



2017-2018

# ***Ethics in Health Care***

OUTLINE

## **DESCRIPTION:**

Ethics in Health Care is a one-semester course designed to introduce students to the discipline of bioethics and encourage students to engage in an active exploration of ethical issues often encountered in the health care field. The goal of the class is to develop students' skills in critical thinking, ethical decision-making, and philosophical analysis. Students will be expected to formulate and present their ideas and reflect on the relationship between moral, professional, and legal obligations of health care practitioners. This course is designed to provide a strong foundation for students pursuing a medical pathway in a variety of health care disciplines.

***Ethics in Health Care has been UC a-g approved to meet the elective ("g" – History/Social Science) requirement.***

## **INFORMATION:**

- A. Pre-requisites: Medical Terminology and Biology (Recommended)
- B. Course Length: One semester
- C. Sector: Health Science & Technology
- D. Pathway: Biotechnology

<b>Orientation</b>
<ul style="list-style-type: none"><li>A. Introduce the course and facilities.</li><li>B. Discuss the syllabus and major objectives.</li><li>C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.</li><li>D. Review instructor/student expectations.</li><li>E. Explain enrollment and attendance requirements and procedures.</li><li>F. Review grading and student evaluation procedures.</li><li>G. Discuss the community classroom aspect of the program if applicable.</li><li>H. Discuss the “next steps” related to additional education, training, and employment.</li><li>I. Review classroom safety, emergency and disaster procedures.</li></ul>
<b>1. Communication Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</li><li>B. Read and interpret written information and directions.</li><li>C. Practice various forms of written communication appropriate to the occupation.</li><li>D. Practice positive body language skills.</li><li>E. Practice professional verbal skills for resolving a conflict.</li><li>F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li></ul>
<b>2. Interpersonal Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate positive teamwork skills by contributing to a group effort.</li><li>B. Practice the importance of diversity awareness and sensitivity in the workplace.</li><li>C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.</li><li>D. Practice participation skills.</li><li>E. Identify different personality types and strategies for working effectively with each type.</li><li>F. Practice business and social etiquette skills appropriate to the occupation.</li><li>G. Discuss the role of business and personal ethics in the decision-making process.</li><li>H. Evaluate various job-related scenarios and justify decisions based on ethics.</li><li>I. Demonstrate flexibility and adaptability in working with others.</li><li>J. Demonstrate the use of time management skills.</li></ul>

<b>3. Personal and Occupational Safety</b>
<ul style="list-style-type: none"><li>A. Demonstrate procedures to be followed in the case of emergencies.</li><li>B. Discuss ways to report a potential safety hazard to a supervisor.</li><li>C. Identify and discuss cyber ethics, cyber safety, and cyber security.</li><li>D. Apply personal safety practices to and from the job.</li><li>E. Describe the procedure for reporting a work-related hazard or injury.</li><li>F. Recognize the effects of substance abuse in the workplace.</li></ul>
<b>4. Leadership</b>
<ul style="list-style-type: none"><li>A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</li><li>B. Work with peers to promote divergent and creative perspectives.</li><li>C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.</li><li>D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</li><li>E. Employ ethical behaviors and actions that positively influence others.</li><li>F. Use a variety of means to positively impact the direction and actions of a team or organization.</li><li>G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.</li></ul>
<b>5. Biomedical Ethics</b>
<ul style="list-style-type: none"><li>A. Define biomedical ethics and identify the influence of culture on individual perceptions of right and wrong.</li><li>B. Utilize reasoned analysis to determine and defend when a scenario is ethical or unethical.</li><li>C. Identify the struggle inherent to practitioners in separating personal beliefs from their professional code of ethics.</li><li>D. Explain the nature of scientific discovery and the conflict it creates when it challenges societal norms/beliefs.</li><li>E. Explain how personal perspective and experience influence ethical decision-making.</li></ul>
<b>6. Ethics of Research and Experimentation on Living Organisms</b>
<ul style="list-style-type: none"><li>A. Research protocols that protect the rights of participants in scientific studies.</li><li>B. Explain the scientific rationale underlying the use of animals in biomedical research.</li><li>C. Explain the history and importance of informed consent in clinical trials.</li></ul>

