HSP 4335
Healthcare Ethics and Legal Issues
Summer 2021

Archer College of Health and Human Services

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Office Hours: Tuesdays and Thursdays from 1:00 pm - 2:00 pm by appointment via video conferencing using Blackboard Collaborate.

Course Information

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.

Course Credits

Three Semester Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard for 8 weeks

Prerequisite and Co-requisite Courses
None

Prerequisite 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.

Program Outcomes
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

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
1. Identify and explain the major theories of health care ethics as well as the principles derived from those theories.	Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique, Infographic, Reflection
2. Analyze and explain the current restrictions and opportunities of health care professionals in terms of surrogacy, reproductive technologies, abortion, and cloning.	Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique
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.	Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique
4. Recognize technological advances in health care and their advantages and potential disadvantages.	Discussion Board Assignments, Quizzes
5. Evaluate inequities in health care on both an individual and societal level.	Discussion Board Assignments, Quizzes, Ethical Case Study, Movie Critique
6. Describe the general impact of the new health care reform.	Discussion Board Assignments, Quizzes

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

Required Texts and Materials

- Morrison, E.E. (2013) Health Care Ethics: Critical Issues for the 21st Century. Burlington, MA: Jones & Bartlett. **4th Edition.**
  - O Textbook is green. There is an older edition that you may also be able to use but the chapters may be labeled differently.

Technology Requirements

- 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.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements:
Angelo State University's Distance Education Website

Topic Outline

Part I - Foundations in Theory

- Theory and Healthcare Ethics
- Principles in Healthcare Ethics

Part II – Critical Issues for Individuals

- The Moral Status of Gametes and Embryos: Storage and Surrogacy
- The Ethical Challenges of the New Reproductive Technologies
- Ethics and Aging in America

Part III – Critical Issues for Healthcare Organizations

- Healthcare Ethics Committees: Roles, Members, Structure, and Difficulties
- Ethics in the Management of Health Information Systems
- Technology Advances in Health Care: Blessing or Nightmare?
- Ethics and Safe Patient Handling and Mobility
- Spirituality and Healthcare Organizations
- A New Era of Health Care: The Ethics of Healthcare Reform **Part IV – Critical Issues for Society's Health**
- Health Inequalities and Health Inequities
- The Ethics of Epidemics
- Ethics of Disasters: Planning and Response
- Domestic Violence: Changing Theory, Changing Practice
- Looking Towards the Future

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.)

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Board Assignments	100 Points (20%)
Weekly Quizzes	100 Points (8 Quizzes) (20%)
Midterm Exam	50 points (10%)
Film Review	50 Points (10%)
Ethics Case Assignment	100 points (20%)
Final Project: Healthcare Ethics Infographic and Final Reflection **OR** Final Exam	100 points (20%)
Total	**500 (100%)**

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 points

    F = 0-299 points (Grades are not rounded up)

Teaching Strategies

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 and 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. Students must use authoritative sources (i.e. peer reviewed journal articles and course textbook) when responding to discussion boards. Initial responses should be approximately three paragraphs.

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 or person is prohibited. Students have two attempts to complete the quiz. The average of the two attempts will be recorded as the final grade for each quiz.

Note: There is one practice quiz: 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 this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

Midterm Exam/Final: (50/100 points) The Midterm and Final Exams account for 50 pts and 100 pts respectively 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. Students may **not** use any written material or their textbook.

NOTE: Access to exam will be through Respondus™ Lockdown Browser [See Other Required

Materials for a list of needed equipment]. Respondus™ Monitor will also be required. Use of any written material, another electronic devise or person is prohibited. There is one short practice quiz (5 questions) over the syllabus that is not graded. However, students will receive a maximum of 10 bonus points for completing the practice quiz. 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 exam. This process will allow you to become familiar with the technology associated with testing and improve testing environment. On the day of testing, no exam will be re-set without IT validation of a Blackboard system problem.

Failure to follow exam protocol (i.e. show picture ID, complete a 365 scan of the room) while completing an exam in Respondus will result in a loss of points from the exam. Evidence of cheating on an exam will result in failure of the course.

