

# NS M17: HEALTHCARE ETHICS

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**Originator**

clee

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

NS - Nursing Science

**Course Number (CB01B)**

M17

**Course Title (CB02)**

Healthcare Ethics

**Banner/Short Title**

Healthcare Ethics

**Credit Type**

Credit

**Start Term**

Fall 2021

**Co-listed (Same-as) Course(s)**

RADT M17

**Taxonomy of Programs (TOP) Code (CB03)**

1225.00 - \*Radiologic Technology

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Control Number**
**Primary Minimum Qualification**

RADIOLOGIC TECHNOLOGY

**Department**

Radiological Tech (1123)

**Division**

MC EATM, Life & Health Sci

**Formerly**

HS M17 - Health Care Ethics  
PHIL M17 - Health Care Ethics

**Catalog Course Description**

Introduces theoretical and applied ethics as they relate to problems in medicine, healthcare, and the human life sciences. Examines foundational moral principles and the main moral theories. Provides an introduction to ethics in general, a foundation for understanding legal implications in healthcare and a framework for analyzing and resolving ethical problems through the application of ethical principles and critical thinking.

**Taxonomy of Programs (TOP) Code (CB03)**

1230.10 - \*Registered Nursing

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

Upon satisfactory completion of the course, students will be able to:

1 demonstrate competency in ethical decision making.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | evaluate the pertinence of meta-ethical issues.  |
| 2 | identify and describe the various major ethical theories involved in moral reasoning and judgment.   |
| 3 | evaluate the different ethical theories.   |
| 4 | assess the influence of culture and spirituality on morality.  |
| 5 | demonstrate a decision-making process, using a framework for analyzing and resolving ethical problems through the application of ethical principles and critical thinking. |
| 6 | identify and explain moral dilemmas and legal implications associated with issues in medicine, healthcare, and the human life sciences.                                    |

**Course Content****Lecture/Course Content**

## 15% Foundation of Ethical Principles

1. Justice
2. Autonomy
3. Confidentiality
4. Veracity
5. Beneficence
6. Nonmaleficence
7. Fidelity
8. Professional gatekeeping
9. Paternalism

## 25% Application of Moral Principles

1. Golden Rule and the Golden Rule redefined
2. Ethical principles: In professions, in healthcare organizations
3. The Hippocratic Oath
4. A Patient's Bill of Rights
5. Transcultural health
6. Genetics
7. Death and dying
8. Paternalism
9. Informed consent

## 5% Theoretical vs. Applied Ethics

## 10% Meta-ethics

1. Moral subjectivism
2. Moral relativism
3. Good or bad and Right or Wrong (Deigh)
4. Is/Ought (Hume)
5. Freedom and responsibility
6. Naturalism

## 10% Teleological Theories

1. Consequentialism
2. Egoism
3. Utilitarianism

## 10% Deontological Theories

1. Kantian ethics
2. Contractarianism

## 10% Virtue Ethics

1. Relational ethic
2. Feminist Theorists

## 10% Spirituality and Moral Theories

1. Divine command
  2. Voluntarist theories
  3. Natural Law
- 5% Theory of Justice (Rawls)

#### Laboratory or Activity Content

n/a

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Classroom Discussion  
 Essay exams  
 Projects  
 Problem-solving exams  
 Reports/Papers/Journals  
 Reports/papers  
 Research papers

### Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Case studies  
 Distance Education  
 Group discussions  
 Instructor-guided interpretation and analysis  
 Internet research  
 Lecture

**Describe specific examples of the methods the instructor will use:**

Utilization of case studies to illustrate ethical decision-making frameworks related to ethical dilemmas or ethical problems in health care.

### Representative Course Assignments

#### Writing Assignments

reflections on weekly readings from journal articles, newspaper articles or a topic posted on the online bulletin board.

written essay of ethical dilemma and decision-making process.

assigned case study analysis and problem solving in groups, according to given principles.

statement of personal philosophy on a given topic.

written evaluations of information from case studies from required text.

