ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  

1. ACADEMIC UNIT: 
College of Nursing and Health Innovation: Health Sciences Program

2. COURSE PROPOSED: 
HSC 320 Applied Medical/Health Care Ethics 3

3. CONTACT PERSON: 
Name: Linda Vaughan Phone: [480] 727-5196
Mail Code: 0180 E-Mail: linda.vaughan@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 955-0793.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one area or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two or more areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry
- Mathematical Sciences—MA
- Humanities, Fine Arts and Design—HU
- Social and Behavioral Sciences—SB
- Natural Sciences—SQ

Awareness Areas
- Global Awareness—G
- Historical Awareness—H
- Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  ☒ No  ☐ Yes; Please identify courses: 

Is this an multisection course?:  ☐ No  ☒ Yes; Is it governed by a common syllabus? yes

Linda Vaughan  
Chair/Director  (Print or Type)

Date: 

Chair/Director  (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a CENTRAL AND SUBSTANTIAL PORTION of the course content.**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.
   b. Concerns aesthetic systems and values, literary and visual arts.
   c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.
   d. Deepen awareness of the analysis of literature and the development of literary traditions.

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language. However, language courses that emphasize cultural study and the study of literature can be allowed.

- Courses which emphasize the acquisition of quantitative or experimental methods.
<table>
<thead>
<tr>
<th>ASU - [HU] CRITERIA</th>
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<tbody>
<tr>
<td>Courses devoted primarily to teaching skills...</td>
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<tr>
<td>Course Prefix</td>
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<tr>
<td>HSC</td>
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</tbody>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
<td>Students explore the theory and practice of ethics in health care and medical settings and develop skills to view ethical issues from a variety of perspectives. Students will gain an understanding of methods used to explore complex ethical issues and will develop critical reasoning skills necessary to participate in ethical discussions. Students read chapters related to confidentiality, physician-patient relationships, conflicts of interest in medical research, social responsibility.</td>
<td>Syllabus: Journal Assignment [students analyze different perspectives of ethical issues they personally confront] Syllabus: Debate Assignment [topics such as genetic testing, provision of food to persons in a persistent vegetative state, caring for infant with anencephaly, inclusion/exclusion of organ transplants in health coverage] Syllabus: Case Study Assignment [care for person with advanced Alzheimer's; parental decision regarding third liver transplant for child; court intervention in family accused of child abuse via extreme frutitarian/raw diet] Textbook Table of Contents: Chapters 6, 7, 29, 30, 45</td>
</tr>
<tr>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
<td>Students will analyze ethical issues they come across from newspapers, television, internet, etc. with a short analysis of opposing perspectives</td>
<td>Syllabus: Journal Assignment Syllabus: Debate Assignment Syllabus: Readings from text and in-class or online discussions of the material</td>
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<td>4a. Concerns the development of human thought, including emphasis on analysis of philosophical and/or religious systems of thought.</td>
<td>Students will read and discuss Religious and Cultural Perspectives in Bioethics [Section IX of textbook] Students will read and discuss issues related to truth-telling, conflicts of interest, social responsibility, religious/cultural perspectives in bioethics.</td>
<td>Syllabus: Week 1 Readings on Introductory Concepts; Week 4 Readings of End of Life Care; Week 7 Readings on Genetics and Biotechnology; Week 14 Readings on Global/Cultural Considerations Syllabus: Journal Assignment [students develop their own &quot;best solution&quot;] Syllabus: Debate Assignment [students develop and</td>
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<td>substantiate arguments to support their ethical views</td>
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<tr>
<td>Syllabus: Case Study Presentations [students will develop and support their recommendations based on evidence and ethical constructs]</td>
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<tr>
<td>Research Paper Assignment: Ethical Issue from Religious or Cultural Perspective</td>
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<tr>
<td>Textbook Table of Contents: Chapters 48-55</td>
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</tbody>
</table>
Catalog Description: Integrates the theory and practice of ethics within health-related disciplines and the application of bioethics by health science professionals, including health disparities. Prerequisite: PHI 101. 3 credits.