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.

Final Project: Ethics Infographic and Final Reflection: (100 points) The objective of this assignment is to help students apply the information they have learned during the course to their chosen profession. In the reflection (video or written response) portion of the assignment students will answer the following questions: **1. What value would knowledge of the principles of ethics be to people confronted with moral problems or dilemmas? 2. Why is it necessary for anyone in healthcare to care about ethics? 3. What is the code of ethics for your chosen profession? 4. Why is having a code of ethics important in your chosen profession?**

Finally, students will create a graphic/ pictorial representation (infographic) of the ethical principles (4) and theories (6) presented in the course (outlined in chapters 1 and 2 of the textbook). The principles and theories should be summarized along with one practical application example demonstrating how it relates to the healthcare field.

If this assignment is not completed by the due date, the student must complete the final exam.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at **jbrown122**@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 9422911 or go to your Technology Support tab to report the issue. 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.

All written assignments must be written in *APA Style* format 6th edition or higher.

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.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook[i]
- Angelo State University Catalog[ii]

Student Responsibility and Attendance

Online: 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.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.[iii]

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.[iv] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs 325-942-
2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

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. See ASU Operating Policy 10.11 Grading Procedures[v] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[vi] in the Student Handbook. 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 and will likely result in an "F" in the course.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. 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. All assignments should be written in *APA style* 6th edition or higher (formatting and citations).

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.[vii]

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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day[viii] for more information.

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.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic	Assignments/Assessments DUE
1	**Course Orientation** **Morrison:** Chapters 1 -2	To Begin: • Review START HERE page Review Course Syllabus and ASU Honor Code. Select "Mark Reviewed" to agree to terms of the course and ASU's policies and access course content. **DUE July 13th @ 11:59pm** • Post to Self-Introduction Discussion Board • Complete and Submit the Practice Quiz for Respondus and Lockdown Browser **DUE July 15th @ 11:59pm** Related to Morrison Chapters 1 – 2: • Self-Introduction Discussion Board Peer Responses (3) • Complete Quiz 1
2	**Morrison:** Chapters 3-4	**DUE July 18th @ 11:59pm** • Group Discussion Board Initial Response **DUE July 20th @ 11:59pm** Related to Morrison Chapters 3 – 4: • Group Discussion Board Assignment Peer Responses (3) • Complete Quiz 2
3	**Morrison:** Chapters 5-6	**DUE July 22nd @ 11:59 pm** • Group Discussion Board Initial Response **DUE July 25th @ 11:59pm** Related to Morrison Chapters 5 – 6: • Group Discussion Board Assignment Peer Responses (3) • Complete Quiz 3

4	**Morrison:** Chapters 7-8	**Due July 28th @ 11:59pm** • Discussion Board Initial Response **DUE July 30th @ 11:59pm** Related to Morrison Chapters 7 - 8: • Group Discussion Board Assignment Peer Responses (3) • Complete Quiz 4 ==**Midterm Exam opens Friday, July 30th at 6:00 am and closes at 11:59pm. (Covering textbook chapters 1 - 8)**==
5	**Morrison:** Chapters 9-10	**DUE August 1st @ 11:59pm** Related to Morrison Chapters 9 – 10: • Complete Quiz 5 • Movie Critique Assignment
6	**Morrison:** Chapters 11-12	**Due August 3rd @ 11:59pm** • Group Discussion Board Initial Response **DUE August 5th @ 11:59pm** Related to Morrison Chapters 11 – 12: • Group Discussion Board Assignment Peer Responses (3) • Complete Quiz 6
7	**Morrison:** Chapters 13-14	**DUE August 8th @ 11:59pm** Related to Morrison Chapters 13 – 14: • **Complete Quiz 7** • **Ethics Case Study Assignment**
8	**Morrison:** Chapters 15-16	**DUE August 10th @ 11:59pm** Related to Morrison Chapters 15 – 16: • Complete Quiz 8 • **Ethics Infographic and Final Reflection (only if you chose this final option)** **Due August 12th @ 11:59pm** • **Final Exam (only if you chose this final option)** ==**Final Exam opens Thursday, August 12th at 6:00 am and closes at 11:59pm. (Covering textbook chapters 9 - 16)**==

Grading Rubrics Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

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).

