



A&M-COMMERCE

To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

HSCB 441: Healthcare Ethics & Legal Issues for Leaders **COURSE SYLLABUS: Summer 2022**

INSTRUCTOR INFORMATION

Instructor: David Major
Office Location: Online, Remote
Office Hours: Email or Telephone by Appointment
Office Phone: 903 590 0432
University Email Address: David.major@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24 Hours (weekend may be delayed)

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course and are accessible via the internet. After taking the pretest, students are encouraged to bookmark, download, or save written materials provided via the internet for use during quizzes, assignments, and projects in this class.

Students are encouraged to take notes during the recorded lectures so that they will be able to access the material during quizzes, assignments, and projects in this class.

Supplemental Materials

Links and files will be provided in the document sharing tab within the course.

ORGANIZATION LEADERSHIP PROGRAM DESCRIPTION

The Bachelor of Applied Arts and Sciences in Organizational Leadership (ORGL) degree is a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

COURSE DESCRIPTION

This interdisciplinary course explores interconnections among ethics, law and health care by examining legal-medical ethics cases, legal rules and ethical principles. Controversial issues such as access to health care, patient's rights, disorders of consciousness and organ transplantation will also be discussed. Attention will also be given to the role of ethics consultants and ethics committees.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge necessary to:

1. Be aware of the unique features of health care and key historical events that make health care ethics important.
2. Recognize the moral methodologies that inform healthcare ethics, identify formal paths in which healthcare ethics is expressed, and evaluate actions using a robust action theory.
3. Understand the meaning of key concepts in healthcare ethics and the debate surrounding them.
4. Understand and apply the concepts of informed consent, decision-making capacity, and shared decision-making in health care practice.
5. Understand the practice of hospital ethics committees, Institutional Review Boards, and ethics consult services.
6. Understand contemporary issues in healthcare ethics and identify the methodologies and key concepts from previous modules that inform or give rise to the debate.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

Students must achieve 80% or higher for the both the post-tests and final assignment to demonstrate competency and pass the course.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

Initial Course Pre-test and Module Pre-tests

The purpose of the Initial Course Pretest is to give the instructor insight into your pre-existing knowledge of the course, gained through study or work. It will touch on, but will not completely evaluate, the more focused knowledge appropriate to each module's pre-test.

The purpose of each module's pre-test is to provide a baseline understanding of your knowledge in this competency. **The pre-test is required before you begin studying course materials. If you do not make at least 80% on the pre-test, students will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.**

Content	Description	Value	Notes
Course Pre-test	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies.	100 points	Required before completing any other work in the course. The grade on the pre-test does not count in the final grade for this course.
Module Pre-tests (6 total)	This is the initial assessment for the module that provides a baseline understanding of a student's knowledge of the module's content and competencies.	100 points (each)	Required before completing any other work in the module. The grade on the pre-test does not count in the final grade for this course.

Module Post-tests and Module Assignment

The module post-test assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course. **A score of 80% or higher is required to demonstrate competency.**

Content	Description	Value	Notes
Post-test (Each)	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	75 points (Each)	Required and you must score 80% or higher. You have up to three attempts.
Assignment 1	In order to better understand the variety of ways in which health care ethics ideas are expressed, you will write a two to three page short story on an assigned case prompt	30 points	Required and you must score 80% or higher. You have up to three attempts.
TOTAL: 525 Points			

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

Culminating Assignment

The assignment assesses your knowledge of terms and the application of concepts presented in this course. **A score of 80% or higher is required to demonstrate competency.**

Content	Description	Value	Notes
Final Assignment	Measures your competency of learning outcomes by: 1) the completion of competency-based project tasks and 2) essay, short answer, and multiple-choice questions.	270 Points	Required and you must score 80% or higher. You have up to three attempts. FIRST ATTEMPT: Your first attempt should be on or before the last day of week 6, Friday by 11:59 PM CST SECOND ATTEMPT: Your first attempt should be on or before the first day of the work week, Monday by 11:59 PM CST FINAL ATTEMPT: Last day of week 7, Friday by 11:59 PM CST