Course Description from Syllabus: This course is designed to explore the theory and practice of ethics in health care and medical settings. Throughout the course, students will develop skills necessary to view ethical issues from a variety of perspectives, distinguish between “better” or “worse” ethical positions, and to choose the “best alternative”. At the conclusion of the course, students should gain an appreciation and understanding of the methods used to explore complex ethical issues and will develop critical reasoning skills necessary to participate in ethical discussions.
Instructor Information
Instructor: Karen Sweazea
Office: NH12 301D
Phone: 5-6025
Office Hours: M,W TBD
Email: Karen.Sweazea@asu.edu

Course Description
This course is designed to explore the theory and practice of ethics in health care and medical settings. Throughout the course, students will develop skills necessary to view ethical issues from a variety of perspectives, distinguish between better or worse ethical positions and to choose the best alternative. At the conclusion of the course, students should gain an appreciation and understanding of the methods used to explore complex ethical issues and will develop critical reasoning skills necessary to participate in ethical discussions.

Student Learning Outcomes:
By the end of the semester, each student should:

- Develop an understanding of some of the more controversial and distinctive ethical issues associated with medical and health care.
- Gain necessary skills to discuss ethical issues logically with others and consider varying viewpoints and broader implications.
- Understand ethical theories and current policies relating to common ethical issues and develop a systematic method to decide the best solution for a particular situation.
- Recognize and appreciate the ethical dimensions of practical health care situations, analyze the ethical issues and propose hypothetical solutions.
- Reflect on the relative strengths and weaknesses of their own ethical judgments as well as the judgments of others.

Required Course Textbook
The Cambridge Textbook of Bioethics (paperback)
Editors: Peter A. Singer and A.M. Vien
Publisher: Cambridge University Press; 1st Edition (March 2008)

Graded Work
Attendance/Participation: Credit can be earned through attendance (25 pt), asking questions in lecture, engaging in class discussions, as well as discussions on BlackBoard (25 pt). Student preparation includes completing the reading assignments prior to class. This is essential to ensure class participation and full understanding of the nature of each discussion. Students should interact in the class discussions, but be respectful of the opinions of others. Every week a new discussion topic will be posted on Blackboard. Discussions will be monitored by the course instructor and T.A. Students should be prepared to post questions as well as answer questions posted by other students. Responses should be well-thought out, comprehensive and demonstrate an understanding of the assigned reading. Responses also need to be timely, in other words, responses posted midnight before the next topic is posted is not considered timely.
Journal: Students will each keep a journal of ethical issues they come across in daily life. These can be from newspapers, television, internet, personal observation, etc. Each issue should be described in brief and should include a short analysis of the opposing perspectives and best possible solution based on sound ethical reasoning.

Debate/Presentation: Each student will be required to complete a presentation as well as a debate. Sign-up sheets for each topic will be available the first day of class. Presentations and debates will occur throughout the semester. There are three components to each assignment: a 15 minute performance (45%), a short write-up of the presentation or debate (3-5 pages; 45%), as well as leading a 5-minute class discussion on the topic (10%). The written portion will be due the next class period after the presentation/debate. This portion should summarize your topic and should include questions and responses received from the class during your discussion. Also to be included in the write-up is a statement of the percent effort each team member contributed to the assignment.

Debates: Each team will include 3-4 students. The two debate teams should not discuss the case study ahead of time. A debate between two teams will last about 20-30 minutes. Each side will begin with presenting their main arguments which should include the main ideas or facts in their case study. Each side will also have an opportunity to respond to the other side’s presentation. Students from the audience will be given an opportunity to ask questions or provide comments. Background research and strategy should be prepared beforehand. Make an attempt to anticipate arguments that may be presented by the other team. Grading will be based on the quality of arguments presented, ability to substantiate your argument, preparation, team cooperation, ability to engage the audience in your debate, and focus on bioethical issues.

Case Study Presentations: Each team will include 3-4 students. Presentations should last 15 minutes and should address the general topic of the case study before going into detail on the specific study chosen. Be sure to explain the specific issues and highlight opposing viewpoints and current policies. The format can vary greatly: seminar, interview, acted out scenario, etc. The main criteria used to grade the presentations will include: complete presentation of case study, including background information on the ethical issue, consideration of more than one perspective, clarity, preparation and class discussion, focus on the bioethical issues, justified opinions based on evidence and ethical reasoning.

