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| **PROFESSOR:**  Sindee Karpel, MPA, RRT, AE-C | **PHONE NUMBER:**  239-985-8306 |
| **OFFICE LOCATION:**  A-119 | **E-MAIL:**  sindee.karpel@fsw.edu |
| **OFFICE HOURS:**  Mon. 7:30a-12p & 1p-4p; Tues. 7:30a-12p; Weds, by appointment; Thurs. by appointment; Fri. 1p-2p | **SEMESTER:**  Fall 2017 |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HSC 4652 HEALTH CARE ETHICS (3 CREDITS)**

The ethical, sociological and medical-legal aspects of patient care are explored through discussion and situation analysis in this course with an emphasis on Cardiac and Pulmonary care issues.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the BAS Cardiopulmonary Sciences Program; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

* Human Value Development
* Decision Making in Value Issues
* Basic Principles of Health Care Ethics
* The Nature of Patient and Practitioner Rights in Ethical Discourse
* Confidentiality and the Management of Health Care Information
* Professional Gate keeping as a Function of Role Fidelity
* Autonomy versus Paternalism
* Justice and the Allocation of Scarce Resources
* Withholding and Withdrawing Life Support
* Euthanasia
* AIDS and Health Care Practice
* Culturally Appropriate Health Care

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Analyze**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Analyze the relationships between philosophical concepts, ethical questions, ethical deliberation processes, and choice-making.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Using the studied ethical approaches critique what is ethically at stake in typical health care ethics cases and formulate and support a judgment of what ought to be done in typical health care ethics cases.
* Employ philosophical-ethical tools to identify and analyze ethical problems in health care that have not been directly discussed in the course.

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Articulate alternative views, besides their own, on what ought to be done in health care ethics cases, and examine and evaluate the reasons pro and con for these alternative views.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

• To utilize Canvas in the most efficient and effective manner, please use the following browsers: Google Chrome or FireFox.

• This is a totally online course. All of the work is completed online.

• Students are expected to regularly access this Course in Canvas to check for weekly reading assignments, written assignments, quizzes, exams, weekly discussions, announcements, and e-mail. Failure to do so will result in late work for which there will point reduction.

• The course is organized to follow the text. For each chapter of the text, students are expected to complete the assigned reading and review exercises and/or post to the weekly discussion board. Students are expected to complete their assignments by the published due date.

• From time to time, there may be additional discussion prompts posted by the professor in response to a significant current event. Students can earn extra course points with substantive participation.

1. **ATTENDANCE POLICY:**

Your attendance is followed through the Canvas website weekly.

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

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| **Activity** | **Total Number** | **Percent toward Grade** |  |
| Discussion Boards (class participation) | 12 | 25% |  |
| Written Assignments | 12 | 25% |  |
| Examinations | 3 | 25% |  |
| Final Project | 1 | 25% |  |
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1. **REQUIRED COURSE MATERIALS:**

Edge, R and Groves, J: *Ethics of Health Care a Guide for Clinical Practice*, 3rd Edition. Clifton Park, NY: Thomson Delmar Learning, 2006. Print. ISBN: 978-1-4018-6183-4

1. **RESERVED MATERIALS FOR THE COURSE:** None
2. **CLASS SCHEDULE:**

See the Syllabus section of the Canvas course for a high level schedule of all requirements for this course.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

A. Instructions for the Canvas Website:

1. Underneath each module header is a text header with the dates for the module. The module must be completed in that time period.

2. Read the Module Overview for the week. The overview for each module identifies the topic, learning objectives for the topic, module resources, and module activities. This is your guide for the week.

3. Read to assigned chapter in the textbook.

4. Review the all the Module Resource material, including the chapter presentation and the ALL videos and tutorials.

5. Work the Module Assignment and the Module Discussion. All assignments are located on the Canvas website. These assignments are open for the entire week and you may go in and out of the assignment during that time. Check the Discussion Board EARLY in the week. You must post your initial response before 11:59 pm on each Wednesday of the module week. Post an original comment in response to the prompt, if you use a source you must cite it in the post. Then respond to two of your classmates’ posts with a substantive reply. The replies are due by 11:59 pm on each Saturday of the week.

6. Lateness: Assignments received after the 11:59 pm deadline will be immediately reduced by 5 points, then there will be additional 5 point reductions every 24 hours after that. ALL assignments close for submission on Tuesdays at 11:59pm. No submission will be accepted after that time and a grade of 0 will be entered.

7. Section examinations open at 12:00 am on Sunday of the module week and remain open for the entire week. Students may work on the exams during the entire module week but the exams must be submitted by 11:59 pm on the Saturday of the module week. Lateness on an exam will incur an immediate 10- point reduction and an additional 10 point reductions for each 24 hours. No exam will be accepted after Tuesday at 11:59 pm following the deadline.

8. Each discussion, assignment, and examinations will be reviewed and/or graded by the instructor.

B. Discussion Board Guidelines:

The discussion board is intended to simulate classroom discussions. This is comparable to the classroom and participating in a discussion. Unlike the classroom where everyone is there on the same day, some students log on at different times and days. This means you will have to check back into the discussion board to see what other students are saying.

There will be a total of 10 topics on the discussion board consisting of at least one case study and questions that each student is required to answer. In addition, each student will be required to make at least two (2) replies to the other students' postings.

