

Syllabus

Course Overview

This course introduces a conceptual framework to help you confront ethical issues in health care. Using this framework, the course examines current and emerging ethical issues from beginning of life through end of life. Outcomes include a better understanding of the ethical issues facing health care professionals and a framework through which to make informed ethical decisions.

You will explore three major perspectives for dealing with ethical conduct in health care. You will complete assignments, discussions, and a quiz to demonstrate your mastery of these perspectives. In addition, you will participate in other learning activities that will help you understand the material necessary to complete assignments and discussions.

Part 1: Foundations of Health Care Ethics

Weeks 1–2 focus on moral theories and ethical principles that are often used in the health care field. You will develop a foundation in ethical reasoning that will allow you to apply ethical principles to real-life situations.

Part 2: Ethics of Individual Patient Care

Weeks 3–6 examine ethical issues that occur when working with individual patients or clients. Topics range from prenatal genetic screening to end-of-life care.

Part 3: Ethics of Community Health Care

Weeks 7–10 explore ethical issues when working with communities of people. Topics covered include underserved populations, access to health care, and responding to pandemics and epidemics.

Assignments

Week 3: Write a paper that presents an argument about whether patients with no other treatment options have a moral right to access experimental drugs that have not yet been approved for the market. **Scoring Guide**

Week 6: Write a reflection paper about the ethics of end-of-life care. **Scoring Guide**

Week 10: Develop an analysis of an ethical problem in health care, along with a 5-minute presentation that summarizes the written work. **Scoring Guide**

Discussions

There will be a discussion each week. Participation in discussions will count for 20% of your final grade. **Discussion Participation Rubric**

Quizzes

Week 2:

Sensitive Issues

Among Capella University's strengths is the diversity of our learners and the varying perspectives they offer. This contributes immensely to a rich educational experience. This course, in particular, is a venue for discussing sensitive issues that require a degree of responsibility and maturity. You may encounter ideas and opinions that differ from your own. In a university that embraces the free exchange of ideas, conflict is an inherent and a positive part of the learning environment—but conflict can also disrupt learning. We do not want any learners to feel unwelcome, disrespected, or unsafe. To foster an engaged, inclusive courseroom, follow these guidelines:

- Challenge your own ideas first.
- Disagree respectfully with an idea, not the person.
- Accept that intelligent people can hold valid, wildly divergent viewpoints.
- Avoid offensive or provocative language.

Essential Undergraduate Learning Outcomes

All General Education courses reflect our Essential Undergraduate Learning Outcomes. Review the [Essential Undergraduate Learning Outcomes](#) interactive media presentation to learn more about these learning outcomes and how this course supports these outcomes.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Articulate ethical issues in health care.
- 2 Apply sound ethical thinking related to a health care issue.
- 3 Analyze ethical issues associated with patient care from the perspectives of various health care professionals.
- 4 Explain the conceptual framework that health care leaders use to make ethical decisions.
- 5 Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Munson, R. (2014). *Intervention and reflection: Basic issues in bioethics* (Concise ed.). Boston, MA: Wadsworth. ISBN: 9781285071381.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Presentation Hardware

Headset with microphone

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Armstrong, K., Ravenell, K. L., McMurphy, S., & Putt, M. (2007). [Racial/ethnic differences in physician distrust in the United States](#). *American Journal of Public Health*, 97(7), 1283–1289.
- [False hope with the Right to Try act \[Editorial\]](#). (2018, June 9). *The Lancet*, 391, 2296.
- Foulkes, M. (2015). [Presentation skills for nurses](#). *Nursing Standard*, 29(25), 52–58.
- Frontline. (2012). [The suicide plan \[Video\]](#). PBS.
- Gamble, V. N. (1997). [Under the shadow of Tuskegee: African Americans and health care](#). *American Journal of Public Health*, 87(11), 1773–1778.
- Hendrix, K. S., Sturm, L. A., Zimet, G. D., & Meslin, E. M. (2016). [Ethics and childhood vaccination policy in the United States](#). *American Journal of Public Health*, 106(2), 273–278.
- Procon.org (Ed.). (2018). [Right to health care](#). In *ProCon*. Santa Monica, CA: ProCon.
- Raghavan, D. (2018). [Right-to-try legislation: Primum non nocere just went out the window \[Editorial\]](#). *HEM/ONC Today*, 19(12), 8.
- Sandel, M. J. (2004). [Embryo ethics—The moral logic of stem-cell research](#). *The New England Journal of Medicine*, 351(3), 207–209.
- Silverman, R. D., & Wiley, L. F. (2017). [Shaming vaccine refusal](#). *Journal of Law, Medicine & Ethics*, 45(4), 569–581.
- Wheat, K. (2009). [Applying ethical principles in healthcare practice](#). *British Journal of Nursing*, 18(17), 1062–1063.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Kihlbom, U. (2016). [Ethical issues in preconception genetic carrier screening](#). *Upsala Journal of Medical Sciences*, 121(4), 295–298.
- Zahorsky, D. (2018). [Mastering the art of the 5-minute presentation](#). Retrieved from <https://www.thebalancesmb.com/mastering-the-art-of-the-5-minute-presentation-2951697>.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

