COURSE NUMBER
HSP 4335

COURSE TITLE
Healthcare Ethics and Legal Issues

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard for 8 weeks

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

FACULTY
Dinah J. Harriger Cummings
Office: VIN 132
Phone: (325) 486-6885
Fax: (325) 942-2236
Email: dinah.harriger@angelo.edu
OFFICE HOURS
Via Collaborate on Tuesday & Wednesday from 10-1
*or By Appointment

COURSE DESCRIPTION
This course critically examines the central ethical issues in the health care field and the associated implications for health professionals. Students will gain an understanding of principles of liability, legal aspects of medical ethics, and legislative and regulatory factors in health care delivery.

PROGRAM MISSION & GOALS
Mission Statement
The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence based practice, and communication skills that span multiple health science disciplines.

Goals
The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>1. Identify and explain the major theories of health care ethics as well as the principles derived from those theories.</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>2. Analyze and explain the current restrictions and opportunities of health care professionals in terms of surrogacy, reproductive technologies, abortion, and cloning.</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>3. Analyze and explain current restrictions and opportunities of health care professionals concerning the determination of competency, appropriateness of long term care placement, and other end of life issues.</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>4. Recognize technological advances in health care and their advantages and potential disadvantages.</td>
<td>Discussion Board Assignments, Quizzes</td>
</tr>
<tr>
<td>5. Evaluate inequities in health care on both an individual and societal level.</td>
<td>Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique</td>
</tr>
<tr>
<td>6. Describe the general impact of the new health care reform.</td>
<td>Discussion Board Assignments, Quizzes</td>
</tr>
</tbody>
</table>
7. Develop a framework for ethical decision-making, especially as it applies to the healthcare industry.

Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique

REQUIRED TEXTS AND MATERIALS


OTHER REQUIRED MATERIALS

• Computer with MAC or Windows Operating System
• High Speed Internet Access
• Ethernet Cable
• Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).
• Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TECHNICAL ASSISTANCE

• Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

TOPIC OUTLINE

Part I - Foundations in Theory
• Introduction to Ethics and Theory
• Application of Principles in Health Care

Part II – Critical Issues for Individuals
• Ethical Challenges for Embryos & Prenatal Stages
• Ethical Challenges for Adults
• Ethical Challenges for the Dying

Part III – Critical Issues for Healthcare Organizations
• Ethical Challenges for Health Care Organizations
• Ethical Challenges for Specific Areas of Health Care Organizations

Part IV – Critical Issues for Society’s Health
• Ethical Challenges for Access to Health Care, Individuals and Society
• Ethical Challenges with Health Care Reform

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 450-500 points
B = 400-449 points  
C = 350-399 points  
D = 300-349  
F = 0-299 (Grades are not rounded up under ANY circumstances)

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PERCENT OF TOTAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>100 Points (25%)</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>100 Points (8 Quizzes)  (20%)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50 points (10%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 Points (20%)</td>
</tr>
<tr>
<td>Film Review</td>
<td>50 Points (10%)</td>
</tr>
<tr>
<td>Ethics Case Assignment</td>
<td>100 points (20%)</td>
</tr>
<tr>
<td>TOTAL COURSE GRADE</td>
<td>500 points total</td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
• This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.
• Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

**Discussion Board Activities:** (100 points/ 25 points each) There will be four discussion board assignments, one for weeks 2, 3, 4 & 6. Discussion boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

**Weekly Quizzes:** (100 points) Students will have eight weekly quizzes to assess course knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions, True/False or Fill in the Blank Questions. Access to quizzes will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook; however use of another electronic device is prohibited. There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia
that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve testing environment.

**Midterm and Final Exams:** (150 points) The Midterm and Final Exams account for 50 and 100 pts respectively for 150 pts of the total course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

**Movie Critique Assignment:** (50 points) The objective of this written assignment is to help students identify the key ethical theories and principles. The essay should provide an analysis of the ethical issues presented in a film selected by the student (with approval from the instructor). The assignment is NOT a recount of the movie, but a summary of the key ethical aspects in the film.

**Ethical Case Study Assignment:** (100 points) The objective of this written assignment is to help students apply the information they have learned during the course to a specific bioethical scenario. The essay should provide an overview of the ethical dilemma, outline of the potential courses of action, and a justification for the best course of action.

**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)

**STUDENT RESPONSIBILITY & ATTENDANCE**
**ON-LINE:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**COMMUNICATION**
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.
**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

**Use Good "Netiquette":**
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**ASSIGNMENT SUBMISSION**
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Dinah.harriger@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**LATE WORK OR MISSED ASSIGNMENTS POLICY**
The course is set up on weekly modules. The week begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late assignments are not accepted without prior approval of faculty.** Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

**ACADEMIC HONESTY**
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The **Department of Physical Therapy** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php](http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but
not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

**STUDENTS WITH DISABILITIES**
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at *(325) 942-2047* or *(325) 942-2211* (TDD/FAX) or by e-mail at [studentservices@angelo.edu](mailto:studentservices@angelo.edu) to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)**
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy *10.19*.