If students score less than 80% on the culminating assignment, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on the Final Assignment and each Post-test is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Posttest 1	75 pts/ 10%
Posttest 2	75 pts/ 10%
Assignment 1	30 pts/ 4%
Posttest 3	75 pts/ 10%
Posttest 4	75 pts/ 10%
Posttest 5	75 pts/ 10%
Posttest 6	75 pts/ 10%
Final Assignment	270 pts/ 36%
Total	750 pts

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. HSCB 441 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Acceleration Process

Acceleration Process Deadline: The deadline to accelerate is this Friday, June 11 at 5 pm. Please submit assignments to me no later than Wednesday, June 9 at 5 pm if you are attempting to accelerate so that I have ample time to grade them and provide you with a complete email for acceleration purposes.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)
[Undergraduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

Course Outline

Course Objectives

1. History of Healthcare Ethics

- 1.1. Demonstrate knowledge of early medical codes and pre-modern bioethicists.
- 1.2. Identify the seminal events of 20th century that influenced the development of healthcare ethics.
- 1.3. Explain how the practice of health care ethics is similar to and dissimilar from the ethical regulation of other areas of human endeavor, and identify potential reasons for the similarity or dissimilarity.
- 1.4. Identify instances which pose the questions: 1) what is medicine for, and 2) how can it rightly be delivered?

2. Moral Methodologies, Formal Paths, and Action Theory

- 2.1. Understand the core tenets of key moral methodologies, and discern the moral methodology involved in a bioethicist's answer to a health care ethics question.
- 2.2. Identify formal paths for expressing bioethical thought. Students should be able to explain how law, code, literature, film, and other formal paths contribute to bioethics discourse.
- 2.3. Healthcare ethics, at its core, concerns the propriety of human action. Students must be able to identify formally the elements of a human action in order to evaluate the propriety of conduct.
- 2.4. Understand the elements of double-effect reasoning and apply double-effect reasoning to healthcare ethics problems.

3. Key Concepts in Healthcare Ethics:

- 3.1. Reflect on the meaning of the terms: dignity, personhood, autonomy, and conscience.
- 3.2. Understand debate on the meaning of these terms.
- 3.3. Identify bioethical codes, legislation, and other formal paths that explicitly or implicitly rely on these concepts.

4. Informed Consent and Medical Decisionmaking

- 4.1. Understand legal and ethical prohibitions related to unwanted medical treatment.
- 4.2. Understand the concept of informed consent, including potential limits to informed consent.
- 4.3. Identify the elements of medical decisionmaking capacity and explain how this relates to a person's ability to give consent.

- 4.4. Identify limits to patient demands.
- 4.5. Understand the process of decisionmaking by advance directive or by a patient's representative for incapacitated patients, using the Texas Advance Directive Act as a framework.
- 4.6. Apply a "Four Goods" approach for shared decisionmaking between clinicians and patients.
- 5. Ethics Committees, Institutional Review Boards, and Ethics Consult Services**
 - 5.1. Describe the origin of clinical ethics committees and Institutional review boards (IRB).
 - 5.2. Explain what clinical ethics committees and IRBs do.
 - 5.3. Understand the Texas "10 day" rule.
 - 5.4. Identify common misunderstandings that give rise to ethics consults and articulate how ethics consultants can clarify the matter.
- 6. Contemporary Issues in Healthcare Ethics**
 - 6.1. Understand the history of the determination of death, organ transplantation, physician-assisted suicide, biobanking, and the allocation of scarce resources.
 - 6.2. Understand the debate surrounding these topics.
 - 6.3. Identify the debaters' use of moral methodologies (Module 2) and interpretation of key concepts (Module 3).
 - 6.4. Identify legal regimes addressing these topics and practical challenges related to these issues.