Integrated Materials

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Presentation Hardware

1. External or built-in webcam

Unit 1 >> Ethical Reasoning and Moral Theory

Introduction

As the local pharmacist, you have known the Smith family for years and consider them friends, as well as customers and clients. You have known their daughter, Missy Smith, since she was a baby and have watched her grow into a teenager. One day when no other customers are present, Missy asks you for a kit to test for pregnancy and pleads with you not to tell her family that she is sexually active. What should you do?

Moral theories have two main purposes. One is to explain and justify the common-sense moral rules we learn early in life, such as “Do not cause unnecessary suffering” and “Do not lie to others for your own convenience.” The various moral theories differ in their accounts of what makes these rules valid. Each theory has its own conception of what morality is and where it comes from.

Another goal of a moral theory is to settle disagreements and guide moral choices. For instance, you could use a moral theory to build argumentative support for your views on physician-assisted suicide or genetic enhancement.

As you move forward in the course, you will have several opportunities to use moral theories to help you formulate positions on controversial issues in health care ethics and to support them with argument.

To-Do List:

- **Prepare:** Review how to participate in Yellowdig discussions and earn points towards your grade.
- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about ethical theories and moral principles.
- **Interactive Learning Activity:** Explore a media presentation to help you prepare for a quiz on moral theories.

Learning Activities

u01s1 - Discussion Overview

Discussions in this course use a tool called Yellowdig, which is an interactive discussion tool that differs from those used in many of your other Capella courses. Rather than responding in a different discussion thread each week, there is only one discussion thread, which will run for the entire class. **You are still expected to post and respond to your classmates each week**, and you will have the opportunity to reflect on, discuss, and apply the concepts and theories in this course to your personal and professional life. Get more information in this week's **Write Your Discussion Post**.

This week's discussion asks you to apply the moral theories you have learned to a case study in which a teenager requests a pregnancy test from her family's pharmacist and asks the pharmacist to keep this request from her parents. View the following to prepare for this discussion:

- [Case Study: Missy Smith](#).

u01s2 - What You Need to Know

In Week 2 you will take a quiz to demonstrate your knowledge of moral theories and ethical principles. The quiz and this week's discussion will focus on four moral theories, each of which are explained in the textbook:

- Utilitarianism.
- Kantian moral theory (deontology).
- Ross's ethics.
- Natural law theory.

To build a strong foundation for understanding controversial ethical issues in health care, use your *Intervention and Reflection* text to read the following. Focus your reading on the four moral theories listed above. You may also do further outside research on these theories to strengthen your understanding.

- Part VI, "Foundations of Bioethics: Ethical Theories, Moral Principles, and Medical Decisions," pages 467–489 and 493–499.

u01v1 - Interactive Learning Activity: Ethical Terms and Principles

This activity introduces you to helpful and brief descriptions of major ethical terms and principles. Use the flashcards feature to review and test your knowledge of each concept.

u01s3 - Prepare: Introducing Yellowdig

This course uses a tool called Yellowdig to facilitate course discussions. Yellowdig provides an interface that resembles modern and familiar social media platforms and makes it easier to post and respond to discussions. It also makes posting media within your discussions simpler.

A Yellowdig account has been automatically created for you. The first time you access a Yellowdig discussion, you will be asked to acknowledge and confirm your account. **Note:** You will have the best experience using Yellowdig with the Google Chrome browser.

To learn more about how this course uses Yellowdig, visit the [Yellowdig Forums](#) page on Campus.