Research Paper: Each student is required to write a paper on a specific medical/health care ethical issue. Each paper must be at least 5 typed/double spaced pages and should cover multiple viewpoints on the ethical issue: legal, family, patient, physician/care provider, hospital, insurer, and/or public perspectives. Examples from real world cases are required [other than those in textbook]. The paper must conclude with a discussion of what you personally would recommend as the “best” ethical outcome/decision.

Exams: Will be take-home and will consist of short answer, fill-in-the-blank, and multiple choice type questions along with short essay questions based on information learned in the course textbook and any supplemental information as well as lecture material.
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation in Class</td>
<td>50</td>
</tr>
<tr>
<td>Discussions/Discussions on BlackBoard</td>
<td>100</td>
</tr>
<tr>
<td>Journal (due at end of semester; routinely checked)</td>
<td>100</td>
</tr>
<tr>
<td>Case Study Presentations</td>
<td>100</td>
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<tr>
<td>Debate</td>
<td>100</td>
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<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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<td><strong>Total</strong></td>
<td><strong>750</strong></td>
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</tbody>
</table>

Grading Scale

- A+ 98-100%
- A  94-97
- A- 91-93
- B+ 88-90
- B  84-87
- B- 81-83
- C+ 78-80
- C  71-77
- D  61-70
- E  0-60

Course Policies

**Missing Work:** Please note that if you don’t submit written work, you will receive a zero.

**Late Work:** 10% of the full grade will be taken off for each day that an assignment is turned in late.

**Incomplete Grades:** A course grade of “Incomplete” will be given only in extreme situations because the sad story is that most students who request incompleteds never finish the course. Please visit [http://www.asu.edu/registrar/forms/regforms.html](http://www.asu.edu/registrar/forms/regforms.html) under the Academic Record Forms section for the Incomplete Grade Request form.

**Student Conduct:** Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs Part C: Code of Conduct [http://www.abor.asu.edu/1_the_regents/policymanual/chap5/](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/) and ACD 125: Computer, Internet, and Electronic Communications [http://www.asu.edu/aad/manuals/acd/acd125.html](http://www.asu.edu/aad/manuals/acd/acd125.html).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 [http://www.asu.edu/aad/manuals/usi/usi201-10.html](http://www.asu.edu/aad/manuals/usi/usi201-10.html).
**Academic Integrity:**
The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering and plagiarism. See: ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Plagiarism is defined as the act of taking ideas and writings from another person and passing them off as his/her own work. To avoid it, quotation marks, page numbers, and author references are required for adequate acknowledgment of word-for-word copying of another's work. An author reference is sufficient acknowledgment for the rephrasing in your own words the work of another person. Other forms of plagiarism include reproducing someone else's paper in whole or in part and obtaining a paper from a paper-preparation service. Furthermore, submitting any paper for academic credit in more than one course without the instructor's permission is considered an act of academic dishonesty and a form of deception.

--From ASU Women's Studies Program Policy Statement on Academic Honesty

**Accommodations for Disabilities:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: http://www.asu.edu/studentaffairs/cd/drc/

**Attendance:** Due to the nature of this course attendance is very important and will be recorded. A portion of your grade (as outlined in the grading details) depends on attendance and participation in class discussions as well as discussions on BlackBoard.

**Time Commitment:** You should plan to spend two to three hours a week outside of class working on your assignments for every credit hour for this course (e.g., three credit hours equals nine hours a week of work that you should do outside of class). Some classes often require more time from students than other classes do.

**Late Assignments:** To receive full credit for written work, you need to submit it on time. Grades on the major written assignments will decrease by 10% for each calendar day that they are late. You will receive no credit for any in-class assignment/quiz that you miss because of absence or tardiness, and the same policy applies to homework that is collected at the beginning of class.

**Keeping Your Work:** Please keep your work after any course has ended. You may need it for such things as grade appeals.