Module Topic	Learning Objectives	Materials to Read and Review	Assignments
M1: History of Health Care Ethics	LO#: 1.1-1.4	<ul style="list-style-type: none"> • "The End of Medicine and the Pursuit of Health " • The Hippocratic Oath (Ancient Version) • The Nuremberg Code • "Why Did So Many Doctors Become Nazis?" • <i>Buck v. Bell</i> • "Harvard's Eugenics Era" • "Effects of Untreated Syphilis in the Negro Male, 1932 to 1972: Closure comes to the Tuskegee Study" • Recorded Lecture for Module 1 	<ul style="list-style-type: none"> • Complete Pre-test • Read all material • Post Test
M2: Moral Methodologies, Formal Paths, and Action Theory	LO#: 2.1-2.4	<ul style="list-style-type: none"> • <i>Bioethics and the Human Goods</i>: Chapters 1 (Bioethical Thinking), 2 (Principles), and 3 (The Ethical Divide) • "The Survival Lottery" • Gattaca Video Clip • "The last low whispers of our dead: when is it ethically justifiable to render a patient unconscious until death?" • <i>Being Human</i>- Readings from the President's Council on Bioethics Chapter 1: The Search for Perfection • Declaration of Helsinki • Recorded Lecture for Module 2 	<ul style="list-style-type: none"> • Complete Pre-test • Read all material • Post Test • Assignment 1

M3: Key Concepts in Healthcare Ethics	LO#: 3.1-3.3	<ul style="list-style-type: none"> • <i>Bioethics and the Human Goods</i>: Chapter 4 (The Ontological Divide) • “Dignity is a Useless Concept” • “Dignity and Bioethics: History, Theory, and Selected Applications” • “Indicators of Humanity: A Tentative Profile of Man” • <i>Persons</i> Chapter 18: Are all Human Beings Persons? • Recorded Lecture for Module 3 	<ul style="list-style-type: none"> • Complete Pre-test • Read all material • Post Test
M4: Informed Consent and Medical Decision-making	LO#: 4.1-4.5	<ul style="list-style-type: none"> • Excerpt from <i>Canterbury v. Spence</i> • Excerpt from <i>Vacco v. Quill</i> • “Evaluating Medical Decision-Making Capacity in Practice” • “The Internal Morality of Medicine” • “I Want to Burden My Loved Ones” • Texas Advance Directives Act • Recorded Lecture for Module 4 	<ul style="list-style-type: none"> • Complete Pre-test • Read all material • Post Test
M5: Ethics Committees, Institutional Review Boards, and Ethics Consult Services	LO#:5.1-5.4	<ul style="list-style-type: none"> • “How IRBs Protect Human Research Participants” Video Clip • Brief of the Friends for the Court in <i>TBL v. Cook Childrens’ Medical Center</i> • Cook Childrens’ Motion • Tinslee Lewis Video Clip • Quality of Life Video Clip • Texas Advance Directives Act • Recorded Lecture for Module 5 	<ul style="list-style-type: none"> • Complete Pre-test • Read all material • Post Test
M6: Contemporary Issues in Healthcare Ethics	LO#: 6.1-6.4	<ul style="list-style-type: none"> • “The Extraordinary Case of Jahi McMath” • “Proposal for Revising the Uniform Determination of Death Act” • “Assisted Suicide Debate at UC Irvine” Video Clip- watch time between 1:13:26 to 1:26:24) • “Card-Carrying Pre-Cadavers” • “Routine Recovery of Cadaveric Organs for Transplantation: Consistent, Fair, and Life-Saving” • “Fair Allocation of Scarce Medical Resources in the Time of Covid-19” • “Moral Guidance on Prioritizing Care During a Pandemic” • “The Ethics of Biobanking: Key Issues and Controversies” • Recorded Lecture for Module 6 	<ul style="list-style-type: none"> • Complete Pre-test • Read all material • Post Test
FINAL ASSIGNMENT			REQUIRED ASSIGNMENT