If you have trouble getting connected to the Yellowdig discussion boards, contact [Capella Technical Support](#).

Grading in Yellowdig

Yellowdig uses a unique discussion points grading system. In this course, points will initially be given as follows:

- **Initial post of 100 or more words:** *30 points*.
- **Comment (response) of 50 or more words on another learner's post:** *30 points*.
- **Upvoting (liking or loving) another learner's post or comment:** *5 points*.

Additional points will be awarded by your instructor in the form of badges. Badges in this course include the following:

- **Outstanding Comment.** For insightful comment on another learner's post: *5 points*.
- **Quality Content.** For outstanding content that reflects an understanding of relevant course concepts and theories: *5 points*.
- **Critical Thinking.** For showing critical thinking in your post: *5 points*.
- **Link Master.** For incorporating and discussing a high-quality, relevant outside resource: *5 points*.
- **Writing Wizard.** For outstanding writing mechanics, grammar, and sentence structure: *5 points*.

You can earn a maximum of 120 points each week. Once you reach that maximum, you can still continue your conversations on Yellowdig, but you'll stop earning points for the week.

Your final grade will be based on the total number of points you have earned throughout the course. You can earn up to a maximum of 1,000 points, for a final discussion participation grade of 100%.

Checking Your Progress

To help you stay on track, Yellowdig calculates how many points you should try to earn per week to ensure you end the course with a top grade. You can find this information by clicking on the points dashboard area of Yellowdig (on the left-hand menu within the tool).

Your participation grade in your classroom My Grades area will be updated by Yellowdig throughout the day. Each week it will account for the points you could accumulate that week, as well as the points you already have. So, do not be surprised if your grade changes; you'll get used to the pattern in a few weeks.

Instead, focus on the points displayed in Yellowdig. If you are hitting your maximum points each week, you are good. In fact, you are more than good! Aim for at least 100 points each week to stay on track.

Using Yellowdig

Yellowdig is designed to take a less formal approach to discussing course content. Think of it as a playground for ideas. We still expect you to use APA-style citations and references. However, we want you to focus on shorter, more succinct posts on the content rather than writing short essays. Try to start a conversation on the new topics you learn each week. Also share additional resources with one another to help better understand and explore the new ideas you'll learn.

This is an environment designed to give you flexibility and control. Take advantage of that to learn in the manner best suited to you.

Yellowdig Features

- You can like or love each other's posts, also called upvoting.
- You can use hashtags.
- You can filter what you see (icon on the top of the screen).
- You can use the sort function (icon on the top of the screen) to control the order of the posts.
- Weekly points (on the left) will tell you how many points you've earned that week. Aim for at least 100 points each week to stay on track.
- You can embed outside resources like video, pictures, and links.
- You can create polls or videos from within your post while you are writing it.

u01d1 - Write Your Discussion Post

While each week of the course will introduce a new topic in health care ethics, in the first two weeks you'll be learning two sets of conceptual tools that you'll apply in every assignment and in discussion work, as well. This week you read about moral theories. These theories are derived from philosophical ethics, and each offers a different view of morality and what it is that makes a morally right action right, and what makes a morally wrong action wrong. Next week we will cover ethical principles.

In the Case Study: Missy Smith media presentation, Missy requests a pregnancy test from her family's pharmacist and asks the pharmacist to keep this request from her parents. Suppose you are the pharmacist in question. How would you respond?

Do not answer simply from an intuitive sense of what seems right to you; rather, use two of the major moral theories in your response. Justify your decision using Kantian reasoning, and follow up using utilitarian reasoning.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answer. How have your personal or professional experiences resonated with their views? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 2 >> Ethical Reasoning and Principles

Introduction

Truth Telling in Health Care

Honesty tends to be a revered trait in many cultures. However, many people admit to lying occasionally, especially if the intent is to spare someone pain, embarrassment, or anguish. Is lying to someone because of love, concern, or reputation ever ethical?

Privacy and confidentiality are also important concepts. But are there limits? Can the greater good ever outweigh the rights of individuals?

At what point can others, whether an individual or an entity such as a government body, ethically determine someone's actions, fate, or choices?

Fluoridated water, smoking regulations, compulsory K–12 education, and speed limits are only a few examples of how we, as a society, agree to limited personal freedoms because these things are good for us.

