



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Eldercare Ethics

Course Number: PHL 120

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs.

Total Hours of Instruction: 3 Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Focuses on issues surrounding an individual's aging and possible loss of independence with respect to decisions made in healthcare. Topics to be addressed include: advance care planning, decisional capacity & informed consent, privacy/confidentiality/HIPAA regulations, and potential conflicts of interest. Surveys of consequentialist and non-consequentialist ethical theories (including virtue ethics, libertarianism, utilitarianism) as well as other ethical perspectives (including principlism, paternalism, relativism, feminism).

Course Objectives:

Demonstrate a basic understanding of the terminology and application of the following topics through written and oral analyses of case studies involving advance care planning, decisional capacity, privacy, confidentiality, and Health Care Industry Privacy and Accountability Act (HIPAA) regulations, informed consent, and potential conflicts of interest. (Lumina 1, 2)

Demonstrate a basic understanding through written and oral expression of the terminology and application of the following ethical theories: Principlism, Utilitarianism, Paternalism, Relativism, and Feminism.

Describe in writing the context in which current changes in healthcare practices and policy affect individual decision-making.

Describe in written and oral analyses the principal differences between ethical decision-making when considered from the standpoint of children, adults, and elders.

Describe the impact on elders of healthcare policy decisions in our local healthcare system using several selected examples.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



North Central Michigan College

Master Course Syllabus

PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

- Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
 - Course Objective: Demonstrate a basic understanding of the terminology and application of the following topics through written and oral analyses of case studies involving advance care planning, decisional capacity, privacy, confidentiality, and Health Care Industry Privacy and Accountability Act (HIPAA) regulations, informed consent, and potential conflicts of interest.
- Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.
 - Course Objective: Demonstrate a basic understanding of the terminology and application of the following topics through written and oral analyses of case studies involving advance care planning, decisional capacity, privacy, confidentiality, and Health Care Industry Privacy and Accountability Act (HIPAA) regulations, informed consent, and potential conflicts of interest.
- Lumina DQP Outcome 4: Describes how existing knowledge or practice is advanced, tested and revised.
 - Course Objective: Demonstrate a basic understanding through written and oral expression of the terminology and application of the following ethical theories: Principlism, Utilitarianism, Paternalism, Relativism, and Feminism.
- Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
 - Course Objective: Demonstrate a basic understanding through written and oral expression of the terminology and application of the following ethical theories: Principlism, Utilitarianism, Paternalism, Relativism, and Feminism.
- Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.
 - Course Objective: Demonstrate a basic understanding through written and oral expression of the terminology and application of the following ethical theories: Principlism, Utilitarianism, Paternalism, Relativism, and Feminism.
- Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
 - Course Objective: Describe in writing the context in which current changes in healthcare



North Central Michigan College Master Course Syllabus

- practices and policy affect individual decision-making.
- Course Objective: Describe in written and oral analyses the principal differences between ethical decision-making when considered from the standpoint of children, adults, and elders.
 - Lumina DQP Outcome 14: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.
 - Course Objective: Describe in writing the context in which current changes in healthcare practices and policy affect individual decision-making.
 - Course Objective: Describe in written and oral analyses the principal differences between ethical decision-making when considered from the standpoint of children, adults, and elders.
 - Lumina DQP Outcome 16: Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.
 - Course Objective: Describe the impact on elders of healthcare policy decisions in our local healthcare system using several selected examples.
 - Lumina DQP Outcome 19: Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.
 - Course Objective: Describe the impact on elders of healthcare policy decisions in our local healthcare system using several selected examples.

Suggested Methods of Instruction: Lecture, discussion, video, powerpoints.

Suggested Methods of Assessment and Evaluation: Exams, quizzes, oral and written presentations.

Adopted Text at Time of Course Adoption/Revision:

Taking Care - Ethical Caregiving in our aging society, available at:

https://bioethicsarchive.georgetown.edu/pcbe/reports/taking_care/taking_care.pdf

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1:	Introduction
Week 2:	Ethical approaches: consequentialism/utilitarianism
Week 3:	Happiness (the psychology and neurology behind it)
Week 4:	Ethical approaches: Formalism, libertarianism
Week 5:	Libertarianism, the minimal state, and paternalism
Week 6:	Introduction to informed v. tainted consent
Week 7:	Ethical approaches: Kant
Week 8:	Kant and Harris on lying: medical applications



North Central Michigan College Master Course Syllabus

- Week 9: Informed consent and advanced care planning / euthanasia
Week 10: Ethical approaches: virtue ethics
Week 11: Privacy, Confidentiality, and HIPAA regulations
Week 12: Ethical dilemmas
Week 13: Potential Conflicts of Interest
Week 14: What children owe their parents
Week 15: The expanding circle – ethical perspectives
Week 16: Final thoughts and case studies

Section 1 & Section 2 approved by CRDAP on: 03/04/14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



North Central Michigan College

Master Course Syllabus

PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

- Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
- Illustrates contemporary terminology used in the field.
- Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

- Describes how existing knowledge or practice is advanced, tested and revised
- Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
- Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
- Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
- Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

- Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

- Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

- Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

- Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
- Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

- Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
- Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

- Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
- Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
- Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012