<p><b>7. Public Health and Ethics</b></p>
<ul style="list-style-type: none"> <li>A. Define public health.</li> <li>B. Discuss the conflict of protecting the health of many over the needs of the few.</li> <li>C. Discuss complexities of addressing health concerns involving multiple risk factors and multiple stakeholders.</li> <li>D. Explain how the occurrence of infectious diseases can monopolize governmental activities, cause fear and hysteria, have a significant impact on the economy throughout the world and on the freedom of movement of people.</li> <li>E. Explain International public health research and the ethics of designing, conducting, and following up on international clinical trials.</li> <li>F. Research the problems of emerging and re-emerging infectious diseases.</li> </ul>
<p><b>8. Ethical Issues in the Allocation of Resources</b></p>
<ul style="list-style-type: none"> <li>A. Explain considerations that guide decisions when conditions of scarcity occur.</li> <li>B. Research ethical criteria for making triage decisions.</li> <li>C. Discuss the current organ distribution method in the United States.</li> <li>D. Explain society's obligation to provide access to health care.</li> <li>E. Research strategies for health promotion other than access to health care.</li> <li>F. Explain ethical theories for fair and just distribution and arguments for a "right to health care."</li> <li>G. Explain considerations of equity vs cost-effectiveness.</li> <li>H. Define the two types of distributive justice criteria - equal access and maximum benefit.</li> <li>I. Explain the relationship between lifestyle, disease and health care costs.</li> <li>J. Research strategies for health promotion other than access to health care.</li> </ul>
<p><b>9. Technology and Ethics in Molecular Biology</b></p>
<ul style="list-style-type: none"> <li>A. Explain the power of genetic information, its emerging sensitivity and potential misuse.</li> <li>B. Explain the personalized approach to disease prevention, diagnosis, prognosis, and treatment using technology.</li> <li>C. Discuss the potential of technology to educate, protect health, as well as violate privacy.</li> <li>D. Discuss the use of technologies for the detection and interpretation of complex biological processes and for understanding the molecular basis of disease.</li> <li>E. Identify current medical technologies and their impact.</li> </ul>
<p><b>10. Ethical Issues of Human Reproduction</b></p>
<ul style="list-style-type: none"> <li>A. Discuss the ethical issues of surrogacy that arise when the gestational mother is paid.</li> <li>B. Discuss the ownership and fate of spare embryos created by in vitro fertilization (IVF).</li> <li>C. Discuss potential discrimination against a person's genetic predispositions.</li> </ul>

- D. Discuss cultural differences and conflicts with regards to female autonomy.
- E. Research the controversy around reprognetics: the combined use of reproductive and genetic technologies to select and genetically modify embryos before implantation.

## 11. Dying and Death

- A. Define death.
- B. Explain dying with dignity vs dying in pain, agony or distress.
- C. Research how much authority and control a person has related to his or her own death.
- D. Explain state legislation designed to protect the rights of patients to refuse treatment.
- E. Discuss the cultural differences regarding death and dying.
- F. Discuss the purpose of advanced directives and the ethical challenges of honoring and implementing them.
- G. Discuss the diverse ethical and legal issues embedded in common palliative care situations.

## Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will write a 3-5 page paper: Most medical, graduate sciences and business schools prescribe a course in ethics. Explain why this might be necessary.	1B 2A,G,H 5A-E 7A	2 5 11	5 8	A2.0 A7.0	LS 11-12.6 WS 11-12.7
2. In a group, students will research and present using electronic presentation software (not PowerPoint) to address this prompt: Bioethics is a specific study in the branch of ethics. Present what biomedical ethics encompasses and provide two examples of recent breaches in biomedical ethics.	1A-D 2A,D,E 5A-E 6A,B 7A	1 2 4 9 11 12	2 4 5 7 8	A2.0 A5.0	LS 11-12.6 SLS 11-12.2 SLS 11-12.1b WS 11-12.6 WS 11-12.7
3. Students will create, implement, and share survey results of how individuals from different belief systems view ethical situations. Within this assignment students will explore with cultural sensitivity how acculturation informs perspectives on ethical decisions.	1A, B, D 2A,D,E 5A-E 6A 7E 10D	1 2 4 5 11	2 5 8 10	A1.0 A2.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7
4. Students will debate the ethical issues of a case study, identifying multiple and diverse perspectives and predicting potential future impacts (both positive and negative) on health care.	1A, B, D-F 2A,D,E 5C-E 7E 8D-F 9A-C	2 5	2 5 8 9	A1.0 A2.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.1d