Ethical Principles of Health Care

When making moral decisions and settling disagreements, often it is easier to use ethical principles than moral theories. They are more compact and intuitive. However, the principles cannot be applied automatically. Using them requires judgment and careful consideration of the concrete situation at hand. Because they can make moral decisions more objective and rational, they help us steer clear of making moral choices based solely on individual feelings and a narrow, personal point of view. In other words, they allow us to make choices based on factors everyone considers important. You will be applying these principles to various case studies and problems in the upcoming discussions and assignments.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Quiz:** Take a quiz, covering concepts from Weeks 1–2.
- **What You Need to Know:** Read about concepts of autonomy, truth telling, and confidentiality.

Learning Activities

u02s1 - Discussion Overview

In this week's discussion you will apply two ethical principles to support the position you took on the case of Missy Smith from Week 1. Review the ethical principles in Part VI in your *Intervention and Reflection* text, specifically the section titled "Major Moral Principles" on pages 499–512, to prepare for the discussion.

u02s2 - What You Need to Know

Alongside ethical theories, the moral principles can make ethical decisions more objective and rational. Read the following article from the Capella library for a good overview of how ethical principles can be applied in real situations:

- Wheat, K. (2009). [Applying ethical principles in healthcare practice](#). *British Journal of Nursing*, 18(17), 1062–1063.

u02v1 - Interactive Learning Activity: Ethical Theories in Practice

Participate in this interactive module to explore several case studies that demonstrate how ethical theories and principles are applied.

Course Resources

[Ethical Theories in Practice](#) | Transcript

u02q1 - Ethical Theories Quiz

Complete this quiz to test your mastery of ethical theories. The quiz consists of 15 questions and is worth 5% of your course grade. You may take the quiz up to 2 times.

- It is recommended that you access and take the quiz this week.
- There is no time limit on the quiz.
- After you have answered the questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

u02d1 - Write Your Discussion Post

This week you read about ethical principles. Like the moral theories, they are useful for guiding moral choice and providing argumentative support for a particular position on a controversial topic in health care ethics. However, unlike the moral theories, they don't try to provide an overall account of the nature of morality itself, and therefore can be easier to use in making sound moral choices and justifying those choices.

The ethical principles you'll use throughout the course are also found in Part VI of your *Intervention and Reflection* text. They are:

- Non-maleficence.
- Beneficence.
- Utility.
- Principles of distributive justice.
- Autonomy.

Looking back to the case of Missy Smith from Week 1, if you were the pharmacist in the case study, which two principles would you use to help support your choice, and why?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 2**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answer. How have your personal or professional experiences resonated with their views? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 >> Ethics of Medical Research

Introduction

Jacob Delmore is an outgoing and happy 8-year-old boy who happens to suffer from childhood type 1 diabetes. At present there is no cure for his diabetes, though medical researchers are making some advances. The path toward a cure requires that researchers sometimes study the disease as it exists in children, so their participation is essential. Jacob's pediatrician asked his parents if they would consider allowing Jacob to participate in a clinical trial for a new drug, so long as Jacob assented to this. Although his participation would help research move forward, there is little chance that the drug would help Jacob, and the side effects could cause him mild nausea.

Should children be asked to participate in medical research? This is an especially difficult question in cases in which a child's participation has very little chance of benefiting them but is essential for efforts to develop medications that will likely help many other children in the future. The dilemma can be put this way: On the one hand, young children lack the ability to fully understand the nature of their participation as research subjects and are therefore vulnerable to coercion. On the other, advances in fighting the diseases children face requires their participation in research, and so as a group they would suffer if efforts to develop cures were to halt or drastically slow down. Studying the disorders and health of children is essential for keeping children as healthy as possible.

Medical research involving human subjects raises many ethical concerns and questions. The story above illustrates just one we will explore this week.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Write a 3–5 page argument on the question of whether patients with no other treatment options have a moral right to access experimental drugs that have not yet been approved for the market.
- **What You Need to Know:** Read about the evolution of research ethics in health care.

Learning Activities

u03s1 - Discussion / Assignment Overview

Discussion Overview

This week's discussion centers on research ethics and informed consent. Review pages 88–90 of your *Intervention and Reflection* text to prepare.

Assignment Overview

Do patients with no other treatment options, including those who are not able to participate in a clinical drug trial, have a moral right to unproven drugs? In this week's assignment, you will create an argument in which you explore this issue and explain and defend your views.

u03s2 - What You Need to Know

The following readings will help you with your discussion and assignment this week.

