies = 1hr. |
| **Abortion Clinic**  **Watch** the full program of “The Last Abortion Clinic” at <http://www.pbs.org/wgbh/pages/frontline/clinic/view/> by clicking on each of the following chapters:   * “The Dramatic New Strategy” * “Chipping Away at Roe v. Wade” * “The Facts on the Ground” * “The Ayotte Case”   **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.  **Format** your paper according to APA guidelines. Submit your paper. | | 1.2, 1.3, 1.4 | Case Studies = 2.5hrs. |
| **Quiz**  **Complete** the quiz for this week. | | 1.1, 1.2, 1.3, 1.4 | Online Quiz = 1hr. |
| **Total** |  |  | **7.5hr** |
| **Notes** |  | | |

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| Week 2: Forgoing 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** pp. 277–310 in Ch. 10 of *Health Care Ethics*. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 |  |
| **Create Discussions**  **Review** Ch. 10 of *Health Care Ethics*.  **Create** two separate discussions based on the reading. The level of complexity in your questions affects your participation for this activity.  **Respond** to two questions posted by other students. Responses to other students should be 200 to 250 words. | | 2.1, 2.2, 2.3, 2.4, OR 2.5 | Discussion Board = 1.5hr. |
| **Assisted Suicide**  **Watch** the PBS Frontline video “The Suicide Plan” at <http://www.pbs.org/wgbh/pages/frontline/suicide-plan/>  **Post** 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. | | 2.1, 2.2, 2.4 | Journal = 2hrs. |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 2 Case Study** **Analysis**  **Read** Case 10C (p. 312) in Ch. 10 of *Health Care Ethics*.  **Write** a short analysis in 350- to 400-words answering the following:   * 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.   **Use** at least one outside source in addition to the information from the textbook to support your paper.  **Format** your paper according to APA guidelines. | | 2.2, 2.4, 2.5, 2.6 | Case Studies = 1.5hr. |
| **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   **Use** at least three outside sources in addition to your textbook.  **Format** your paper according to APA guidelines. Submit your assignment. | | 2.1, 2.2, 2.3 | Research Paper = 2hrs. |
| **Quiz**  **Complete** the quiz for this week. | | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | Online Quiz = 1hr. |
| **Total** |  |  | **8 hours** |
| **Notes** |  | | |

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| Week 3: 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 9 (pp. 245-272) of *Health Care Ethics*. | | 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| **Discussion Question**  **Post** a 200- to 250-word discussion response about the following:     * 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?   **Respond** to two other students by relating how you may or may not share the same opinions. | | 3.1, 3.2, 3.3, 3.5 | Discussion Board = 1hr. |
| **Create Discussions**  **Review** Ch. 9 of *Health Care Ethics*.  **Create** two separate discussions based on the reading. The level of complexity in your questions affects your participation for this activity.  **Respond** to two questions posted by other students. Responses to other students should be 200 to 250 words. | | 3.1, 3.2, 3.3, 3.4, OR 3.5 | Discussion Board = 1.5hr |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Tuskegee Experiment**  **Watch** the film *Miss Evers’ Boys* at <http://www.youtube.com/watch?v=MR5X5x05xhw> (Runtime 118 minutes).  If the video link is no longer operable, you may read further on the topic by exploring the following link ([www.cdc.gov/tuskegee/timeline.htm](http://www.cdc.gov/tuskegee/timeline.htm)). Another option is to rent a video from the library or through an outside vendor such as Amazon or Netflix.  **Write** a 700- to 1,050-word paper addressing the following questions:   * 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?   **Use** at least one other source in addition to your textbook.  **Format** your paper according to APA guidelines. Submit your assignment. | | 3.1, 3.2, 3.3 | Case Studies = 3hrs. |
| **Protocols in Human Research**  **Review** the section “Human Research: The Protocol” (pp. 258–268) of *Health Care Ethics*.  **Post** a 200- to 250-word blog response to the following:   * 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.   **Respond** to at least two other students in how you may or may not agree with their findings. | | 3.3, 3.4, 3.5 | Blog = 1hr. |
| **Ethical Norms Blog**  **Review** the ethical norms proposed by Ashley and O’Rourke on p. 251 of *Health Care Ethics*.  **Post** a 200- to 250-word blog response to the following:   * Of the ethical norms proposed, which one do you think is the most important in human medical research? Why? Which do you think is the least important? Why?   **Respond** to two other students’ posts and explain whether you agree or disagree with their assessments. | | 3.3, 3.5 | Blog = 1hr. |
| **Quiz**  **Complete** the quiz for this week. | | 3.1, 3.2, 3.3, 3.4, 3.5 | Online Quiz = 1hr. |
| **Total** |  |  | **8.5** |
| **Notes** |  | | |