**Labeling Work:** To avoid confusion, please label all of your work carefully. Include your name, the course prefix and number, the date of submission, and the assignment label. For instance:

<table>
<thead>
<tr>
<th>Medical Mike</th>
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<tbody>
<tr>
<td>HSC 320</td>
</tr>
<tr>
<td>March 3, 2008</td>
</tr>
<tr>
<td>Assignment Name</td>
</tr>
</tbody>
</table>
Emergency and Safety Procedures
When a fire alarm sounds, take what you can easily carry (cell phone, backpack, purse, etc) and exit the building. Stay with the instructor who will provide instructions on where to remain standing once outside of the building. To promote classroom safety, please notify the instructor of any suspicious behavior or statements regarding any ASU class or event at any time during the semester. In the event of a classroom emergency, exit the classroom as quickly as possible and once out of danger call 911. The ASU Police non-emergency number is: 480.965.3456

Important Dates
January 19-22          Late Registration and Drop/Add (in person)
January 19-24          Late Registration and Drop/Add (online)
February 22-March 1    Academic Status Report #1
March 14-21            Spring Break
March 29-April 5       Academic Status Report #2
April 9                Course Withdrawal Deadline (in person)
April 11               Course Withdrawal Deadline (online)
May 4                  Complete Withdrawal Deadline (online and in person)
May 5                  Reading Day

Point your browser to http://www.asu.edu/calendar/academic.html for additional dates.

Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introductory Concepts</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Information Problems</td>
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<tr>
<td>Week 3</td>
<td>Information Problems</td>
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<td>Week 4</td>
<td>End of Life Care</td>
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<td>Week 5</td>
<td>Pregnant Women and Children</td>
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<tr>
<td>Week 6</td>
<td>Pregnant Women and Children</td>
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<tr>
<td>Week 7</td>
<td>Genetics and Biotechnology</td>
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<tr>
<td>Week 8</td>
<td>Genetics and Biotechnology</td>
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<tr>
<td>Week 9</td>
<td>Spring Break</td>
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<tr>
<td>Week 10</td>
<td>Research Ethics; MIDTERM EXAM DUE</td>
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<tr>
<td>Week 11</td>
<td>Health Systems and Institutions</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>12</td>
<td>Health Systems and Institutions</td>
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<tr>
<td>13</td>
<td>Using Clinical Ethics to Make an Impact in Health Care</td>
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<tr>
<td>14</td>
<td>Global Health Ethics/Cultural Considerations</td>
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<tr>
<td>15</td>
<td>Patients as Victims and Vectors</td>
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<tr>
<td>16/17</td>
<td>FINAL EXAM</td>
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</table>
The Cambridge Textbook of Bioethics
Edited by: Peter A. Singer, University of Toronto
Edited by: A. M. Viens, University of Oxford

Paperback
ISBN: 9780521694438
Publication date: 31 January 2008
554 pages
8 b/w illus.
Dimensions: 246 x 189 mm
Weight: 1.198 kg
In stock
£42.00

Medicine and health care generate many bioethical problems and dilemmas that are of great academic, professional and public interest. This comprehensive resource is designed as a succinct yet authoritative text and reference for clinicians, bioethicists, and advanced students seeking a better understanding of ethics problems in the clinical setting. Each chapter illustrates an ethical problem that might be encountered in everyday practice; defines the concepts at issue; examines their implications from the perspectives of ethics, law and policy; and then provides a practical resolution. There are 10 key sections presenting the most vital topics and clinically relevant areas of modern bioethics. International, interdisciplinary authorship and cross-cultural orientation ensure suitability for a worldwide audience. This book will assist all clinicians in making well-reasoned and defensible decisions by developing their awareness of ethical considerations and teaching the analytical skills to deal with them effectively.