Use your *Intervention and Reflection* text to read the following chapter, which covers a range of important ethical issues related to medical research:

- Chapter 2, "Research Ethics and Informed Consent," pages 59–118.

Use the Capella University Library to read the following articles on controversial proposals to make experimental medications (not yet approved by the FDA) available to more patients. These will be helpful in writing your assignment due at the end of this week:

- Raghavan, D. (2018). Right-to-try legislation: *Primum non nocere* just went out the window [Editorial]. *HEM/ONC Today*, 19(12), 8.
- False hope with the Right to Try act [Editorial]. (2018, June 9). *The Lancet*, 391, 2296.

u03v1 - Interactive Learning Activity: Key Events in Ethical Research

This interactive activity will enhance your understanding of historically important events in health care research. Some of them were instrumental in reshaping legislation and conceptions about what is and is not ethically appropriate in medical research.

u03d1 - Write Your Discussion Post

This week, you read about some ethical challenges arising from the use of human subjects in medical research. Deciding what counts as informed consent to participate in a controlled drug trial, or whether children should be asked to participate in controlled studies, are not easy ethical questions to answer. You've also read about how, in the history of medical research, some research subjects were exploited. For this week's discussion, select an ethical challenge posed by medical research that you find particularly interesting or challenging.

- What about this area of research ethics do you find interesting or challenging?
- Who are those most affected by decisions regarding this topic?
- Which moral theories, ethical principles, or both are most relevant to solving the ethical problems the topic presents?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 3**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answer. How have your personal or professional experiences resonated with their views? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03a1 - A Right to Experimental Drugs?

This week, you learned about the rigorous process of clinical trials that test new drugs before being approved for treatment. The process, which involves three distinct phases of testing, takes a great deal of time, with some trials lasting many years. Before approval, patients not part of a clinical trial have limited or no access to experimental drugs, even though these drugs could be helpful and potentially save their lives.

Early stages of research on a drug sometimes suggest that the drug could be effective in treating a certain disease. But without going through the full clinical trial process, doctors do not know if the drug is effective at all. The vast majority of experimental drugs turn out to be completely ineffective, and the drug might have very dangerous side effects.

Therefore, do patients with no other treatment options, particularly those who are not able to participate in a clinical drug trial, have a moral right to unproven drugs? In other words, do these patients have a moral right to the same drugs available to patients who are participating in a clinical trial? Create an argument that explains and defends your view on this issue. In addition to reviewing your textbook, you are encouraged to locate additional resources in the Capella library, your public library, or authoritative online sites to provide additional support for your viewpoint. Be sure to weave and cite the resources throughout your work.

Address the following points:

- Identify moral theories (from Week 1) and ethical principles (from Week 2) that help shed light on the ethical problems raised by expanded access and that best support your own position.
- Explain how the principle of informed consent is relevant to the issue.
- Explain the costs and benefits of making unproven, unapproved experimental drugs available to patients not participating in clinical drug trials.
 - Consider the costs and benefits not only to the individual patients who take these drugs but also potential costs and benefits to other patients.
- Articulate arguments using examples for and against offering pre-approved drugs to wider pools of patients.
 - Support your view using ethical theories or moral principles (or both) that you find most relevant to the issue.
- Exhibit proficiency in clear and effective academic writing skills.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting guidelines.
- **Length:** 3–5 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Articulate ethical issues in health care.**
 - Explain how the principle of informed consent is relevant to the issues.
 - Explain the costs and benefits of offering unapproved experimental drugs to patients.
- **Competency 2: Apply sound ethical thinking related to a health care issue.**
 - Identify relevant ethical theories and moral principles.
 - Articulate arguments using examples for and against offering experimental drugs to wider pools of patients.
- **Competency 5: Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.**
 - Exhibit proficiency in clear and effective academic writing skills.

Unit 4 >> Ethical Issues of Reproductive Care

Introduction

Reproductive care is a branch of medicine that raises many ethical questions and dilemmas. One of the most familiar is whether it is morally permissible to intentionally abort a pregnancy. In 1973, the U.S. Supreme Court ruled in *Roe v. Wade* that women have a constitutionally protected right of privacy that forbids states from enacting laws forbidding abortion. Artificial insemination, gestational surrogacy, and sperm donation also raise their own ethical questions. Ethical controversy often swirls around access to birth control and sex education, as well.

