UNIT TITLE: HEALTH CARE ETHICS
UNIT NO: PHIL (318)
CREDIT POINTS: 10
LECTURER-IN-CHARGE: ANTHONY TUCKETT
Telephone: 3855 7224 Fax: 3855 7242 Email: a.tucket@mcauley.acu.edu.au

DESCRIPTION:

Nurses need formation in skills of ethical reflection and sensitivity to make ethical decisions in daily practice, to be able to answer for themselves if challenged or their advice is sought and to be contributors to ethical debate in an informed and morally mature way. This unit takes this formation and reflection as its objectives in the development of nurses’ professionalism and overall maturity.

UNIT OBJECTIVES:

On completion of this unit students should be able to:

1. examine major theories, principles and traits of character relevant to or influential in debate about health care ethics;

2. analyse and think through moral issues involved in various health care delivery contexts at levels of specificity ranging from the bedside to health policy formation;

3. examine commonly encountered moral issues which arise for health care professionals in their daily practice;

4. critically analyse high profile moral debates concerning health care and the major positions concerning these debates;

5. demonstrate a reasoned, critical view on the values in health care ethics and on specific moral problems in the health care delivery.

CONTENT:
Topics will be chosen from the following:

- theories and basic principles influential in or relevant to the health care ethics;
- moral ideas, distinctions and debates influential or relevant to health care ethics;
- different contemporary approaches to ethics in health care;
- high profile ethical issues in health care;
- issues concerning the social and institutional context of health care ethics;
- ethical issues concerning professional relationships in the health care context;
- ethical issues in the clinical context.

TEACHING AND LEARNING STRATEGIES:

A variety of teaching and learning strategies such as lectures, tutorials, videos and case studies will be utilised to introduce and allow exploration of theoretical concepts.

READINGS:

As per tutorial's outline. See Tutorial Guide (TG). All readings are available for purchase through the University CoOp Bookshop (cost approx. 15-18$). A copy of the readings will be on Closed Reserve in the Library.

RESOURCE CENTRE:

Many other Journals and additional information are available for reference at the -

Provincial Bioethics Centre
18 Clarence Street
SOUTH BRISBANE. QLD.

Telephone: (07) 3844 8708

Director: Dr. Elizabeth Hepburn
Assistant & Secretary: Mrs. Linda Reardon

ASSESSMENT:
Achievement of unit objectives will be determined through the use of more than one type of assessment methodology. A combination of the following will be utilised:

- short essay
- small group work
- case study
Assessment I: Case study & small group work

Due Date: Ongoing: Week 2-Week 13.
Weighting: Total marks for nine (9) tutorials = 18 marks.
Purpose: To encourage critical thinking and discourse about a contemporary ethical issue.
Instructions: Students are to have read from the material provided and formulated a view either about the article(s) and/or the case study presented and/or the question(s) posed each week. See Tutorial Guide and listed readings for each week.
Attendance: Attendance/participation will be monitored and informally evaluated.

Assessment II: Essay(s)

Due Date: (i)Week 4 Friday 12 March; (ii)Week 10 Friday 30 April; (iii)Week 14 Friday 28 May; Fabiola Building, designated box, 4pm.
Weighting: Total marks for three submissions = 82 marks.
Purpose: To encourage critical thinking, interpretation and analysis of a contemporary ethical issue.
Instructions: Submission (a): 10 marks, 600 words; Submission (b): 20 marks, 1200 words; Submission (c): 52 marks, 2200 words.
Students will self-select the order of submission by those dates listed above, according to their own needs/requirements (eg abc, acb, bac, bca etc etc).
Your essay will based on either the Lecture Topic or the Tutorial Case Study and/or the Tutorial Question(s) from the previous weeks leading up to the submission date. Students cannot go back to a topic area after the due date for submission has passed.