Criteria	Not Addressed	Novice	Competent	Proficient	Exemplary
Frequency Weight (5 points)	0 points Does not participate.	1 point Participates 1-2 times on the same thread and/or on the same day.	3 points Participates 2-3 times on the same day.	4 points Participates 3-4 times on the same discussion and/or postings not distributed throughout week.	5 points Participates 4-5 times throughout the week.
Primary Assignment Posting Weight (5 points)	0 points Posts no assignment.	1 point Post lacks original content contribution to the discussion.	3 points Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	4 points Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	5 points Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings Weight (5 points)	0 points Posts no follow-up responses to others.	1 point Repeats others comments/contributions.	3 points Posts shallow contribution or discussions (e.g., agrees or disagrees); does not enrich the discussion.	4 points Elaborates on an existing posting with further comment or observations.	5 points Demonstrates analysis of others; posts; extends meaningful discussion by building on previous posts.
Content Contribution Weight (5 points)	0 points Does not post any original content.	1 point Post information that is off- topic, incorrect, or irrelevant to discussion.	3 points Repeats but does not add substantive information to the discussion.	4 points Posts information that is factually correct; lacks full development of concept or thought.	5 points Posts factually correct, reflective and substantive contribution; advances discussion.
	0 points	1 point	3 points	4 points	5 points

References and Support Weight (5 points)	Includes no references.	Does not cite references or supporting experience.	Uses personal experience, but no references to readings or research. Relies heavily on internet resources.	Incorporates some references from literature and personal experience using both internet and library resources.	Uses references to literature, readings, or personal experience to support comments. Uses authoritative resources.

HSP 4335: Healthcare Ethics and Legal Issues

Movie Critique Assignment

Worth 50 points Due: Week 5

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)

Criteria	Unacceptable	Acceptable	Good	Excellent
Step #2 Introduce Weight 10%	**0 %** Student did not follow instructions, no explanation provided.	**70 %** Student partially followed instructions; Weak explanation.	**80 %** A few components missing; did not provide enough explanation of ethical dilemma.	**100 %** Student followed instructions perfectly and explained the film's primary ethical dilemma's (why the example is a dilemma).
Step #3 Identify Weight 10%	**0 %** Student did not follow instructions, no theory and/or explanation of ethical provided.	**70 %** Student partially followed instructions; Weak explanation of theories and principles.	**80 %** A few components missing; did not provide enough explanation of theory/principle.	**100 %** Student followed instructions, answered all sub-questions and provided thoughtful and relevant analysis.
Step #4 Present "Pro" Weight 20%	**0 %** Student did not follow instructions, no explanation and supporting evidence provided.	**70 %** Student partially followed instructions; Weak no explanation and supporting evidence provided.	**80 %** A few components missing; did not provide enough explanation and supporting evidence.	**100 %** Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for the "Pro" side of the issue.
Step #5 Present "Con" Weight 20%	**0 %** Student did not follow instructions, no explanation and supporting evidence provided.	**70 %** Student partially followed instructions; Weak no explanation and supporting evidence provided.	**80 %** A few components missing; did not provide enough explanation and supporting evidence.	**100 %** Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for the "Con" side of the issue.

	0 %	70 %	80 %	100 %
Step #6 Defend Weight 30%	Student did not follow instructions, no defense of personal position provided.	Student partially followed instructions; Weak defense of personal position provided. Limited supporting evidence.	A few components missing; did not provide enough explanation for defense and presented weak supporting evidence.	Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for the defense of their personal position.
Instructions Weight 10%	Paper is not in APA format, student did not follow instructions.	Several APA formatting errors/ Did not proof read paper.	A few APA formatting errors/ grammar and spelling mistakes.	Student perfectly follows APA guidelines, no grammar or formatting errors.

HSP 4335: Healthcare Ethics and Legal Issues
Ethics Case Study Assignment
Worth 100 points Due: Week 7

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

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.

