DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE NAME: Philosophical Foundations in Health Care Ethics
COURSE NUMBER: PHIL/NURS0207
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: Departmental Syllabus

KCKCC - “Issued Email accounts are the official means for electronically communicating with our students”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

DESCRIPTION OF COURSE: After a brief survey of some standard ethical theories, this course will examine some of the more difficult issues in contemporary physical and mental Health Care Ethics: Ethical Principles (respect for autonomy, nonmaleficence, beneficence, justice); Beginning of Life (reproductive technologies, disposal of unused zygotes, surrogacy, abortion, stem cell research, cloning); End of Life (futile treatment, active and passive euthanasia, physician-assisted suicide); and Genetics (the eugenics movement, testing for genetic disorders, embryonic and neonatal testing). This course will also address issues of informed consent, paternalism, confidentiality, medical research, randomized clinical trials, disadvantaged populations and the distribution of health care resources.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
**Honors Sections:** An honors section of this course provides a non-traditional environment for learning that incorporates active student participation, critical reflection, use of primary sources and innovative teaching methods. Classes are designated as honors on the transcript. Enrollment in the honors section of this class requires the permission of the Director of Honors Education.

**Online Sections:** Online courses rely on the use of the Internet and a course management system for content delivery. Courses are accessible both on campus and from most remote sites. Specific information regarding computer skills and system requirements can be found at [http://support.kckcc.edu](http://support.kckcc.edu)

**COURSE OUTLINE:**

I. Introduction
   A. What is Philosophy?
   B. What is Ethics?
   C. Ethical Principles vs. Ethical Theories
   D. Ethics vs. Law
   E. The Law and Professional Codes of Ethics: Kansas and Missouri (CFR42P2, HIPPA)
   F. Ethical Dilemmas in Health Care

II. Types of Ethical Theory
   A. Utilitarianism: Consequence-Based Theory
   B. Kantianism: Obligation-Based Theory
   C. Liberal Individualism/Natural Law: Rights-Based Theory
   D. Virtue Ethics: Character-Based Theory
   E. Ethics of Care: Relationship-Based Theory
   F. Casuistry: Case-Based Theory
   G. Principle-Based Theory
   H. Common-Morality Theory

III. Ethical Principles
   A. The Place of Ethical Principles in Health Care
   B. Balancing and Specifying Ethical Principles
   C. Professional Boundaries
   D. Conflict of Interest
   E. Respect for Autonomy
   F. Non-malfeasance
   G. Beneficence
   H. Justice
   I. Integrity, Compassion, and Competency
   J. Mandated reporting (e.g., child abuse)

IV. Beginning of Life
   A. In Vitro Fertilization/Reproductive Technology
   B. Disposal of Unused Zygotes
C. Surrogacy
D. Abortion
E. Stem Cell Research
F. Cloning

V. End of Life
A. Futile Treatment
B. Right to Die
C. Active and Passive Euthanasia
D. Physician-Assisted Suicide

VI. Genetics
A. The Eugenics Movement and Nazi Germany
B. Testing for Carrier (Heterozygous) Status
C. Pre-symptomatic Testing for Genetic Disorders
D. Embryonic and Neonatal Testing
E. Confidentiality of Genetic Information

VII. Mental Health
A. Addiction and ‘The Good Life’
B. Socrates, Aristotle, and Moral Character
C. Mill’s Higher and Lower Pleasures
D. Authenticity
E. Client/Counselor Relationships
F. Confidentiality – Referral/Guidelines
G. Ethical Violations (Anti-Discrimination)
H. Noncompliance
I. Client Rights
J. BSRB – Behavioral Science Regulatory Board

VIII. Case Studies in Health Care
A. Nursing
B. Addiction Counseling (Mandated Reporting: Substance Use and Child Abuse)
C. Psychology/Psychiatry

EXPECTED LEARNER OUTCOMES:
A. The student will be able to demonstrate an understanding of Philosophy and Ethics as a branch of study within Philosophy.
B. The student will be able to explain various ethical theories.
C. The student will demonstrate an understanding of ethical principles.
D. The student will demonstrate an understanding of ethical issues concerning the beginning of life.
E. The student will demonstrate an understanding of ethical issues concerning the end of life.
F. The student will demonstrate an understanding of ethical issues concerning genetics.
G. The student will demonstrate an understanding of ethical issues in the mental health care professions.
H. The student will be able to apply ethical theories to relevant cases within the various fields of health care.