Our discussion topic this week focuses on issues in reproductive care. A current issue in reproductive care is genetic screening. Genetic screening, both before and after pregnancy, is an increasingly powerful tool in helping prospective parents make informed choices. You will watch a video about a fictional couple who learn through genetic tests that their unborn child has Tay-Sachs disease. They now face a very difficult decision.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about ethical issues around reproductive health.
- **Interactive Learning Activity:** View a media presentation about genetic screening during pregnancy.

Learning Activities

u04s1 - Discussion Overview

Your discussion this week asks you to explore and discuss ethical issues in reproductive care.

u04s2 - What You Need to Know

Use your *Intervention and Reflection* text to read the following two chapters, both related to ethical issues in reproduction. Chapter 4 is essential for developing a broad background of the concept; this chapter also includes specific issues such as sperm and egg donation, cloning, and assisted reproduction. Ethical controversies related to termination of a pregnancy are covered in Chapter 5.

- Chapter 4, "Reproductive Control," pages 189–231.
- Chapter 5, "Abortion," pages 237–274.

The following Internet article will help you answer this week's discussion questions:

- Kihlbom, U. (2016). [Ethical issues in preconception genetic carrier screening](#). *Upsala Journal of Medical Sciences*, 121(4), 295–298.

u04v1 - Interactive Learning Activity: A Duty Not to Reproduce

This video shows a discussion between a physician and expectant parents. Dr. Mendez delivers news to the expectant parents that their unborn male child has Tay-Sachs disease, a fatal and untreatable genetic disorder affecting the nervous system. Most commonly diagnosed among infants, Tay-Sachs affects the body's inability to break down fatty substances, eventually building to toxic levels within the brain. As the disease progresses, the individual becomes blind and deaf and experiences progressive paralysis before dying around age 15.

The information in this video assist you with this week's discussion. Running time is 01:44.

u04d1 - Write Your Discussion Post

Reproductive care produces a number of ethical controversies and sometimes hard ethical choices. Some topics, such as abortion, are particularly controversial. Though most of us have settled views on abortion, it's good to think about the underlying reasons for your position and to also reflect on arguments for the opposing view. Other ethical quandaries in reproductive care are not explored as often. Of the topics discussed in Chapters 4 and 5 in your *Intervention and Reflection* text, which do you find the most compelling? Perhaps it's one that hasn't received a lot of attention in media and everyday conversations.

- What about this area of reproductive care do you find interesting or challenging, as an ethical issue?
- What are the main ethical questions the issue raises?
- Which moral theories, ethical principles, or both are most relevant to understanding and perhaps answering these questions?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 4**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

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Response Guidelines

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Undergraduate Discussion Participation Scoring Guide

Unit 5 >> Ethical Issues With Genetics

Introduction

Imagine that we are a few years into the future and advances in genetic testing have made it convenient and inexpensive to produce your genetic profile. With a cheek swab and \$9.99, the GenServ Corporation will tell you what your risk factors are for developing certain diseases later in life, such as colorectal cancer. The company will give you a reading that includes genetic disorders for which you are a carrier (diseases you might not develop but that you could pass down to children). And they will tell you about any penetrant diseases, for which you have an extremely high chance of developing the disease based solely on your genes (and having nothing to do with environmental or behavioral factors). All this for \$9.99. Is this information you would like to have? Would you be worried that someone could use the information to deny you health insurance? Would you worry that someone would be less likely to hire you based on the test results?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about the increasing ability of scientists to manipulate genetic outcomes and the ethical concerns this power presents.
- **Interactive Learning Activity:** Prepare for your next assignment by reading a case study about Mr. Martinez.

Learning Activities

u05s1 - Discussion Overview

In this week's discussion, you will look at ethical questions and dilemmas that genetics raises for health care, such as issues around genetic engineering and stem cell research.

u05s2 - What You Need to Know

Use your *Intervention and Reflection* text to read Chapter 3, "Genetic Control," on pages 163–184. This chapter will give you an understanding of the increasing ability of scientists to manipulate genetic outcomes and the ethical concerns this power presents us with.

Use the Capella library to read the following brief article, in which philosopher Michael Sandel discusses the ethical questions surrounding stem cell research. He considers several moral objections to their use, but sides with those who argue that use of embryonic stem cells is not morally wrong.