Option	Good Consequences	Bad Consequences	Nullify Any Rules?	Expected Outcome	Benefit vs. Harm
1.					
2.					
3.					

- 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 References using APA style. Choose sources of substance. Should look at outside articles to have multiple sources. (i.e. Not all technical Papers) o Use Article Database from ASU library.
    - o New York Times: Large Newspaper, good for ethics and commentary/opinions and consequences
    - o Scientific American: Articles that deal with how science impacts society as a whole

Ethics Case Study
Assignment
Rubric Worth 100 points
(20% of course grade)

Criteria	Unacceptable	Acceptable	Good	Excellent
Step #1 Select Weight 10%	**0 %** Student did not follow instructions, did not select a relevant case study.	**70 %** Student partially followed instructions; selected a case study that was loosely relevant to course content.	**80 %** Student partially followed instructions; selected a case study that was partially relevant to course content.	**100 %** Student followed instructions perfectly and selected a case study relevant to the course content.
Step #2 Identify Weight 20%	**0 %** Student did not follow instructions, key components of the case study were not identified or explained.	**70 %** Student partially followed instructions; Weak identification/explanation of case study components	**80 %** A few components missing; did not provide enough explanation of case study facts.	**100 %** Student followed instructions, answered all sub-questions and provided thoughtful and relevant explanation of the context of the case study.
Step #3 Determine Weight 20%	**0 %** Student did not follow instructions, three courses of action not provided/ table incomplete.	**70 %** Student partially followed instructions; did not fully identify three courses of action or complete table.	**80 %** A few components missing; did not provide enough explanation or evidence for three possible courses of action. Table lacking support evidence.	**100 %** Student followed instructions, provided three SOLID (feasible and likely) courses of action and provided evidence of each outcome by completing the table.
Step #4 Justify Weight 30%	**0 %** Student did not follow instructions, no explanation or justification for a preferred course of action presented.	**70 %** Student partially followed instructions; Weak explanation/ justification for preferred course of action. Limited theoretical support.	**80 %** A few components missing; did not provide enough explanation and supporting evidence for preferred course of action. Weak theoretical application.	**100 %** Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence supporting a preferred course of action. Strong theoretical justification.

	0 %	70 %	80 %	100 %
Step #5 Evidence Weight 10%	Student did not follow instructions, no external evidence provided.	Student partially followed instructions; Weak / Limited supporting evidence. Studies were not peer reviewed or from credible sources.	At least two strong (peer reviewed, credible) sources of external evidence. Studies were not completely relevant to the case study topic.	Student followed instructions, provided three strong external sources of evidence that were relevant to the case study.
Instructions Weight 10%	Paper is not in APA format, student did not follow instructions.	Several APA formatting errors/ Did not proof read paper.	A few APA formatting errors/ grammar and spelling mistakes.	Student perfectly follows APA guidelines, no grammar or formatting errors.

Final – Infographic Project Option
(Worth 20% of course grade)

Key Elements of Effective Infographics

Here are some general principles that you should keep in mind as you begin to think about laying out the elements of your infographic: (Adapted from "The Rules" by Amy Balliett, "Learning Infographic Design" (Lynda.com)) 1. Always remember "con-text": Infographics should be driven by images rather than text — if there is too much text, it's a con! 2. Prioritize your goals: A key to good design is to highlight the essential information that you want to convey and edit out the rest. 3. People care less than a goldfish: A good infographic should convey its meaning in 9 seconds — the attention span of a gold fish — which is longer than humans (a mere 6–8 seconds!). 4. Good content is 50% of a successful infographic; hence, the importance of doing good research in advance of creating a draft. 5. Use correct visualization throughout. 6. Be a storyteller! We all love a good story; try to organize your infographic in such a way that it appeals to our natural hunger for a good story.