YOUR INITIAL POST MUST BE MADE BY 11:59 pm on WEDNESDAY of the module week and TWO REPLIES MUST BE MADE BY 11:59 PM ON SUNDAY of the current week. Each discussion board will show the dates they are due. The discussion will close at deadline and no additional posts will be accepted. Anyone not completing the discussion for the week will receive partial credit depending on what has been posted.

Each question is worth 20 points, ten (10) points for the initial reply and five (5) points for the responses. Some modules will have more than one question. The initial posting must be a well thought out reply. Posting of "I agree", "I disagree", "No", or "yes" do not qualify and no credit will be given for these type of answers. Do not use the copy paste function for your comments unless you are going to cite what you use. All comments are to be original. There is not any right or wrong answers the questions are asking for your opinion.

The discussions will be graded as follows:

10 points for initial reply (must be of substance)

5 points for first reply to other students (must be of substance)

5 points for second reply to other students (must be of substance)

When replying to other students' posting the replies must be well thought out. Posting of "I agree", "I disagree", "No", or "yes" do not qualify and no credit will be given for these type of answers.

EXAMPLE:

Below is an example of a question posed by the instructor and the initial reply to it and the replies by other students.

Question 1: Describe the 'perfect' teacher and give reasons for the characteristics you have chosen.

Here is the initial reply to the question. It is a well thought out reply with substance.

• Describe the 'perfect' teacher and give reasons for the characteristics you have chosen.

I have to alert you that my parents are both retired teachers, so they instilled in me a lot of morals/values/characteristics that teachers would apply towards their students, for which I am forever thankful.

I would have to start out by saying the "perfect" teacher, if there ever was such a person would have to have some of the following characteristics. (A) This person would be a problem solver. They would have to come up with solutions for problems. Not necessarily in fighting situations, but when student get in a bind and direct them how to make the right choice and how to be strong and as my family says, "Figure it out." (B) Then they would have to be able to understand a student’s mental ability/status. What I mean is understand them. Know how they react, think, feel, etc. Know they need individual attention. Know where they lack and strive. Know what they require and know they can never let them down. Do their best to full fill their needs. (C) Be an idol. Students need people to model off of, people to look up to, people who make life-long impressions. They need people who impact their mind. (D) Be a positive guide in their life. Build trust, directs them correctly and never fails them or shies away. And lastly, (E) Be a motivator. Never allow a student to limit themselves. Always make them strive for bigger and better things. Make them seek visions and full fill them. Broaden their horizons and motivate them. Encourage, inspire, think logically, and think outside the box.

And always, make learning fun and an experience that they will never forget.

Here are two replies to other students' postings from the same student. You can see this student also had well thought out replies and they were of substance.

• After reviewing your post it made me think. You make some valid points. It is vital that a teacher pick up a student's learning needs and responds adequately. If this fails to happen, it not only hurts the student, but everyone involved. It also wastes everyone's time. I like your point (2). You state that teachers should collaborate with students to achieve learning goals and in turn, motivate them to learn on their own. I think that happens a lot in online instruction. The professors put the material out there and set goals and we are to learn on our own. Also, being friendly with students but stressing the mutual respect is huge. There has to be a mutual respect or problems arise. I also like where you said, "This is important since students should respect their teachers but still feel that the teacher is approachable." It reminds me of something that I learned last semester in another class. It is kind of like when you are in administration. You need to have the mutual respect, but in turn, you need to have an open door policy where people feel comfortable enough to approach you about things. Good point!!!

And of course, your last point is very valid. If a teacher makes such an impact they improve the students life in anyway, then their work there is done!!! And that is valuable!!!

• You bring up a valid and important point, "the "perfect teacher" needs to love his or her teaching profession." You have to love what you do and be passionate about it or it means nothing. If your heart isn't into it then it's pointless. Just like with any other professions, teachers need to be admired and shown just how important they are, not only to the people whom they work alongside, but the students also. I also see teachers as being like a 2nd set of parents also. Sometimes when students have nowhere to turn at home, they need someone at school whom they trust and knows they care about them. I agree with you in saying that teachers must have open minds. They have to be able to help any students regardless of their situation. For a teacher to take a student to a whole new level of learning and expand their horizons is huge. Not only for present day, but also for their future. Great post!

C. **Academic honesty:**

At Florida SouthWestern State College, plagiarism is a serious academic offense that constitutes an act of academic dishonesty. According to Article IV, Academic Integrity, of Florida SouthWestern State College’s Student Code of Conduct, “Violations of student academic integrity include any actions which attempt to promote or enhance the academic standing of any student by dishonest means.” Plagiarism is one such violation. The FSW Code of Conducts state that:

Plagiarizing the words, ideas, or data of others by not properly acknowledging the source [violates academic integrity]. Plagiarism includes failing to identify verbatim statements as quotations and failing to give appropriate credit and citations of sources used. The principles of academic integrity require that all work submitted or presented without citation of sources will be the student’s own work, not only on tests, but in themes, papers, assignments, discussions and class presentations, unless it has been clearly specified that the work is a team effort.

All Florida SouthWestern State College students have an obligation to know and understand academic standards and expectations. The College expects all students to be honest in their academic endeavors.

The consequence for plagiarism in this course is a grade of 0 (zero) for the assignment or paper for the first offense. If a student is found to plagiarize more than once the student will receive a grade of “F” for the entire course.