Prize winner
BMA Book Awards 2009 - Highly commended

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1. Introduction
Part I. Information Problems: 2. Consent
3. Capacity
4. Disclosure
5. Voluntariness
6. Truth-telling
7. Confidentiality
Part II. End of Life Care: 8. Quality end of life care
9. Substitute decision-making
10. Advanced care planning
11. Euthanasia and assisted suicide
12. Conflict in the health care setting at the end of life
13. Brain death
Part III. Pregnant Women and Children: 14. Ethics dilemmas in the care of pregnant women: rethinking 'maternal-fetal conflicts'
15. Pre-natal testing and newborn screening
16. Assisted reproduction
17. Respectful involvement of children in medical decision-making
18. Non-therapeutic paediatric interventions
19. Child abuse and neglect
Part IV. Genetics and Biotechnology: 20. Organ transplantation
21. Regenerative medicine
22. Genetic testing and screening
23. Bio-banking
24. Behavioural genetics
Part V. Research Ethics: 25. Research Ethics
26. Innovation in medical care: Examples from surgery
27. Clinical trials
28. Epidemiological research
29. Clinical research and the physician-patient relationship: the dual roles of physician and researcher
30. Financial conflict of interest in medical research
31. Embryo and fetal research
Part VI. Health Systems and Institutions: 32. Organizational ethics
33. Priority setting
34. Disclosure of medical error
35. Conflict of interest in education and patient care
36. Public health ethics
37. Emergency and disaster scenarios
38. Rural health care ethics
39. Community health care ethics
Part VII. Using Clinical Ethics to Make an Impact in Health Care: 40. Clinical ethics and systems thinking
41. Innovative strategies to improve effectiveness in clinical Ethics
42. Teaching bioethics to medical students and postgraduate trainees in the clinical
setting
Part VIII. Global Health Ethics: 43. Global health ethics and cross-cultural considerations in bioethics
44. Physician participation in torture
45. Access to medicines and the role of corporate social responsibility: the need to craft a global pharmaceutical system with integrity
46. Global health and non-ideal justice
Part IX. Religious and Cultural Perspectives in Bioethics: 47. Aboriginal bioethics
48. Buddhist bioethics
49. Chinese Bioethics
50. Hindu and Sikh bioethics
51. Islamic bioethics
52. Jehovah's Witness bioethics
53. Jewish bioethics
54. Protestant bioethics
55. Roman Catholic bioethics
Part X. Speciality Bioethics: 56. Surgical ethics
57. Anaesthesiology ethics
58. Critical and intensive care ethics
59. Emergency and trauma medicine ethics
60. Primary care ethics
61. Infectious diseases ethics
62. Psychiatric ethics
63. Neuroethics
64. Pharmacy ethics
65. Alternative and complementary care ethics.
HSC 320: Applied Medical/Health Care Ethics

Research Paper: Medical Ethics from a Religious/Cultural Perspective

This assignment will be checked using anti-plagiarism software and returned to your instructor with an originality report.

Each student will be required to write a paper on specific ethical topics from a religious/cultural perspective. Each paper should be at least 5 pages in length and should cover multiple viewpoints on the ethical issue: legal, family, patient's, physician's, hospital's, or public perspective, etc. Examples from real-world cases are required. The paper should conclude with a discussion of what you would recommend would be the best ethical outcome.

The topic for your midterm paper is to be chosen from the chapters on Religious and Cultural Perspectives in Bioethics. Just choose one chapter from this section.

Grading Rubric:

I. (10 pts) What is the issue: Define the issue and any terminology.

II. (20 pts) Why is it important: Provide background information. What makes this a medical/health care issue? How did it arise as an issue? Were there problems in society? A specific case? Why is it important?

III. (20 pts) Cases: Provide examples and descriptions of real world cases. DO NOT reiterate the case(s) in your book. Provide references for your case(s).

IV. (20 pts) Perspectives: Provide at least 2 viewpoints on the issue (legal, moral, patient's perspective, insurance company, physician, family etc.)

V. (20 pts) Discussion: Discuss the best possible ethical outcome of the case(s) you chose and why you think it is the best based on sound ethical reasoning.

VI. (5 pts) References: Provide a list of references in APA format.

VII. (5 pts) Length of paper is appropriate to topic, and at least 5 pages.
HSC 320 Applied Medical/Health Care Ethics 

Research Paper: Specialty Bioethics

This assignment will be checked using anti-plagiarism software and returned to your instructor with an originality report.

Bioethics Paper: Each student will be required to write a paper on specific bioethical topics. Each paper should be at least 5 pages in length and should cover multiple viewpoints on the ethical issue: legal, family, patient's, physician's, hospital's, or public perspective, etc. Examples from real-world cases are required. The paper should conclude with a discussion of what you would recommend would be the best ethical outcome.

The topic for your final paper is to be chosen from the chapters on Specialty Bioethics. Just choose one chapter of interest from this section [anesthesiology, critical/intensive care, infectious disease, psychiatric, neuroethics, pharmacy, and/or CAM].

