



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

**HSCB 441 Health Care Ethics and Legal Issues for Leaders**  
**COURSE SYLLABUS: Fall II 2022**

**INSTRUCTOR INFORMATION**

Instructor: Dr. Olulana Bamiro  
Office Location: Online  
Office Hours: Email or Telephone or Virtual by Appointment  
University Email Address: Olulana.Bamiro@tamuc.edu  
Preferred Form of Communication: **email**  
Communication Response Time: 24 hours

**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 materials provided via the internet for use during quizzes, assignments, and projects in this class.

**Supplemental Materials**

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

**HEALTH SERVICES ADMINISTRATION PROGRAM DESCRIPTION**

The Bachelor of Applied Arts and Sciences in Health Services Administration (HSCB) 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 will explore 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 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.

**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.

Students are encouraged to e-mail the professor as they encounter concepts that, after reading and utilizing course resources (supplemental documents, YouTube videos, etc.), they still do not fully understand. Students are encouraged to engage with other classmates in discussions or thoughts that pertain to course material. Regular participation and engagement ensures the best chance at successful completion of the course.

## ASSESSMENT

Students must achieve 80% or higher for the both the posttest and culminating project 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.

## MODULE PRE-TESTS

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.

| Content                    | Description   | Value            | Notes   |
|----------------------------|---|------------------|---|
| Module Pre-tests (5 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. | 75 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. |

## Learning Objective Essays

A brief short-answer item that the student submits to the instructor that requires students to synthesize and apply the concept, theory, process, etc., introduced in the Learning Objective Module. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course.

## Learning Objective Quizzes

A brief assessment at the end of each module that is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module.

## Course Final Post-test

The end-of-course comprehensive exam that 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 | Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions. | 60 points each | Required and you must score 80% or higher. You have up to three attempts.<br><b>DUE: Last day of week 7, Friday by 11:59 PM CST</b> |

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 Project

The project 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   |
|---------|---|------------|---|
| Project | Measures your competency of learning outcomes the completion of a competency-based project. | 200 points | Required and you must score 80% or higher. You have up to three attempts.<br><b>DUE DATE if you want feedback for revisions: End of week 6.</b><br><b>HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST</b> |

If students score less than 80% on the culminating project, 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 both the Culminating Project and Posttest 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.

| Item                        | Worth                       | Weight towards Final Grade |
|-----------------------------|-----------------------------|----------------------------|
| Posttest (5 total)          | 60 points each = 300 points | 60%                        |
| Culminating Project Attempt | 200 points                  | 40%                        |
| <b>Total</b>                | <b>500 points</b>           | <b>100%</b>                |

### Grading Scale

A = 90%-100% = 450 points or more.

B = 80%-89% = 400 – 449 points.

F = 79% or Below = 399 or less.

## 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](mailto: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. ORGL 3322 – 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**

### **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](mailto: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](http://www.tamuc.edu/counsel).

## COURSE OUTLINE / CALENDAR

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

|   |              |   |  |
|---|--------------|---|--|
| M3: Key Concepts in Healthcare Ethics   | LO#: 3.1-3.3 | <ul style="list-style-type: none"> <li>• “Dignity is a Useless Concept”</li> <li>• “Dignity and Bioethics: History, Theory, and Selected Applications”</li> <li>• Recorded Lecture 3</li> </ul>   | <ul style="list-style-type: none"> <li>• Complete Pretest</li> <li>• Read all material</li> <li>• Post Test</li> </ul> |
| M4: Informed Consent and Medical Decision-making                                | LO#: 4.1-4.5 | <ul style="list-style-type: none"> <li>• Excerpt from <i>Canterbury v. Spence</i></li> <li>• Excerpt from <i>Vacco v. Quill</i></li> <li>• “Evaluating Medical Decision-Making Capacity in Practice”</li> <li>• “The Internal Morality of Medicine”</li> <li>• “I Want to Burden My Loved Ones”</li> <li>• Texas Advance Directives Act</li> <li>• Recorded Lecture 4</li> </ul>              | <ul style="list-style-type: none"> <li>• Complete Pretest</li> <li>• Read all material</li> <li>• Post Test</li> </ul> |
| M5: Ethics Committees, Institutional Review Boards, and Ethics Consult Services | LO#:5.1-5.4  | <ul style="list-style-type: none"> <li>• “How IRBs Protect Human Research Participants” Video Clip</li> <li>• Brief of the Friends for the Court in <i>TBL v. Cook Childrens’ Medical Center</i></li> <li>• Cook Childrens’ Motion</li> <li>• Tinslee Lewis Video Clip</li> <li>• Quality of Life Video Clip</li> <li>• Texas Advance Directives Act</li> <li>• Recorded Lecture 5</li> </ul> | <ul style="list-style-type: none"> <li>• Complete Pretest</li> <li>• Read all material</li> <li>• Post Test</li> </ul> |
| FINAL ASSIGNMENT  |              |   | REQUIRED ASSIGNMENT  |