SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE NAME: Philosophical Foundations in Health Care Ethics

COURSE NUMBER: PHIL/NURS 207

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: 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.
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.

\textit{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.

\textit{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.

\textit{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.

\textbf{ASSESSMENT OF LEARNER OUTCOMES:}
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

\textbf{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.*
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.
Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.
Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school's scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college's 21st century learning outcomes for general education.