<p>5. Students will debate: Is all life equal?</p>	<p>1A, B, D-F 2A,D,E 8A,C 10B,D,E</p>	<p>2 5</p>	<p>2 5 8 9</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d</p>
<p>6. Students will locate and review a university IRB form. Identify the reasons behind the use of IRBs and who they are meant to protect.</p>	<p>1A, B, D 2A,D,E 6A,C</p>	<p>1 2 11</p>	<p>2 4 10</p>	<p>A2.0 A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6</p>
<p>7. Students will research and present electronically one university's IACUCs protocols and website.</p>	<p>1A, B, D 2A,D,E 6B</p>	<p>1 2 4 11</p>	<p>2 4 10</p>	<p>A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6</p>
<p>8. Students will write a 3-5 page position paper on the following: Should we test products on humans?</p>	<p>1A, B, D 2A,D,E 6A,C</p>	<p>2 5 11 12</p>	<p>2 4 5 8</p>	<p>A1.0 A2.0 A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.1d WS 11-12.7</p>
<p>9. In groups, students will discuss: Whose job is it to ensure that we lead a healthy life? Is it entirely up to us as individuals to choose how to lead our lives, or does the state also have a role to play?</p>	<p>1A, B, D-F 2A,D,E 7A-E</p>	<p>2 4 9 11</p>	<p>2 4 5 7 8</p>	<p>A2.0 A5.0</p>	<p>LS 11-12.6 SLS 11-12.2 SLS 11-12.1b WS 11-12.6 WS 11-12.7</p>

<p>10. Students will debate whether or not children should be required to be vaccinated in order to attend school.</p>	<p>1A, B, D-F 2A,D,E 7A-F</p>	<p>2 5</p>	<p>2 5 8 9</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d</p>
<p>11. Students will write a 3-5 page paper discussing whether or not American citizens should be allowed back into the country when they have been exposed to a highly infectious disease.</p>	<p>1A, B, D 2A,D,E 7B-F</p>	<p>2 5 11</p>	<p>2 4 5 8</p>	<p>A1.0 A2.0 A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.1d WS 11-12.7</p>
<p>12. Students will create an electronic presentation analyzing a current public health issue/event and its ethical implications. Conclude presentation by facilitating class discussion on the topic.</p>	<p>1A, B, D 2A,D,E 7B-E</p>	<p>2 4 12</p>	<p>2 4 5 8 10</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>13. Using the Internet, students will locate a case study on organ donation. Identify the ethical issues in the case and write a blog entry stating and supporting a personal opinion.</p>	<p>1A, B, D 2A,D,E 8C-E</p>	<p>2 4 12</p>	<p>2 4 5 8 10</p>	<p>A1.0 A2.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>14. Students will debate - Should all countries adopt a presumed consent policy and legislation in order to increase the amount of organs available to save people's lives?</p>	<p>1A, B, D-F 2A,D,E 8C-E</p>	<p>2 5</p>	<p>2 5 8 9</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d</p>



<p>15. Students will write a position paper - If individuals are responsible for their health needs and could have taken steps to avoid them, should they have weaker claims on social resources to meet those needs than individuals whose health needs are no fault of their own and could not have been prevented?</p>	<p>1A, B, D-F 2A,D,E 7A 8F-J</p>	<p>2 5 11</p>	<p>2 4 5 8</p>	<p>A1.0 A2.0 A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.1d WS 11-12.7</p>
<p>16. Students will debate the ethical considerations involved in the development or deployment of new technologies (e.g., medical technologies to create or extend life, satellite imagery, and software to capture content or monitor user activity).</p>	<p>1A, B, D-F 2A,D,E 9A-E</p>	<p>2 5</p>	<p>2 5 8 9</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d</p>
<p>17. Students will identify and predict how decisions regarding the implementation of health technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment and/or humans.</p>	<p>1A, B, D 2A,D,E 9A-E</p>	<p>2 4 11 12</p>	<p>2 4 5 8</p>	<p>A1.0 A2.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.1d WS 11-12.7</p>
<p>18. Students will explain how societal issues and considerations affect the progress of science and technology, and how the decision to develop a new technology is influenced by societal opinions and demands and by cost benefit considerations. Deliver informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>1A, B, D 2A,D,E 9A-E</p>	<p>2 4 11 12</p>	<p>2 4 5 8 10</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>19. Students will research and debate the ethical implications of the following question: Will 3D bioprinting revolutionize health care?</p>	<p>1A, B, D 2A,D,E 9B,D,E</p>	<p>2 5 11</p>	<p>2 4 5 8 9</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d WS 11-12.7</p>