- Sandel, M. J. (2004). Embryo ethics—The moral logic of stem-cell research. *The New England Journal of Medicine*, 351(3), 207–209.

u05d1 - Write Your Discussion Post

The opening scenario in Week 5 presents one of several ethical questions and dilemmas that genetics raises for health care. Problems also follow from our ever-increasing mastery of genetic engineering, including the ability to manipulate the human genome, so that we can "edit" eggs, sperm, or embryos to make genetically modified children. Should people be allowed to request gene-edited babies? Although the technology is not quite there yet for that to be an immediate problem, it's not far off. Another set of ethical questions surrounds our current use of embryonic stem cells. The article by Michael

Sandel ("Embryo Ethics—The Moral Logic of Stem-Cell Research") in this week's What You Need to Know provides a compelling ethical defense of their use.

- Among the ethical quandaries presented by genetic control, which do you find most interesting or challenging? Our readings this week provide several examples, but feel free to contribute other ideas, post articles and videos, etc.
- What are the main ethical questions the issue raises?
- Which moral theories, ethical principles, or both are most relevant to understanding and perhaps answering these questions?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 5**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
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Course Resources

Undergraduate Discussion Participation Scoring Guide

u05v1 - Interactive Learning Activity: Case Study: Mr. Martinez

This media piece presents an elderly man experiencing respiratory failure. As you reflect on this story, be sure to give attention to the ethical dilemma at the heart of it. The patient has a DNR in place that would rule out many interventions, such as CPR. But the cause of his serious respiratory distress was medical error.

You will use this case study in next week's assignment.

Unit 6 >> Ethics of End-of-Life Care

Introduction

Today in Van Buren County Hospital, two patients are in similar situations. Both Joan Findley and Robert Corman are in their midseventies and dealing with life-threatening illnesses. Joan has been living with kidney disease for several years, but it has recently become worse, and her dialysis treatments are becoming too much for her to bear. As she is undergoing yet another uncomfortable round of dialysis, Joan states that she wants the nurse to remove the filtering tubes. She decides, with the blessing of her family, to forgo further dialysis, though this means she will die within a few days.

Robert has stage 4 bowel cancer, which is now spreading to other organs. Unfortunately, doctors have told him his cancer is terminal and that he can expect to live only another six to eight months. Robert tells his family that he does not want to go on that long while the cancer continues to spread, and he experiences the inevitable and rapid deterioration of his body.

According to the laws of the state in which Van Buren County Hospital sits, Joan is allowed to refuse further dialysis treatment from her health care team, even though doing so will cause her to die very soon. Robert would like his doctors to help him end his life painlessly and soon, while he is still of sound mind and before his body is slowly degenerated by the cancer. However, the laws of his state do not allow doctors to do this.

In Joan's case, doctors take an action: They end a treatment that is keeping the patient alive (passive euthanasia). If Robert's request were granted, doctors would take an action that would also result in the patient's death. Advocates for physician-assisted suicide (active euthanasia) say that because both actions result in a patient's death, they are morally equivalent. And because the first is legal, the second should be, as well. Are they right? Or is there a moral difference between passive and active euthanasia?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Write a 3–4 page reflection about the ethics of end-of-life care.
- **What You Need to Know:** Read about important debates in the ethics of end-of-life care.
- **Video:** Watch *The Suicide Plan*, a documentary about people who have a terminal illness and want help from a physician in ending their lives.
- **Interactive Learning Activity:** Watch a media presentation involving two case studies related to end-of-life issues.

Learning Activities

u06s1 - Discussion Overview / Assignment Overview

Discussion Overview

In the discussion this week, you will respond to questions about assisted suicide, based on your thoughts about the following film. The running time for this film is 01:25:38.

- PBS (Producer). (2012). *The suicide plan* [Video]. Films Media Group.

Assignment Overview

In this week's assignment, you will reflect on the following case study by taking the role of a health care professional trying to decide what treatment to administer:

- [Case Study: Mr. Martinez.](#)

u06s2 - What You Need to Know

Read Chapter 7, "Euthanasia and Assisted Suicide," on pages 324–331 of your *Intervention and Reflection* text to understand important debates in the ethics of end-of-life care. Among other things, it will introduce you to key conceptual distinctions, such as that between active and passive euthanasia, important for completing your discussion posts and assignment this week.

u06v1 - Interactive Learning Activity: Ethics of End-of-Life Issues

This media piece presents two case studies for you to consider. In these case studies, both patients want to end their lives, but their circumstances are very different. As you read the case studies, reflect on whether you think the patients should be allowed to end their lives and whether or not health care staff should assist them. Would you treat these cases similarly or differently?

u06d1 - Write Your Discussion Post

If you have not done so, watch the following video:

- PBS (Producer). (2012). *The suicide plan* [Video]. Films Media Group.