COURSE COMPETENCIES:

The student will be able to demonstrate an understanding of Philosophy and Ethics as a branch of study within Philosophy.

1. The student will be able to distinguish between ethical principles and ethical theories.
2. The student will be able to distinguish between ethics and law.
3. The student will be able to demonstrate an understanding of the law and professional codes of ethics in Kansas and Missouri.
4. The student will be able to locate ethical dilemmas in health care professions.

The student will be able to explain various ethical theories.

5. The student will be able to explain and evaluate Utilitarianism.
6. The student will be able to explain and evaluate Kantianism.
7. The student will be able to explain and evaluate Liberal Individualism/Natural Law Theory.
8. The student will be able to explain and evaluate Virtue Ethics.
9. The student will be able to explain and evaluate an Ethics of Care.
10. The student will be able to compare and contrast Casuistry with other types of ethical reasoning.
11. The student will be able to compare and contrast Principle-Based Theory with Common-Morality Theory.

The student will be able to demonstrate an understanding of ethical principles.

12. The student will be able to demonstrate an understanding of the place of ethical principles in Health Care.
13. The student will be able to discuss the importance of balancing and specifying ethical principles.
14. The student will be able to explain the importance of maintaining professional boundaries.
15. The student will be able to employ ethical theories in resolving conflicts of interest.
16. The student will be able to demonstrate the ethical importance of respect for autonomy, non-malfeasance, and beneficence.
17. The student will be able to demonstrate an understanding of Justice as an ethical principle.
18. The student will be able to demonstrate an understanding of the importance of integrity, compassion, and competency.

The student will demonstrate an understanding of ethical issues concerning the beginning of life.

19. The student will be able to discuss the ethical issues concerning in vitro fertilization and reproductive technology.
20. The student will be able to discuss the ethical issues concerning the disposal of unused
zygotes.
21. The student will be able to discuss the ethical issues concerning surrogacy, abortion, stem cell research, and cloning.

**The student will demonstrate an understanding of ethical issues concerning the end of life.**

22. The student will be able to demonstrate an understanding of the ethical issues concerning futile treatment and the right to die.
23. The student will be able to demonstrate an understanding of the ethical issues concerning active and passive euthanasia.
24. The student will be able to demonstrate an understanding of the ethical issues concerning physician-assisted suicide.

**The student will demonstrate an understanding of ethical issues concerning genetics.**

25. The student will be able to discuss the Eugenics Movement in America and Nazi Germany.
26. The student will be able to demonstrate an understanding of ethical issues concerning genetic testing.
27. The student will be able to demonstrate an understanding of ethical issues concerning embryonic and neonatal testing.
28. The student will be able to demonstrate an understanding of the ethical importance of maintaining confidentiality with regard to genetic information.

**The student will demonstrate an understanding of ethical issues in the mental health care professions.**

29. The student will be able to discuss addiction and ‘The Good Life.’
30. The student will be able to discuss and evaluate Mill’s Higher and Lower pleasures.
31. The student will be able to demonstrate an understanding of ethical client/counselor relationships.
32. The student will be able to demonstrate an understanding of confidentiality and referral guidelines in the mental health profession.
33. The student will be able to demonstrate an understanding of ethical violations, noncompliance, and client’s rights.

**The student will be able to apply ethical theories to relevant cases within the various fields of health care.**

34. The student will be able to demonstrate an ability to apply various ethical theories and principles to case studies in Nursing.
35. The student will be able to demonstrate an ability to apply various ethical theories and principles to case studies in Addiction Counseling (especially mandated reporting for substance use and/or child abuse).
36. The student will be able to demonstrate an ability to apply various ethical theories and principles to case studies in Psychology/Psychiatry.
ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of the Academic Resource Center, in Room 3354 or call at (913) 288-7670.