

COURSE OBJECTIVES:

1. To gain an understanding of important historical approaches to ethics and apply these theories to current day issues experienced by health care professional.
2. To develop critical thinking and problem-solving skills through the practical application of ethical theories to professional health care concepts.
3. To examine assumptions, values, goals, principles, and actions as they affect health care and society.
4. To gain an understanding of the morally salient features of health care decision making.
5. To enhance awareness and increase understanding of the nature of health care ethics.

LEARNING OUTCOMES:

Students will use **Communication Skills** in

- Communicating clearly and concisely while employing written and verbal skills appropriate to class assignments and discussion.
- Demonstrating interpersonal skills by listening effectively, establishing rapport, and monitoring non-verbal signals.
- Expressing awareness of and respect for self and others.
- See section on Philosophical Etiquette for a further description.

2. Students will use **Critical Thinking Skills** in

- Learning how to understand and charitably interpret others' arguments and developing the ability to rearticulate arguments in a philosophical form.
- Analyzing theoretical concepts and examining the connections between them.
- Developing written arguments with strong logical inferences to show support for your claims.
- Critically assessing philosophical theories and arguments in support of these theories.

3. Students will use **Professional Ethical Reasoning** in

- Applying ethical reasoning to practical situations.
- Recognizing and examining multiple perspectives.
- Analyzing and discussing issues from an ethical perspective.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Participation	10%	
Case Study Critical Essay 1	30%	Due before February 14 th
Case Study Critical Essay 2	30%	Due before March 14 th
Case Study Critical Essay 3	30%	Due during the final exam period (TBA)

Participation:

Participation is more than just speaking in class. Being an engaged listener is to participate in a meaningful way. Participation also consists in engaging in your responsibility to find important information on the course outline, keeping track of due dates, submitting material on time, and keeping up with course content when you are unable to attend class, which includes watching recorded lectures. Of course, it also entails finishing the reading beforehand and preparing any questions you might have about the material. One benefit of participation is that it better enables you to understand difficult philosophical concepts, get clarity on others' arguments, and offers the opportunity to practice developing our own arguments. Your grade will be based on a combination of all these aspects of participation.

Case Study Critical Essays

The purpose of these assignments is to allow you the opportunity to critically analyze three of the case studies found in the textbook and to develop your written argumentation skills.

Your essay must highlight the moral dilemma presented in the case study and include your argument in defence of the moral response you think is appropriate to the dilemma.

- You will submit your essay electronically to the "Critical Essay Dropbox" on D2L.
- Your essay will be submitted through the Turnitin plagiarism checker.
- Submission must be in either .doc, .docx, or pdf format.

Essay Rubric:

- Your essay **MUST** be 2 to 3 pages long (not including title page or bibliography), double-spaced, in 12-point font, with 1-inch margins.
- Your essay **MUST** use proper academic format, i.e., no extra spaces between paragraphs, and the first sentence of each paragraph must be indented.
- **Your critical analysis must include at least one of the theories covered in class.**
- Your paper should include a summary of the morally relevant features of the case study. The first two paragraphs may also include articulating the theory from the course materials and clarifying any definitions. **The remainder of the paper is your critical analysis.**
- The purpose of this paper is for you to apply the theories we've learned about to a practical problem. Your paper should show that you understand the theory well enough to give good reasons in support of the actions you recommend.

You will also be graded on the following criteria:

1. Your essay should have a clear, concise **thesis statement**. Think of a thesis statement as the conclusion for which you will build an argument in your critical essay. You will be deducted marks for not including a thesis statement.
2. You are expected to use grammar, punctuation, and spelling appropriate for a university level course.
3. You will be deducted marks if your essay does not reference at least one academic source from the course material.
4. Use whichever citation style with which you are comfortable (just use it consistently and correctly). You will be deducted marks for incorrect citations.

Alternative arrangements for assignments are typically made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments or holidays are not considered legitimate reasons for missing assigned deadlines.

Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions and the grading criteria.
2. Thoroughly read all the comments in a charitable manner.
3. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
4. Come to the appointment prepared. After looking over the comments and the assignment requirements, you should be able to articulate why you think your answer should have earned more marks.
5. Please remember I can only give you grades for the content represented on the assignment. You may be able to verbally articulate what you meant to say in the meeting, but if that meaning is not clearly illustrated in the assignment content, I cannot give you grades for it.
6. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Introduction to Philosophy, Critical Thinking, and Health Care Ethics

Chapter 1: Ethics Matters

Chapter 2: Broadening the Horizon: What Law and Ethics Say

Chapter 3: Managing Medical Morality

Chapter 4: The Times are Changing: Autonomy and Patient-Based Care

Chapter 5: Informed Choice and Truth-telling: The Centrality of Truth and Trust

- Related Reading: “Four Models of the Physician-Patient Relationship,” Ezekiel J. Emanuel and Linda L. Emanuel. (Posted on D2L)

Chapter 13: Beyond the Patient: Doing Justice to Justice

- Related Reading: “The Commodification of Medical and HealthCare: The Moral Consequences of a Paradigm Shift from a Professional to a Market Ethic,” Edmond D. Pellegrino. (Posted on D2L)
- Related Documentary: “The Business of Being Born,” Alliance Films, 2008. (Electronic link to the library eVideo is posted on D2L)

Chapter 14: Labour Pains: Ethics and New Life

- Related Reading: “A Defense of Abortion,” Judith Jarvis Thomson. (Posted on D2L).

Chapter 8: The Waning and Waxing Self: Capacity and Incapacity in Medical Care

- Related Reading: “Collective Moral Imagination: Making Decisions for Persons with Dementia,” Elizabeth Boetzkes-Gedge. (Posted on D2L)

Guest Speakers:

Tyler Paetkau

- Tyler is a former GPRC student transfer student and graduate of the University of Alberta who is currently finishing his MA in philosophy (specializing in Bioethics) at McGill University. His research on vaccine denialism has earned him two prestigious scholarships: The McCall MacBain scholarship and a SSHRC scholarship.

Speranza Dolgetta

- Speranza has a PhD in philosophy and an MD specializing in family medicine. Her practice focuses on addictions and mental health, and she has served as the Medical Director of three addictions clinics in Calgary and Toronto. She has also served as chair of the Health Research Ethics Board of Alberta and Director of the Calgary Foothills Primary Care Network Physician Board of Directors.

Alexander Villafranca

- Alexander is an instructor in NWP's Kinesiology and Health Sciences department. His research includes work on the psycholinguistics of clinical trial names and consent forms, and professionalism in the operating room. The latter research studied disruptive behavior (ranging from mild incivility to egregious abuse) in the operating room, which entailed a survey study of clinicians in 7 countries, with 7400 responses.

STUDENT RESPONSIBILITIES:

1. Recall that one of the requirements for registering for remote learning is that you have a computer with a webcam and reliable internet connection. As such, students will be required to turn on their cameras during class. Exceptions will be made on a case-by-case basis with good reasons and evidence as to why you cannot meet this requirement.
2. Regular attendance and participation in discussion is expected, which is another reason why having your camera on is a requirement of the course. Participation is a way to help advance the discussion, gain understanding of course material, and encourage others.
3. Please do not be late for class.
4. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
5. If students miss class, it is their responsibility to obtain the information they missed. If available, recorded lectures may be shared in the case of reasonable absences.
6. Policies regarding final exams are governed by institutional policy. Students should consult the Examinations policy in the NWP Calendar. Students should consult the NWP Calendar for any questions regarding deferred exams but note that students are required to be available to write exams during the entire final exam period.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.

Additional Information:

Philosophical Etiquette

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and that people not be *purposefully* offensive.

Remote Learning Etiquette

(The following list has been created from past experiences with remote learning. Please feel free to add things you've learned that make for a better remote learning experience during the discussion).

- Do not log into class while you are still under the covers in bed. Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette. Be respectful with the comments you make in the chat. Stay on topic. Do not use the chat in the same way you use this feature on social media.
- Avoid distractions. Only have the course up on your screen. Wear headphones to help cut out external noise.
- Same as with in-class attendance, **stay off your phone during class!!!** Seriously, I can often tell when you are looking at your phone.
- If for some reason I am dropped from the Zoom lecture, please give me a few minutes to log back in. This issue only occurs on rare occasions, but I wanted to establish a protocol in case it happens again.
- If you have pets who are not camera shy, you must introduce them to the class at least once throughout the term.

Use of Class Recordings

Classes (or parts of classes) in this course may be recorded by the instructor for use as an instructional resource for the class. These recordings are protected under the Freedom of Information and Protection of Privacy Act (FOIP) and are to be used for academic purposes only. Students must not sell, duplicate, distribute, or publish evaluative assessments, course lecture notes, handouts, recordings, or other information provided by an instructor, or use the above for any commercial purpose. These restrictions apply to all recorded materials unless you receive express written permission by NWP and all the participants involved in the recording. Students who misuse recordings may also be subject to sanctions under the Student Code of Conduct (for more information the Polytechnic Policy on Student Rights and Responsibilities under the section on Academic Misconduct <https://www.nwpolytech.ca/about/administration/policies/>