Final Paper Grading Rubric:

I. (10 pts) What is the issue: Define the issue and any terminology.

II. (20 pts) Why is it important: Provide background information. What makes this a medical/health care issue? How did it arise as an issue? Were there problems in society? A specific case? Why is it important?

III. (20 pts) Cases: Provide examples and descriptions of real world cases. DO NOT reiterate the case(s) in your book. Provide references for your case(s).

IV. (20 pts) Perspectives: Provide at least 2 viewpoints on the issue (legal, moral, patient's perspective, insurance company, physician, family etc.)

V. (20 pts) Discussion: Discuss the best possible ethical outcome of the case(s) you chose and why you think it is the best based on sound ethical reasoning.

VI. (5 pts) References: Provide a list of references in APA format.

VII. (5 pts) Length of paper is appropriate to topic, and at least 5 pages.

Your papers are due by MIDNIGHT on 12/6/10.


**DISCUSSION BOARD GRADING RUBIC**

This grading rubric will be used to assess Discussion Board (DB) Assignments. Each DB is worth 25 points.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tr>
<td></td>
<td>10</td>
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<tr>
<td><strong>Evidence of Learning</strong></td>
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<tr>
<td>• Readings and course materials are evident in the posts.</td>
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<td>• Knowledge gained was incorporated appropriately and effectively into responses.</td>
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<td>• Learner shows excellent integration of course content evidenced by their critical analysis and application.</td>
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<td>• Some evidence of the content of readings and course materials in the posts.</td>
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<td>• Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</td>
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<td>• Some evidence of integration of course content and application.</td>
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<td>• There was no evidence that readings or course materials were understood or used in the learner’s posts.</td>
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<td>• Irrelevant remarks were made that were unrelated to the topic being discussed.</td>
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<td>• No evidence of integration of course content or application.</td>
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<td><strong>Substantive, Clear and Consistent Responses</strong></td>
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<td>• Provided thoughtful and understandable responses to other posts.</td>
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<td>• Response posts showed an understanding of the content offered.</td>
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<td>• Engaged in back and forth dialogue, not just one response or one question asked/given.</td>
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<td>• Responded in a timely fashion, not always last to post.</td>
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<tr>
<td>• Responded to all prompts.</td>
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<td>• Appropriately responded to feedback from colleagues.</td>
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<td>• Responses to other posts were not always understandable and were superficial.</td>
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<td>• Response posts were not always on target with the content offered.</td>
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<td>• Inconsistent back and forth dialogue with others.</td>
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<td>• Often responded later in the discussion.</td>
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<tr>
<td>• Did not respond to all prompts.</td>
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<td>• Responded most of the time to feedback from colleagues.</td>
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<tr>
<td>• Responses to others posts were unclear, short, and were not related or understandable.</td>
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<td>• Response posts showed no connection to the content offered.</td>
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<tr>
<td>• No back and forth dialogue with others.</td>
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<td>• Participated only when prompted by faculty.</td>
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<td>• Always last to post, does not respond to prompts.</td>
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<tr>
<td>• Did not respond to feedback from colleagues.</td>
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<td><strong>Contribution to the Discussion</strong></td>
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<td>2.5</td>
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<tr>
<td>• Consistent engagement in the discussions.</td>
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<td>• Frequent attempts to advance the group discussion.</td>
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<td>• Presented creative approaches to topic/prompts as they related to the group discussion.</td>
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<td>• Made some contribution to the discussion.</td>
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<td>• Occasionally made reflections on the group discussion.</td>
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<td>• Presented basic information</td>
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<td>• On topics/prompts as they related to the group discussion.</td>
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<td>• Did not make an effort to participate in the discussions.</td>
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<td>• Made a marginal effort to become involved with the group.</td>
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<td>• Did not respond to the topics/prompts as they related to group discussion.</td>
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<td><strong>Quality of Posts</strong></td>
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<td>• Consistent use of grammatically correct posts with rare misspellings.</td>
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<td>• Posts were well thought out and language was appropriate for this level of instruction.</td>
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<td>• Evidence of errors in spelling and grammar in several posts.</td>
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<td>• Most posts evidenced some thought and were satisfactory for this level of instruction.</td>
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<td>• Used poor spelling and grammar in most posts.</td>
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<td>• Posts appeared hastily thought out and were unsatisfactory for this level of instruction.</td>
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