UNIVERSITY OF CENTRAL FLORIDA
SCHOOL OF NURSING
HSC 4651: HEALTH CARE ETHICS
SYLLABUS
SUMMER & FALL 1995

Gina Giovinco, R.N., Ph.D., Ed.D., Diplomate
COURSE NUMBER: HSC 4651

COURSE TITLE: HEALTH CARE ETHICS

CREDITS: Semester hours: 3

PREREQUISITES: None

COREQUISITES: None

FACULTY: Gina Giovinco, R.N., Ph.D., Ed.D., Diplomate

COURSE PROSPECTUS:

This course provides an opportunity for the participants to examine a system for ethical argument and analysis in health care resulting from competing ethical theories and conflicting frames of references. Emphasis will be placed on philosophical and psychological theories of moral development, man as a valuing human being, extant codes of ethics and ethical principles. Examination of rights, duties and obligations of parties involved in ethical technologies, human experimentation, and euthanasia will be included. The pragmatics of selected ethical models will be used to critique selected issues related to advances in science and technologies in health care. Case studies of human conditions and the environment will be used to enhance critical thinking skills.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Explain what it means to be a valuing human being.
2. Discuss selected philosophical and social science theories in moral development related to ethical decision making.
3. Describe selected ethical theories, concepts and principles related to health care practices.
4. Compare personal and professional values with extant codes of ethics.
5. Differentiate the utility of a variety of ethical principles in attending to ethical issues in health care.
6. Develop an ethical argument for analysis of selected bioethical issues confronting health care practitioners.
7. Apply selected ethical paradigms to specific ethical issues resulting from advances in science and technologies.
8. Describe the meaning of vice and virtue in health care practices.
9. Develop a personal system for ethical decision making.
10. Analyze the relation of extant codes of ethics and alternative ways in which ethical issues can be resolved.
11. Explicate an ethical basis for health care.
12. Discuss social justice and health care policy issues from a rational basis.
TOPICAL OUTLINE:

1. Values, valuing and values clarification.
2. Philosophical and psychological theories of moral development.
3. Selected ethical theories, concepts and principles.
4. Codes related to health care practices.
5. Ethical arguments, analyses, ethics committees
6. Research
7. A system for ethical decision making.
8. Social justice and health policy issues.
9. The professional team and ethics.
10. Environmental issues and ethics.

TEACHING METHODS:

Lecture  Student Presentation
Seminar  Class Discussion
Case Analysis  Reflection Papers and Essays
Audio-visuals

EVALUATION:

Reflection Papers (5) (5% each)  25%
Class Participation  50%
Essay  25%

REQUIRED TEXT:


REFERENCES:

Library resources
Books on Ethics and Philosophy
Clinical Journals related to health care and practice
Newspapers and current magazines
Hastings Center Reports
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| Class 1 | 1. Course overview  
2. Review glossary of terms  
3. Explain expectations |
| ASSIGNMENT | 1. Read: Preface in Purtilo  
2. Read: Introduction in Walter and Shannon |
| STUDENT ACTIVITY | 1. Id Card  
2. Valuing Exercises  
- My Characteristics  
- Aging  
- Others |
| EVALUATION | Class participation |
| Class 2 | 1. Human Values, Ethics, Health Care  
2. Health Care and Society |
| ASSIGNMENT | 1. Read: Purtilo: Chapter 1 & 2  
2. Read: Walter & Shannon Part 1 |
| STUDENT ACTIVITY | 1. Video: Dr. Massey I & II  
"You Are What..." |
| EVALUATION | Discussion |
| Class 3 | 1. Continue Class 2  
2. Write a value conflict you have experienced |
| ASSIGNMENT | 1. Continue Class 2  
2. Overheads on valuing |
| STUDENT ACTIVITY | 1. Video: Dr. Massey III  
Write value situation you have experienced |
| EVALUATION | Discussion on values and health care |
| Class 4 | 1. Theories & Philosophy on Moral Development  
Kehberg: Cognitive/Structural  
Gilligan: Gender  
Fowler: Faith  
Piaget: Structural |
| ASSIGNMENT | 1. Library holdings  
2. Syllabus  
3. Newspaper or current materials |
| STUDENT ACTIVITY | 1. Videos:  
a. "Kolbe"  
2. Reflection Paper #1  
due next week on values with reflection on videos and class activities |
| EVALUATION | Compare and contrast the videos on values and moral dev. of the main characters. |
| Class 5 | 1. Ethical Theories  
2. Health Care Issues |
| ASSIGNMENT | 1. Read: Purtilo: Chapters 3 & 4  
2. Read Walter & Shannon Part 1 |
| STUDENT ACTIVITY | 1. Reflection Paper #1  
due today.  
2. Write answers/responses to questions in chapter 3 & 4 and relate to Walter & Shannon |
| EVALUATION | Discussion question in chapters 3 & 4. |
| Class 6 | 1. Codes of Ethics  
2. Ethical Principles  
3. Ethics Committees |
| ASSIGNMENT | 1. Read: On Codes in Purtilo, Chapters 5 & 6  
2. Walter & Shannon pp 325-349 "guidelines" |
| STUDENT ACTIVITY | 1. Video: "Romero"  
2. Write answers to questions in chapters 5 & 6 and relate to Walter & Shannon |
<p>| EVALUATION | Class Discussion of questions at end of chapters 5 &amp; 6 in Purtilo and related articles in Walter and Shannon |</p>
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<tr>
<td>Class 7</td>
<td>1. Ethical Argument &amp; Analysis</td>
<td>1. Read: Purtilo chapters 7 &amp; 8</td>
<td>1. Video: &quot;Romero&quot;</td>
<td>Class Discussion of video and Carl Wells</td>
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<td>2. President Setting Cases</td>
<td>2. Read: Walter and Shannon, Part 2</td>
<td>2. Read Carl Wells scenario</td>
<td>Students form Ethics Committee: Carl Wells will be group project</td>
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<td>3. Reflection paper #2 due on Romero</td>
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<td>Class 8</td>
<td>1. Developing a system for Ethical Decision Making</td>
<td>1. Read: Purtilo, Chapter 9 &amp; 10</td>
<td>1. Discuss models in syllabus and text</td>
<td>Discussion of questions</td>
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<td>2. Decision Making/Analysis Models</td>
<td>2. Answer questions from chapters 9 &amp; 10 in text</td>
<td>2. Answer questions from chapters 9 &amp; 10 in text</td>
<td>Reflection paper #2 due</td>
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<td>3. Video: &quot;Please Let Me Die&quot;</td>
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<td>Class 9</td>
<td>1. Health Policies</td>
<td>1. Read: Purtilo, Chapters 11 &amp; 12</td>
<td>1. Video &quot;Whose Life Is It Anyway&quot;</td>
<td>Discussion on readings</td>
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<td>- Euthanasia</td>
<td>2. Read: Walter and Shannon, Part 3</td>
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<td>- Assisted Suicide</td>
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<td>Class 10</td>
<td>1. Continue Class 9</td>
<td>1. Continue Class 9</td>
<td>1. Reflection paper #3 due on an ethical analysis of &quot;Whose Life Is It Anyway&quot;</td>
<td>Discussion on &quot;Whose Life Is It Anyway&quot;</td>
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<td>Ethics Committee Meeting</td>
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<td>2. Ethical &amp; Legal Considerations</td>
<td>2. Read: Walter and Shannon, Part 3 continued</td>
<td>2. Reflection paper #4 due next week on a health care issue related to health care policy</td>
<td>- Questions on readings</td>
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<td>3. Responsible Freedom</td>
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<td>Class 12</td>
<td>1. Continue Class 11</td>
<td>1. Read: Purtilo, chapter 15</td>
<td>1. Reflection paper #4 due</td>
<td>Answer in writing the questions at the end of Chapter 15</td>
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<td>3. AIDS</td>
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<td>Class 13</td>
<td>1. Ethical Reason for Health Care</td>
<td>1. Read: Purtilo chapters 18 &amp; 19</td>
<td>1. Write answers to questions at end of chapters 18 &amp; 19</td>
<td>Assignment #5</td>
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<td>- Ethical theory review</td>
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<td>2. Final essay due December 7</td>
<td>Nancy Kruzcan video</td>
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<td>- Ethical virtues</td>
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<td>Reflection #4 due</td>
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<td>- Moral agency</td>
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<td>Class 14</td>
<td>1. Research and Human</td>
<td>1. Library Holdings</td>
<td>1. Discussion on Research - use of - doing - Rights &amp; Responsibilities</td>
<td>Discussion of essays</td>
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<td>2. Presidents Committee on Research</td>
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<td>2. Course Evaluations (in class)</td>
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<td>2. Evaluations in syllabus</td>
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CLASS ENDS