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<p>20. Students will provide evidence to support their opinion in an electronic presentation: Agree or disagree - "Our technology is ahead of our morals."</p>	<p>1A-D 2A,D,E 9A,E</p>	<p>2 4 12</p>	<p>2 4 5 8 10</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>21. Students will read articles regarding genetic testing of fetuses. Reflect and discuss whether parents should have the ability to choose or eliminate certain genetic traits.</p>	<p>1A-C 2A,D,E 10C,E</p>	<p>1 2 11</p>	<p>2 4 10</p>	<p>A2.0 A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6</p>
<p>22. Students will research the uses of PGD, its benefits and the ethical issues surrounding the technology. In teams, prepare an electronic presentation providing either support for or against the use of PGD based on ethical arguments.</p>	<p>1A, B, D 2A,D,E 10C,E</p>	<p>1 2 4 9 11</p>	<p>2 4 5 8</p>	<p>A2.0 A5.0</p>	<p>LS 11-12.6 SLS 11-12.2 SLS 11-12.1b WS 11-12.6 WS 11-12.7</p>
<p>23. Students will research and identify a current practice in assisted human reproduction. Evaluate the ethical issues surrounding that practice and present to class.</p>	<p>1A-C 2A,D,E 10A,B,E</p>	<p>2 4 11 12</p>	<p>2 4 5 8 10</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>24. Students will identify and debate - Should euthanasia be a person's right? After the debate, write a 1-2 page reflective paper addressing the prompt.</p>	<p>1A-F 2A,D,E 11A-D, F</p>	<p>2 5 11</p>	<p>2 4 5 8 9</p>	<p>A1.0 A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d WS 11-12.7</p>

<p>25. Students will draft an Advanced Directive after comparing the directive of family members.</p>	<p>1A-C 2A,D,E 11C,D,G</p>	<p>1 2 11</p>	<p>2 4 10</p>	<p>A2.0 A5.0 A7.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6</p>
<p>26. In groups, students will discuss and present views on the following prompt: At what point should medicine shift from a regimen trying to cure a person to a treatment that can provide comfort and control pain?</p>	<p>1A-F 2A,D,E 11B-E</p>	<p>2 4 9 11</p>	<p>2 4 5 7 8</p>	<p>A2.0 A5.0</p>	<p>LS 11-12.6 SLS 11-12.2 SLS 11-12.1b WS 11-12.6 WS 11-12.7</p>
<p>27. In teams, students will reach consensus on the definition of "futile treatment". Share and defend with other teams in class.</p>	<p>1A-F 2A,D,E 11B-G</p>	<p>2 4 9 11</p>	<p>2 4 5 7 8</p>	<p>A2.0 A5.0</p>	<p>LS 11-12.6 SLS 11-12.2 SLS 11-12.1b WS 11-12.6 WS 11-12.7</p>

## Standards Assessed in this Program

### Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

### Anchor Standards

#### 2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### 3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### 4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

#### 5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

#### 6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

#### 7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

## 8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

## 9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

## 10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

## Pathway Standards

### Health Science and Medical Technology - Biotechnology Pathway

**A1.0** Define and assess biotechnology and recognize the diverse applications and impact on society.

**A2.0** Understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development.

**A5.0** Integrate computer skills into program components.

**A7.0** Understand the function of regulatory agencies for the biotechnology industry and the lasting impact of routine laboratory and communication practices on product development and manufacturing.

## Common Core State Standards

### ENGLISH LANGUAGE ARTS

#### Language Standards

**LS 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Speaking and Listening Standards

**SLS 11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLS 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

**SLS 11-12.1b:** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SLS 11-12.1d:** Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

## Writing Standards

**WS 11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

**WS 11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.