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Prerequisites: Proficiency with written English

Faculty: Jonathan Watt, Ph.D.

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Contact Information: Faculty may be contacted through the Canvas messaging system

Additional Information: www.portagelearning.edu^{1*}

Course Meeting Times: Introduction to Ethics is offered continuously

Course Description: The goal of the course is to help students understand the principles of classical theoretical philosophical ethics with case studies designed to develop ways of understanding themselves and becoming enabled to apply those outlooks to the care they expect to give in a medical context as health professionals.

Course Outcomes: Students who successfully complete this course will:

- Develop a thoughtful and useful framework for understanding classical ethics;
- Become acquainted with several theorists well-known to the field;
- Become more cognizant of current issues relating to ethics in medical care;
- Become more articulate about ways in which the study of ethics can influence how they perceive themselves and society;
- Cultivate a commitment to practice medicine humanely and with integrity.

**Please see the [Module Topics](#) section below for expanded course outcomes.*

Each of these PHIL 120 student-learning outcomes will be measured as:

- (1) Journal Entries
- (2) Essay Reflections
- (3) Learning Activities
- (4) A Final Summary Paper

This essay-based class will require logical, thoughtfully written response essays that will be given feedback from the instructor.

^{1*} Portage Learning college courses are offered by Geneva College, which is accredited by the Middle States Commission on Higher Education. Portage Learning is included in the College's Department of Professional and Online Graduate Studies; courses are delivered through the Portagelearning.edu platform.

Course Progression: Graded components of the course are journals, case studies, and exams. Therefore, in keeping with best learning practices, the journals, case studies and exams for this course will *not* unlock until the previous one is graded. This will allow for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 28 days; this is not a negotiable time period. Please plan your time accordingly.

Note: Professors reserve the right to reset any exam taken in violation of these guidelines.

Required readings, lectures and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Please note the exam questions are based upon the readings. Video lectures which support each lesson module subject should be viewed as many times as is necessary to fully understand the material.

We do not support the use of outside resources to study, except for the ones listed in the syllabus under “Suggested External References”. If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

Academic Integrity is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. We depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam or put their work into question, as this would compromise the student's preparation for future work. It is the student's responsibility to review the **Student Handbook** and all policies related to academic integrity. If clarification is necessary, the student should reach out to their instructor for further explanation **before** initiating module one.

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition, this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as “Respondus Monitor.”) **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and

installing this browser will be given at the start of the course. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:

Canvas browser and system

requirements: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>

Respondus Requirements: <https://web.respondus.com/he/lockdownbrowser/resources/>

Respondus Monitor Requirements: <https://web.respondus.com/he/monitor/resources/>

Module Topics:

- Module 1: This module is an introduction to philosophical ethics and contains the instructions and guidelines for the first essay based Journal Reflection.
- Module 2: This module is an introduction to philosophical ethics in relation to biomedicine: Part 1 of 2. We explore what it means to be human and healthy, and how this is related to helping people live well. ANA ethical provisions are examined.
- Module 3: This module is an introduction to philosophical ethics in relation to biomedicine: Part 2 of 2. We explore what it means to be human and healthy, and how this is related to helping people live well. ANA ethical provisions are examined.
- Module 4: This module addresses virtue ethics which consider what constitutes the good life, using some of the classical works of Aristotle and Eudemean Ethics, and aims for an understanding of what is meant by virtue, happiness and wellbeing. Ethical principles outlined by the ANA are explored and connected to the notion of virtue.
- Module 5: This module explores deontology, culture and patient advocacy. Through both a case study and journal reflections, students will be able to express their understanding about how ethical theory relates to patient advocacy.
- Module 6: This module explores Utilitarianism in relation to medical practice, specifically organ donation and mandatory vaccinations.
- Module 7: This module discusses ethical concerns related to death and the dying process, including the role of ethics consults and committees.
- Module 8: This module explores compassionate nursing and burnout related to physical, mental and emotional turmoil that healthcare workers experience. Also discussed are errors in healthcare

and the phenomenon of the 'second victims' in healthcare.

Final Paper: The final paper in this course will serve as an appropriate culmination of what students have explored throughout the course.

Suggested Timed Course Schedule (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Students may feel free to complete the course on a schedule determined by them within the parameters outlined under "Course Progression."

