PHIL 120 Introduction to Ethics 3 credits

Prerequisites: Proficiency with written English
Instructor: Jonathan Watt, Ph.D.
Facilitator: Sarah Wilson, M.A., B.S.N., R.N., CCRN

Contact Information: Faculty may be contacted through the Portage messaging system
Additional Information: www.portagelearning.com*
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.

Course Progression: It is the policy for all Portage Learning courses that only one lecture module and the accompanying exam be completed each day. Research on the best practices in learning indicates that time is needed to process material for optimal learning. This means that once an exam has been completed, the next

* Portage Learning college courses are offered by Geneva College, which is regionally 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.com platform.
exam will *not* unlock until the following day. This allows 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 21 days; this is not a negotiable time period. Please plan your time accordingly.

**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.

**Module Review Questions:** The practice problems within the modules are not quantitatively part of your final grade, but the module work is a pass/fail component of the course and will be reviewed for completeness by the instructor. **Be sure to answer all of the problems, being careful to answer the questions in your own words at all times since this is an important part of adequate preparation for the exams.** After you answer the practice problems, compare your answers to the solutions at the end of the module. If your answers do not match those at the end, attempt to figure out why there is a difference. If you have any questions please contact the instructor via the My Messages tab.

**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. In a distance learning situation, 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, as this would compromise the student's preparation for future work. It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the Internet. **Students may not copy and paste responses in the answer boxes from any source, including their own notes or drafts in a word processing document, unless explicitly instructed to do so.** To this end, your instructor will be alert to any indications that a student may be violating this principle. It will be necessary to show all your work on exams. When the nature of the course does not require numerical or symbolic determination (perhaps instead just requires recitation of learned descriptions), our experienced staff is able to detect the unauthorized consultation of study aids when answering exam questions. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Review the Student Handbook for more specifics. If you have any questions regarding the academic integrity policy, please consult your instructor *prior* to taking module exam 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, some courses will use the Respondus Lockdown Browser for exams. Instructions on downloading and installing this browser will be given at the start of the course. It is recommended to also have the latest version of Flash installed as a browser plugin as some sections of the course may require it. 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:
System requirements: https://community.canvaslms.com/docs/DOC-10721-67952720328
Browser requirements: https://community.canvaslms.com/docs/DOC-10720

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 Eudemian 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. Despite this suggestion, the students may feel free to complete the course at their desired pace and on a schedule determined by them.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Days 1-4</td>
<td>Module 1 Text and Lecture, Journal Question 1 (10 points each, 10 total points)</td>
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<tr>
<td>Days 5-12</td>
<td>Module 2 Journal Questions 1 – 5 (10 points each, 50 total points)</td>
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<tr>
<td>Days 13-21</td>
<td>Module 3 Journal Questions 1 – 6 (10 points each, 60 total points)</td>
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<tr>
<td>Days 22-30</td>
<td>Module 4 Text and Lecture, Journal Entries 1 – 6 (10 points each, 60 total points)</td>
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<tr>
<td>Days 31-38</td>
<td>Module 4 Word Bank Activity (24 points), Short Answer Essays (26 total points)</td>
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<td>Days 39-45</td>
<td>Module 5 Text, Journal Entries 1 – 3 (10 points each, 30 total points)</td>
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<td>Days 46-55</td>
<td>Module 5 Text and Lecture, Journal Entries 4 – 7 (Varying point values, 60 total points)</td>
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<td>Days 56-62</td>
<td>Module 6 Text and Lecture, Journal Entry 1 (10 points), Learning Activity 1 (25 points)</td>
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<td>Days 63-70</td>
<td>Module 6 Short Essays 1 – 2 (15 points each, 30 total points)</td>
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<tr>
<td>Days 71-78</td>
<td>Module 7 Text and Lecture, Case Study Analysis (25 points)</td>
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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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journal entries</td>
<td>370 pts.</td>
</tr>
<tr>
<td>Essays</td>
<td>56 pts.</td>
</tr>
<tr>
<td>Learning Activities and Case Study Analysis</td>
<td>74 pts</td>
</tr>
<tr>
<td>Final Summary Paper</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>600 pts.</strong></td>
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</tbody>
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**Grading Scale:**

- 89.5% - 100% (537 - 600 pts) = A
- 79.5% - 89.4% (477 – 536 pts) = B
- 69.5% - 79.4% (417 – 476 pts) = C
- 59.5% - 69.4% (357 – 416 pts) = D
- <59.5% (<357 pts) = 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.


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.com. 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
- Easter
- Memorial Day
- 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.com

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 for any reason a student has a complaint about the course work or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. However, if you don't feel you have received a satisfactory reply, you are encouraged to contact the Academic Dean of Portage Learning for further consideration of your complaint. The formal grievances process must be initiated via written communication. If desired, please file a written grievance to academics@portagelearning.com to initiate the process.

**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.