First, follow these steps to create and submit your infographic project:

1. Select the important information
2. Organize the information in a rough draft on a sheet of paper
3. Brainstorm how to include visuals (graphs, clipart, etc.)
4. Create an infographic using Piktochart, Canva, Google Drawings, Etc.
5. Upload your infographic project via the Assignment tab

Within the infographic, please design with the following questions about your future healthcare profession's Code of Ethics in mind: 1. Who is your audience that cares about this problem? 2. What is the specific problem or issue that they care about? 3. What choices, options, or trade-offs will they need to consider in order to make a decision within this healthcare profession?

> To answer the questions above, you must research the ethical principles and align them will your profession's Code of Ethics
> 1. What research will you need to do to address questions 1-3?
> 2. What types of thinking will you have to do to organize the information you gather?
> 3. What content have you learned already that you can draw upon?

Final Project Evaluation
This project will be evaluated on the basis a reflection, design statement, infographic (visual composition) and research and analysis.

i.   **Reflection (30%):** Answer the following questions via paper using APA format or video reflection**.** 1. What value would knowledge of the principles of ethics be to people confronted with moral problems or dilemmas? 2. Why is it necessary for anyone to care about ethics 3. Why is having a code of ethics important in your chosen profession? 4. What is the code of ethics for your chosen profession?

ii. **Design Statement (20%):** The design statement will answer questions pertaining to the process of creating the infographic**.** Why did you choose to include the narrative and graphics in your infographics? How does the design relate to healthcare ethics and your chosen healthcare profession?

iii. **Infographic (Visual Composition) (30%):** Students will create a graphic/pictorial representation (infographic) of the ethical principles (4) and theories (6) presented in the course (outlined in chapters 1 and 2 of the textbook). The principles and theories should be summarized along with one practical application example demonstrating how it relates to the healthcare field. Upload your infographic as a PDF.

iv. **Research and Analysis (20%):** Project will include an APA style references page citing all sources used to create the infographic and reflection statement.

Resources to Help you Complete the Assignment

Research & APA style Referencing:

The purpose of this assignment is to ensure that you have sufficient and relevant content for your infographic. After you have identified your sources, and read them, please write an APA style reference for each resource.

• If you are unfamiliar with how to create APA style reference, please review the following example: Basic Principles of Referencing (apastyle.apa.org)

Choosing Your Infographic Software:

There are several options for sites that will help you to create visually appealing info graphics that are either free or low cost. Here are a few of them:

Canva

Piktochart

Microsoft Powerpoint (charts and drawing tools)

Google Drawings

Criteria	Unacceptable	Acceptable	Good	Excellent
(i) **Reflection** **Weight 30%**	**0 %** Student did not follow instructions; sufficient answers to questions not given.	**70 %** Student partially followed instructions; partially answered questions.	**80 %** Student partially followed instructions; answered three of four questions in detail.	**100 %** Student followed instructions perfectly and answered all four questions in detail.
(ii) **Design Statement** **Weight 20%**	**0 %** Student did not follow instructions, no explanation or justification for design course of action presented.	**70 %** Student partially followed instructions; Weak explanation/ justification for design course of action. Limited theoretical support.	**80 %** A few components missing; did not provide enough explanation and supporting evidence for design course of action. Weak theoretical application.	**100 %** Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence supporting design. Strong theoretical justification.
(iii) **Infographic** **Weight 30%**	**0 %** Student did not follow instructions, infographic is incomplete.	**70 %** Student partially followed instructions; did not fully present the four principles and six theories as they relate to their chosen future health care profession.	**80 %** A few components missing; did not fully identify and explain the four principles and six theories as they relate to their chosen future health care profession.	**100 %** Student followed instructions, provided identification and explanation of the four principles and six theories as they relate to their chosen future health care profession.
(iv) **Instructions/APA style** **Weight 20%**	**0 %** APA style format not used, student did not follow instructions. References not included.	**70 %** Several APA formatting errors/ Did not proof-read.	**80 %** A few APA formatting errors/ grammar and spelling mistakes.	**100 %** Student perfectly follows APA guidelines, no grammar or formatting errors.

End of Syllabus

i https://www.angelo.edu/student-handbook/ ii
https://www.angelo.edu/catalogs/ iii https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php iv
https://www.angelo.edu/services/disability-services/ v
https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
vi https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php vii
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viii https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of