<u>Time Period</u>	<u>Assignments</u>
Days 1-4	Module 1 Text and Lecture, Journal Question 1 (10 points each, 10 total points)
Days 5-12	Module 2 Journal Questions 1 – 5 (10 points each, 50 total points)
Days 13-21	Module 3 Journal Questions 1 – 6 (10 points each, 60 total points)
Days 22-30	Module 4 Text and Lecture, Journal Entries 1 – 6 (10 points each, 60 total points)
Days 31-38	Module 4 Word Bank Activity (24 points), Short Answer Essays (26 total points)
Days 39-45	Module 5 Text, Journal Entries 1 – 3 (10 points each, 30 total points)
Days 46-55	Module 5 Text and Lecture, Journal Entries 4 – 7 (Varying point values, 60 total points)
Days 56-62	Module 6 Text and Lecture, Journal Entry 1 (10 points), Learning Activity 1 (25 points)
Days 63-70	Module 6 Short Essays 1 – 2 (15 points each, 30 total points)
Days 71-78	Module 7 Text and Lecture, Case Study Analysis (25 points)
Days 79 -88	Module 7 Journal Entries 1 – 6 (10 points each, 60 total points)
Days 89 – 96	Module 8 Text, Journal Entries 1 – 3 (10 points each, 30 total points)
Days 97 – 108	View Lecture, Compose Final Reflection (100 points)

Grading Rubric:

Check for Understanding	1 pt.
Journal entries	370 pts.
Essays	56 pts.
Learning Activities and Case Study Analysis	74 pts.
<u>Final Summary Paper</u>	<u>100 pts.</u>
Total	601 pts.

Grading Scale:

96.5% - 100%	= A+
92.5% - 96.4%	= A
89.5% - 92.4%	= A-
86.5% - 89.4%	= B+
82.5% - 86.4%	= B
79.5% - 82.4%	= B-
76.5% - 79.4%	= C+
72.5% - 76.4%	= C
69.5% - 72.4%	= C-
66.5% - 69.4%	= D+
62.5% - 66.4%	= D
59.5% - 62.4%	= D-
0% - 59.4%	= F

A Word About Evaluation:

All items assigned for this course require formal writing in which thoughts are expressed in grammatically correct, clear sentences. The essays that students will be asked to write require students to comprehend the assignments that are included in each module and, quite often, to offer connections between the ideas present in the assignments and a student's own "take" on things.

The current course grade and progress is continuously displayed on the student desktop.

Proficiency in written English is a prerequisite for this course. If you have weak written English skills, you may not be able to effectively communicate the ethical concepts in your essay responses, and this may result in point deductions. Written English rules, including grammar, punctuation, and spelling, will account for 10% of your grade on each assignment.

Guidelines for Writing Assignments:

- Superior Paper (A): Demonstrates the writer's ability to articulate course material, support his or her written argument with appropriate use of class material and outside resources and apply personal experience and opinion as appropriate. A superior paper is well written, with no grammatical errors.
- Good Paper (B): This paper is well-written, but lacks extensive support and use of outside resources to articulate one's argument. A good paper will articulate course material and incorporate personal experience and opinion as appropriate.
- Average Paper (C): The writing is adequate in conveying the writer's ideas, but does not clearly articulate course material or reference external resources.
- Weak Paper (D): The writing of this paper is underdeveloped and inadequate in organization, content, and the use of correct grammar.
- Failing Paper (F): This is a poorly written essay that neglects to adhere to the directions of the writing assignment. The paper completely lacks focus, organization of content, and grammatical competency.
- Plagiarized Paper: This paper reveals evidence that the submitted work is not the writer's original work, or the submitted information has not been properly documented. The facilitator has the right to refuse to accept this paper, and the student submitting a plagiarized paper will be subject to the Academic Integrity Policy as stated below.

Suggested External References:

If the student desires to consult a reference for additional information, the following texts are recommended as providing complete treatment of the course subject matter.

- Butts, J., Rich, K. (2013). *Nursing ethics: across the curriculum and into practice*. Jones & Bartlett Learning.
- Chesnay, M., Anderson, B. (2012). *Caring for the vulnerable: perspectives in nursing theory, practice and research*. Jones & Bartlett Learning.
- Solomon, R., Martin, C., Vaught, W. (2008). *Morality and the Good Life: An Introduction to Ethics through Classical Sources*. McGraw-Hill.

NOTE: We do not support the use of outside resources to study, except the ones listed above.

Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

Video lectures: Supports diverse learning styles in conjunction with the text material of each module

Messaging system: Provides individual instructor/student interaction

Tech support: Available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to studentservices@portagelearning.edu. Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

One-on-One Instruction:

Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same so you do not miss any pertinent information from us.

Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day

MLK Day

Easter

Memorial Day

Juneteenth

Independence Day

Labor Day

Thanksgiving weekend

Christmas Break

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.edu

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

Grievances: If a student has a complaint about the coursework or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. To file a formal grievance for consideration by the Academic Review Committee, the process must be initiated via written communication to academics@portagelearning.edu.

Remediation: At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

Note: Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.