#### Critical Thinking Assignments

discussion of examples of paternalism in the healthcare setting.

weighing of ethical principles in relationship to abortion.

identification and analysis of an ethical dilemma.

#### Reading Assignments

assigned reading from the textbook.

assigned reading of a current healthcare-related journal article involving an assigned moral principle such as informed consent in preparation for a discussion activity.

### Outside Assignments

#### Representative Outside Assignments

research of moral dilemmas and legal implications associated with issues in medicine, healthcare, and the human life sciences.

assigned readings from text and other sources.

cooperative group planning for written project analyzing a moral principle applied to a case study.

## Articulation

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Skyline College	MEDA 415	Law and Ethics for Allied Health Professionals	2
West Valley College	HTCH 7	Medical Law and Ethics	2
Cerro Coso Community College	HCRS C260	Ethics for the Health Professional	3

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

#### C2. Humanities

Approved

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

#### Course is CSU transferable

Yes

#### CSU Baccalaureate List effective term:

F1998

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Thomas, John E., Wilfrid Waluchow, and Elisabeth Gedge, eds. *Well and Good: A Case Study Approach to Health Care Ethics*. 4th ed., Broadview Press, 2014.**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Edge, Raymond S. and John Randall Groves. *Ethics of Healthcare: A Guide for Clinical Practice*. 4th ed., Cengage, 2018.**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Morrison, Eileen E. and Beth Furlong. *Health Care Ethics: Critical Issues for the 21st Century*. 4th ed., Jones & Bartlett Learning, 2018.

## Library Resources

### Assignments requiring library resources

Research, using the Library's print and online resources specializing in medical and healthcare topics, on questions involving medical ethics, moral dilemmas, and legal implications associated with issues in medicine, healthcare, and the human life sciences.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Search for a recent, published health care case study involving an assigned ethical principle. Summarize the case, and describe how the ethical principle was analyzed and applied.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

### Faculty Certifications

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts.</p> <p>Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD.</p> <p>Instructors may involve students in active learning with the following activities:</p> <p>students may complete homework and receive feedback through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.</p>
E-mail	Contact with students by college or Canvas email



Other DE (e.g., recorded lectures)

Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics.  
 "Announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.  
 Instructors may involve students in active learning with the following activities:  
 students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes.

Video Conferencing

Lectures, study sessions.  
 Instructors may involve students in active learning with the following activities:  
 students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; instructor may create student groups or group activities using the online course.

**Hybrid (51%–99% online) Modality:**

**Method of Instruction**

**Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)

Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts.  
 Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD.  
 Instructors may involve students in active learning with the following activities:  
 students may complete homework and receive feedback through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

E-mail

Contact with students by college or Canvas email

<p>Other DE (e.g., recorded lectures)</p>	<p>Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics.          "Announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.          Instructors may involve students in active learning with the following activities:          students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes.</p>
<p>Video Conferencing</p>	<p>Lectures, study sessions.          Instructors may involve students in active learning with the following activities:          students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; instructor may create student groups or group activities using the online course.</p>
<p><b>100% online Modality:</b>  <b>Method of Instruction</b></p>	<p><b>Document typical activities or assignments for each method of instruction</b></p>
<p>Asynchronous Dialog (e.g., discussion board)</p>	<p>Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts.          Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD.          Instructors may involve students in active learning with the following activities:          students may complete homework and receive feedback through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.</p>
<p>E-mail</p>	<p>Contact with students by college or Canvas email</p>

Other DE (e.g., recorded lectures)

Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics.

"Announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

Instructors may involve students in active learning with the following activities:

students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes.

Synchronous Dialog (e.g., online chat)

Lectures, study sessions.

Instructors may involve students in active learning with the following activities:

students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; instructor may create student groups or group activities using the online course.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

NURSING

## Review and Approval Dates

### Department Chair

02/19/2021

### Dean

02/26/2021

### Technical Review

03/04/2021

### Curriculum Committee

3/16/2021

### DTRW-I

04/08/2021

### Curriculum Committee

MM/DD/YYYY

**Board**

05/11/2021

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000430652

**DOE/accreditation approval date**

MM/DD/YYYY