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| Week 4: 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 7 (pp. 191–211) of *Health Care Ethics*. | | 4.1, 4.2, 4.3, 4.4 |  |
| **Create Discussions**  **Create** two separate discussion questions based on the reading. The level of complexity in your questions affects your participation for this activity.  **Respond** to two questions posted by other students. Responses to other students should be 200 to 250 words. | | 4.1, 4.2, 4.3, OR 4.4 | Discussion Board = 1.5hr. |
| **Week 4 Blog Analysis**  **Review** the following news article at <http://www.cbsnews.com/news/cancer-patient-receives-stem-cell-made-windpipe-first-in-us/>    **Post** a 200- to 250-word blog response addressing the following:   * This news report demonstrates the recent gains made in successfully recreating organs from stem cells. What are the benefits derived from this type of stem cell technology? Are there any dangers? Are there any ethical repercussions?   **Review** the responses of at least three other students and explain how you may or may not agree with them. | | 4.1, 4.2 | Blog = 1hr. |
| **Video Discussion**  **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 <http://www.jodipicoult.com/my-sisters-keeper.html> to get an overall understanding of the movie.  **Address** the following in 350 to 400 words in the discussion forum:   * What are some moral issues in genetically engineering a child for therapeutic purposes (in the case of this story, to save her sister’s life)? Should embryonic design and experimentation be utilized to save another human being’s life? Explain. Should there be limitations? Why or why not?   **Respond** to other students’ posts and explain whether you agree or disagree with their statements. | | 4.4 | Case Studies = 1.5hr. |
| **Editorial Response Journal**  **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), please explain your position on these issues to your constituents backed by principles and values. | | 4.3, 4.4 | Journal = 1hr. |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 4 Case Study Analysis**  **Read** Case 7D (p. 212) in Ch. 7 of *Health Care Ethics*.  **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 response. | | 4.1, 4.3, 4.4 | Case Studies = 1.5hr. |
| **Week 4 Cloning Analysis**  **Watch** the short clip “Dolly and Beyond” at <https://www.youtube.com/watch?v=4kBVjwyx5VA#t=123>  **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 are the principles involved in this issue?   **Respond** to two students’ analyses of this issue. | | 4.1, 4.2, 4.4 | Blog = 1hr. |
| **Quiz**  **Complete** the quiz for this week. | | 4.1, 4.2, 4.3, 4.4 | Online Quiz = 1hr. |
| **Total** |  |  | **8.5 hrs.** |
| **Notes** |  | | |

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| Week 5: 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 12 of *Health Care Ethics*. | | 5.1, 5.2, 5.3, 5.4 |  |
| **Create Discussions**  **Create** two separate discussion questions based on the reading. The level of complexity in your questions affects your participation for this activity.  **Respond** to at least one question posted by another student. Responses to other students should be 200 to 250 words. | | 5.1, 5.2, 5.3, OR 5.4 | Discussion Board = 1hr. |
| **Healthcare Around the World**  **View** the PBS Frontline episode “Sick Around the World” at <http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/>. Then, click **Watch the Full Program Online**.  **Post** a 350- to 500-word blog, comparing the United States’ healthcare delivery system to the other featured countries in the video.  **Provide** at least two other countries’ healthcare system to compare with the United States. Explain what the United States can learn from the other countries and what the United States can teach the other countries.  **Respond** to other students’ posts, explaining how you may or may not agree with their comparison. | | 5.1, 5.3, 5.4 | Lecture Activity = 2.5hrs. |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Review** pp. 367–372 regarding “Conditions Creating the Need for Healthcare Reform” of *Health Care Ethics*.  **Answer** the following in 200 to 250 words:   * After considering the roles of human dignity and justice in healthcare, which condition is the one needing the most reform? What are your suggestions for reform?   **Respond** to three other students’ posts, explaining how you agree or disagree with their ideas of reform. | | 5.1, 5.2, 5.4 | Discussion Board = 1.5hr. |
| **Week 5 Journal Reflection**  **Write** a reflective journal entry in 350 to 500 words on the following:   * Do you think the Patient Protection and Affordable Care Act is effective? Why or why not? Do you think this might affect the economy negatively or positively? Explain.   **Support** your opinion with values and principles taken from the readings. | | 5.1, 5.2, 5.3, 5.4 | Journal Entry = 1hr. |
| **Healthcare Blog**  **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?   **Respond** to at least three other students’ posts, explaining how you relate to their scenarios and your suggestion for improvement. | | 5.1, 5.2, 5.4 | Blog = 1.5hr. |
| **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 Activity = 1hr. |
| **Total** |  |  | **9.5** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 7.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 9.5 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  |  |