**COPYRIGHT POLICY**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends). Important
2. Learning fundamental principles, generalizations, or theories. Important
3. Learning to apply course material (to improve thinking, problem solving, and decisions). Essential
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Important
5. Learning to analyze and critically evaluate ideas, arguments, and points of view. Important
Discussion Board Rubric

Adopted from Barbara Frey's Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

Initial Response to Question Prompt: Discussion Board responses should demonstrate your familiarity with the reading material and concepts, understanding of the topic discussed and your ability to conduct additional relevant topic research and integrate the knowledge from the class material and other sources with your personal and professional experience. You are expected to cite and reference your sources of information in APA format; it might include the class textbook, lecture notes, and any other sources you find during your research activities for each lesson.

Responses/Feedback to (at least) Three Peers: Comments are constructive to classmates' postings, respectful communication style and overall active participation in the discussion board. Comments offer feedback with original thought (not just a reiteration of the original post).

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
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</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td><strong>Frequency Weight (5 points)</strong></td>
</tr>
<tr>
<td>Does not participate.</td>
</tr>
<tr>
<td><strong>Primary Assignment Posting Weight (5 points)</strong></td>
</tr>
<tr>
<td>Posts no assignment.</td>
</tr>
<tr>
<td><strong>Follow-Up Postings Weight (5 points)</strong></td>
</tr>
<tr>
<td>Posts no follow-up responses to others.</td>
</tr>
<tr>
<td><strong>Content Contribution Weight (5 points)</strong></td>
</tr>
<tr>
<td>Does not post any original content.</td>
</tr>
<tr>
<td><strong>References and Support Weight (5 points)</strong></td>
</tr>
<tr>
<td>Includes no references.</td>
</tr>
</tbody>
</table>
HSP 4335: Healthcare Ethics and Legal Issues

Movie Critique Assignment
Worth 50 points
Due: Monday, October 2nd @ 11:59pm

The objective of this written assignment is to help you identify the key ethical theories and principles. Your essay should provide an analysis of the ethical issues presented in the film. I am NOT looking for a recount of the movie, but a summary of the key ethical aspects in the film.

Step 1. Select a movie from the list below. (*If you would like to select another movie, you must ask for permission from the professor).
- Abortion
  - Cider House Rules
  - Juno
- Euthanasia
  - Million Dollar Baby
  - You don’t know Jack
  - Whose Life is it Anyway?
- Genetic Engineering
  - Gattaca
  - My Sister’s Keeper
- Reproductive Rights
  - Steel Magnolias
- Medical Ethics
  - Side Effects
  - John Q

Step 2. Introduce and describe (briefly) the film’s primary ethical dilemma. (Note: Again, this is NOT a summary of the movie).

Step 3. Identify the primary Ethical Theories and Principles presented in the film.
- Which theory seems most relevant to the film? Explain your answer.
- Which ethical principles seem most prevalent? Explain your answer.

Step 4. Present the issues on the pro/for side with supporting evidence documented from your textbook. (Example: If your film is about physician assisted death, what are the arguments/evidence supporting the issue?)

Step 5. Present the issues on the con/against side with supporting evidence. (Example: What are the arguments/evidence conflicting with physician assisted death?)

Step 6. Defend/support your own personal position on the issues by citing supporting evidence. (Although this is your opinion, I want you to know WHY you agree or disagree)
- What is your opinion?
- What do you think about the way the film portrayed the issue?
- Do you agree or disagree?
- Does personal experience or your own values come into play?

Instruction for your written assignment.
- References: You should have at least 2 references other than the movie & your textbook.
- Format: This written essay should be typed using MS Word, it should be between 4-6 pages, and should be double-spaced.
# Movie Critique Assignment Rubric

50 Points Total (10% of course grade)

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
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<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td><strong>Step #2 Introduce</strong>&lt;br&gt;<strong>Weight 10%</strong></td>
</tr>
<tr>
<td><strong>Step #3 Identify</strong>&lt;br&gt;<strong>Weight 10%</strong></td>
</tr>
<tr>
<td><strong>Step #4 Present “Pro”</strong>&lt;br&gt;<strong>Weight 20%</strong></td>
</tr>
<tr>
<td><strong>Step #5 Present “Con”</strong>&lt;br&gt;<strong>Weight 20%</strong></td>
</tr>
<tr>
<td><strong>Step #6 Defend</strong>&lt;br&gt;<strong>Weight 30%</strong></td>
</tr>
<tr>
<td><strong>Instructions</strong>&lt;br&gt;<strong>Weight 10%</strong></td>
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</tbody>
</table>
HSP 4335: Healthcare Ethics and Legal Issues
Ethics Case Study Assignment
Worth 100 points
Due: Monday, October 13th @ 11:59pm

The objective of this written assignment is to help you apply the information you have learned during the course to a specific ethical scenario. Your essay should provide an overview of the ethical dilemma, outline of the potential courses of action, and a justification for the action YOU would take in a similar situation.