Semester Tutorial/Lecture Quick Reference Guide

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TUTORIAL (T=1hr)</th>
<th>LECTURE(L=2hr)</th>
<th>INSTRUCTION</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>15 Feb-19 Feb</td>
<td>No Tutorial</td>
<td>Introduction and Utilitarianism</td>
<td></td>
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<tr>
<td>2</td>
<td>22 Feb-26 Feb</td>
<td>Utilitarianism - to act or not act</td>
<td>Deontology, Virtue Theory and Ethic of Care</td>
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<tr>
<td>3</td>
<td>1 Mar-5 Mar</td>
<td>Jane Smith and her choice</td>
<td>Abortion</td>
<td>Video: My baby my life (SBS)</td>
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<td>4</td>
<td>8 Mar-12 Mar</td>
<td>ST, aged 51yrs and her case</td>
<td>Assisted Reproductive Technology</td>
<td>Video: Donor Sperm ('80 Min') &amp; Surrogacy (About Us)</td>
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<td>5</td>
<td>15 Mar-19 Mar</td>
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<td>Clinical Placement Maternity/MedSurg</td>
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<td>6</td>
<td>22 Mar-26 Mar</td>
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<td>7</td>
<td>29 Mar-2 April (Good Friday)</td>
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<td>5 April-9 April (Easter Monday)</td>
<td>Study Week</td>
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<tr>
<td>8</td>
<td>12 April-16 April</td>
<td>Tanya &amp; Alzheimer's disease</td>
<td>Beneficence, Nonmaleficence and Caring</td>
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<tr>
<td>9</td>
<td>19 April-23 April</td>
<td>1.Melinda's secrecy about her pregnancy  2.Mr. Hanson's blindness &amp; disclosure</td>
<td>Confidentiality, Justice and Veracity</td>
<td>Video: 'ER'('Veracity) &amp; 'ER'('Confidentiality)</td>
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<tr>
<td>10</td>
<td>26 April-30 April</td>
<td>Mrs. A's Tubal ligation without consent.</td>
<td>Autonomy</td>
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<tr>
<td>11</td>
<td>3 May-7 May</td>
<td>Sandy: a case in point?</td>
<td>Euthanasia</td>
<td>Video: Rational</td>
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<tr>
<td>12</td>
<td>10May-14May</td>
<td>DL – a 3 week old babe</td>
<td>Resource Allocation</td>
<td>Video: Donka-African Hospital (SBS)</td>
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<td>13</td>
<td>17May-21May</td>
<td>Organ Giving</td>
<td>Organ Transplantation</td>
<td>Video: Whose kidney is it anyway? (SBS)</td>
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<td>14</td>
<td>24May-28May</td>
<td>No tutorial</td>
<td>Research and Experimentation</td>
<td>Video: Tail Girls (SBS), Radioactivity, Immunization in Orphanages (ACA)</td>
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**ADDITIONAL REFERENCES:**


<table>
<thead>
<tr>
<th>Student's Identification No.</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Key to Grades:</th>
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<tbody>
<tr>
<td></td>
<td>9-10</td>
<td>17-20</td>
<td>43-52</td>
<td>Outstanding in all respects</td>
</tr>
<tr>
<td>Student's Surname:</td>
<td>7-8</td>
<td>13-16</td>
<td>33-42</td>
<td>Some very good features</td>
</tr>
<tr>
<td>Lines left blank by the tutor are not relevant to this assignment</td>
<td>5-6</td>
<td>9-12</td>
<td>23-32</td>
<td>Satisfactory Overall</td>
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<tr>
<td></td>
<td>3-4</td>
<td>5-8</td>
<td>13-22</td>
<td>Some serious inadequacies</td>
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<tr>
<td></td>
<td>0-2</td>
<td>0-4</td>
<td>0-12</td>
<td>Inadequate in most respects</td>
</tr>
</tbody>
</table>

**Structure**
- Essay relevant to topic
  - [ ] [ ] [ ] Essay has little relevance
  - [ ] [ ] [ ] Superficial treatment of topic

**Argument**
- Accurate presentation of key issues
  - [ ] [ ] [ ] Inaccuracies or failure to take out key issues
- Logically developed argument
  - [ ] [ ] [ ] Essay rambles and lacks continuity
- Evidence of balanced examination
  - [ ] [ ] [ ] Essay emotive or cliché in places

**Originality**
- Original and creative thought
  - [ ] [ ] [ ] Little evidence of originality

**Style**
- Fluent piece of writing
  - [ ] [ ] [ ] Clumsily written

**Sources**
- Adequate acknowledgment of sources
  - [ ] [ ] [ ] Some plagiarism
- (3)a, (7)b or (c)14 or more appropriate Journals cited
  - [ ] [ ] [ ] Less than recommended number of Journals cited or inappropriate
- Correct citation of references
  - [ ] [ ] [ ] Incorrect referencing

**Mechanics**
- Sentences grammatical
  - [ ] [ ] [ ] Several ungrammatical sentences
- Correct spelling throughout
  - [ ] [ ] [ ] Much incorrect spelling

**Presentation**
- Legible and well set out work
  - [ ] [ ] [ ] Unnecessarily repetitive
- Reasonable length
  - [ ] [ ] [ ] Over/under length

Signed: Tutor

*This criteria influences grades, moving them from 'Some very good features' into 'Outstanding in all respects'.*