PHIL-2050: BIOETHICS

Cuyahoga Community College

Viewing: PHIL-2050: Bioethics

Board of Trustees:
November 2018

Academic Term:
Fall 2019

Subject Code
PHIL - Philosophy

Course Number:
2050

Title:
Bioethics

Catalog Description:
Introduction to study and analysis of moral philosophy as applied to issues in healthcare with emphasis on developing students’ abilities to correctly identify moral problems and defend their moral judgments.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ENG-1010 College Composition I or ENG-101H Honors College Composition I.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
Solve ethical dilemmas in bioethical issues by applying various ethical theories.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Distinguish between bioethical issues from other related issues in the healthcare field.
2. Demonstrate the ability to interpret, critically evaluate, and compare current ethical theories.
3. Compare/contrast differing resolutions to dilemmas based on ethical theory applications.
4. Assess the effectiveness of various ethical theories as they are applied to bioethical issues.
5. Develop original resolutions to bioethical issues based on logically rigorous and rationally constructed argument structures.
6. Anticipate and address potential criticisms.
7. Distinguish moral and legal issues as they relate to bioethical issues.

Course Outcome(s):
Interpret and analyze ethical theories used in the healthcare sector.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Explain the care oriented model of bioethics.
2. Contrast deontological and utilitarian theories and explain how each theory may be applied in a healthcare setting.
3. Explain Aristotle’s Virtue Ethics and its importance in the healthcare sector.

Course Outcome(s):
Identify and explain current bioethical issues.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Identify current topics in the field of bioethics and their ethical implications.
2. Identify the major issues associated with the beginning and end of life.
3. List the current topics in the field of biotechnology.

Methods of Evaluation:
1. Research papers
2. Case study analyses
3. Essay exams
4. Objective exams
5. Quizzes
6. Written assignments
7. Class participation

Course Content Outline:
1. Overview and scope of Bioethical Issues
2. Introduction to ethical theory
   a. Description versus prescription
   b. Normative ethical theories
      i. Teleology versus deontology
      ii. Act/rule utilitarianism
      iii. Kantian deontology
1. W.D. Ross Prima Facie duties
   iv. Metaethics
c. Principilism
   i. Respect for autonomy
   ii. Beneficence
   iii. Nonmaleficence
   iv. Justice
d. Virtue ethics
e. Casuistry
f. Feminist ethics
   i. Care
g. Reflective equilibrium
   i. Considered judgments
h. Cultural/ethical relativism
3. A model of applied ethical decision making
   a. Steps in making a defensible and definitive moral judgment:
      i. Identification of case details
   b. Identifying the morally relevant facts
      i. Identification of analogous cases
      ii. Determination of applicable moral concepts
      iii. Accumulation of moral arguments
      iv. Justification for resolutions
         1. Developing a defensible and definitive moral argument
      v. Anticipate criticism
c. Resolve conflicting judgments
4. Major moral concepts of bioethics
   a. Autonomy
   b. Paternalism
      i. Weak/strong
c. Ethics and its relation to law
   i. Major court cases
   ii. Futility treatment decisions
   iii. Practitioner/patient relationship
      i. Experimentation
         1. Informed consent
         2. Information for patients
         3. Right to consent
         4. Terminally ill
d. Issues at the beginning of life
   i. Right of and responsibility of reproduction
   ii. Reproductive technologies
   iii. Abortion
   iv. Birth defects
e. Conflicting loyalties
   i. Institution
   ii. Patient
   iii. Physician
   iv. Family
f. Issues at the end of life
   i. Euthanasia
   ii. Physician assisted suicide
   iii. Palliative care
   iv. Palliative sedation therapy
   v. Hospice care
   vi. Living wills/durable power of attorney
   vii. Definitions of death
      1. Cardiopulmonary/whole brain/higher brain
   viii. Forgoing life support
1. Withdrawing and withholding treatment
2. Do-not-resuscitate orders (DNR)

ix. Quality of life
x. Refusal of treatment
xi. Care for the terminally ill
1. Withdrawing artificial nutrition and hydration (ANH)
2. Futile care - Rationing healthcare
xii. Patient Self Determination Act (PSDA) patient values history

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Resources


“Advance for Respiratory Therapists”

“American Journal of Hospital Pharmacists”

“American Journal of Nursing”

“American Journal of Occupational Therapy”

“Annals of Internal Medicine”

“Geriatric Nursing”

“Gerontological Nursing”

“Hastings Center Report”

“Heart and Lung”

“HEC Forum”

“Hospital Practice”

“Journal of Allied Health”

“Journal of American Medical Association”

“Journal of Clinical Ethics”

“Journal of Family Practice”

“Journal of the American Academy of Physician Assistants”

“Kennedy Institute of Ethics Journal”
"Medical Education"

"New England Journal of Medicine"

"Nursing Forum"

"Nursing Outlook"

"Physician Assistant"

"Respiratory Management"

"RN"

"RT Image"

"American Journal of Bioethics"

"Journal of PHIlosophy and Medicine"

"International Journal of Bioethics"

"Nursing Ethics"

Resources Other

1. American Hospital Association: http://www.aha.org/
9. Institutional Ethics Committees, American Academy of Pediatrics; http://aappolicy.aappublications.org/cgi/content/full/pediatrics;107/1/205 (http://aappolicy.aappublications.org/cgi/content/full/pediatrics;107/1/205/)
14. thehastingscenter.org (https://webmail.tri-c.edu/owa/redir.aspx?C=zNYMQkKBkey11WXgiOTDpMQlWC1csEf9g265DkYIXhTvOTVigPVCA...&URL=http%3a%2f%2fneathastingscenter.org)
15. iep.utm.edu (http://iep.utm.edu)
Instructional Services

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