Step 1. Select a case study.
- Select ANY of the ethical case studies from the Center of Practical Bioethics that relate to an issue we have discussed in class this semester. (Note: the more information provided in the study, the more information you have to make a decision)
  - [https://www.practicalbioethics.org/resources/case-studies](https://www.practicalbioethics.org/resources/case-studies)

Step 2. Describe the Case.
- Identify and describe the parties involved, their rights, their responsibilities.
- Identify and explain the salient ethical issues of the case.
- Identify the relevant factual issues, conceptual issues, social constraints, and any additional information necessary for an accurate understanding of the case.

Step 3. Determine potential options.
- Formulate at least three possible courses of action.
- Compare and contrast your options by completing the table below.

<table>
<thead>
<tr>
<th>Option</th>
<th>Good Consequences</th>
<th>Bad Consequences</th>
<th>Nullify Any Rules?</th>
<th>Expected Outcome</th>
<th>Benefit vs. Harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</table>

- Provide your own opinions; do not regurgitate others’ opinions.
- "Use your facts/sources to convince me of your ethical point of view".

Step 4. Select and justify a course of action.
- Which course of action do you feel is most appropriate for this situation? (Meaning: Of the three potential options you listed in Step 2, which one would you choose?)
- Explain your answer. (Why did you choose that course of action?)
- Which ethical theory justifies your decision? How?
- Of the 4 guiding ethical principles (non-maleficence, beneficence, autonomy and justice), which one(s) seems most applicable to this case and why?

Step 5. Provide evidence for the ethical arguments you see presented in the study? (Support your opinion with evidence).
- Cite your sources and list in a Works Cited using APA style. Choose sources of substance. Should look at outside articles to have multiple sources. (i.e. Not all technical Papers)
  - Use Article Database from ASU library.
  - New York Times: Large Newspaper, good for ethics and commentary/opinions and consequences
  - Scientific American: Articles that deal with how science impacts society as a whole
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step #1 Select</strong></td>
<td>0 % Student did not follow instructions, did not select a relevant case study.</td>
<td>70 % Student partially followed instructions; selected a case study that was loosely relevant to course content.</td>
<td>80 % Student partially followed instructions; selected a case study that was partially relevant to course content.</td>
<td>100 % Student followed instructions perfectly and selected a case study relevant to the course content.</td>
</tr>
<tr>
<td><strong>Weight 10%</strong></td>
<td>0 % Student did not follow instructions, key components of the case study were not identified or explained.</td>
<td>70 % Student partially followed instructions; Weak identification/explanation of case study components</td>
<td>80 % A few components missing; did not provide enough explanation of case study facts.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant explanation of the context of the case study.</td>
</tr>
<tr>
<td><strong>Step #2 Identify</strong></td>
<td>0 % Student did not follow instructions, three courses of action not provided/ table incomplete.</td>
<td>70 % Student partially followed instructions; did not fully identify three courses of action or complete table.</td>
<td>80 % A few components missing; did not provide enough explanation or evidence for three possible courses of action. Table lacking support evidence.</td>
<td>100 % Student followed instructions, provided three SOLID (feasible and likely) courses of action and provided evidence of each outcome by completing the table.</td>
</tr>
<tr>
<td><strong>Weight 20%</strong></td>
<td>0 % Student did not follow instructions, no explanation or justification for a preferred course of action presented.</td>
<td>70 % Student partially followed instructions; Weak explanation/ justification for preferred course of action. Limited theoretical support.</td>
<td>80 % A few components missing; did not provide enough explanation and supporting evidence for preferred course of action. Weak theoretical application.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence supporting a preferred course of action. Strong theoretical justification.</td>
</tr>
<tr>
<td><strong>Step #3 Determine</strong></td>
<td>0 % Student did not follow instructions, no external evidence provided.</td>
<td>70 % Student partially followed instructions; Weak supporting evidence. Studies were not peer reviewed or from credible sources.</td>
<td>80 % At least two strong (peer reviewed, credible) sources of external evidence. Studies were not completely relevant to the case study topic.</td>
<td>100 % Student followed instructions, provided three strong external sources of evidence that were relevant to the case study.</td>
</tr>
<tr>
<td><strong>Weight 20%</strong></td>
<td>0 % Paper is not in APA format, student did not follow instructions.</td>
<td>70 % Several APA formatting errors/ Did not proof read paper.</td>
<td>80 % A few APA formatting errors/ grammar and spelling mistakes.</td>
<td>100 % Student perfectly follows APA guidelines, no grammar or formatting errors.</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>0 %</td>
<td>70 %</td>
<td>80 %</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Weight 10%</strong></td>
<td>0 %</td>
<td>70 %</td>
<td>80 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Ethics Case Study Assignment Rubric**

Worth 100 points (20% of course grade)