Then, write a discussion post that expresses your thoughts about how you felt about what you watched. Incorporate ideas and concepts from this week's textbook reading. In your post, respond to the following questions:

- What are your thoughts about those individuals who were arrested for helping a parent or friend die? Though they broke the law, do you believe they did anything morally wrong?
- Did the film change your mind, in either direction, about laws that forbid physician-assisted suicide?
- What do you think of Dr. Timothy Quill's claim in the video that there is no moral difference between a doctor removing life-sustaining treatment upon a patient's request (which is legal) and a doctor hastening the death of a terminally ill patient who asks for such help (which is illegal in most U.S. states)? Do you agree or disagree? Explain.
- Should those who have a treatable illness but do not choose to go through treatment and *linger* be permitted to receive assistance to kill themselves? Explain.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 6**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

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Response Guidelines

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Course Resources

Undergraduate Discussion Participation Scoring Guide

u06a1 - Should We Withhold Life Support? The Mr. Martinez Case

Reflect on the Case Study: Mr. Martinez media piece. Should Mr. Martinez be transferred to intensive care, where his respiratory failure can be treated by a ventilator, and by CPR if necessary, and his oxygen level can be monitored? Assume that doctors cannot contact Mrs. Martinez and must make this choice on their own. To help you reach an objective, ethically sound decision, draw upon concepts and arguments from your textbook and independent research. Support your decision with clear, concise, and correct examples, weaving and citing the readings and media throughout your answer.

Address the following:

- The patient's directives.
- The patient's quality of life.
- The family's stated preferences.
- The cause of the patient's current respiratory distress.
- The moral issues associated with limiting life support.
- The ethical principles most relevant to reaching an ethically sound decision.
- Important considerations such as implications, justifications, and any conflicts of interest that might arise because of the patient's respiratory failure.

You will be evaluated as to how well you:

- Articulate the moral issues associated with limiting life support.
- Demonstrate sound ethical thinking and relevant ethical principles when considering limiting life support.
- Explain important considerations that arise when contemplating limiting life support.
- Exhibit proficiency in clear and effective academic writing skills.

Assignment Requirements

Your paper should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and formatting](#) guidelines.
- **Length:** 3–4 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Articulate ethical issues in health care.**
 - Articulate the moral issues associated with limiting life support
- **Competency 2: Apply sound ethical thinking related to a health care issue.**
 - Demonstrate sound ethical thinking and relevant ethical principles when considering limiting life support.
- **Competency 4: Explain the conceptual framework that health care leaders use to make ethical decisions.**
 - Explain important considerations that arise when contemplating limiting life support.
- **Competency 5: Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.**
 - Exhibit proficiency in clear and effective academic writing skills.

Unit 7 >> Traditionally Underserved Populations

Introduction

Historically, the quality and delivery of health care services for women and African Americans has been greatly varied. Education and income play a part, but those are not the only factors. Bias and prejudice, both explicit and implicit, have also been factors. Consider that for much of the history of medical research, the white male has been the prototypical research subject. Perhaps this is because until fairly recently, most researchers were white and male.

There are other aspects to the issue. People who live in rural or remote areas may have limited access to specialized care or face traveling long distances to receive even routine care. Patients who live in inner cities may find that specialized care is available only in suburban areas not accessible by bus or rail. In addition, individuals and families who seek services through government programs may encounter additional barriers including timeliness, care coordination, access, discrimination, and efficiency.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about issues surrounding groups that have been traditionally underserved in health care.

Learning Activities

u07s1 - Discussion Overview

This week's discussion is focused on the lasting effects of issues around historical disparities in health care and what can be done to improve the situation. To prepare for this discussion, review Chapters 10 and 11 of your *Intervention and Reflection* text.

u07s2 - What You Need to Know

One can argue persuasively that historically speaking, medicine has in subtle and not-so-subtle ways favored white males. For instance, until fairly recently, white males were often taken to be representative of all humans when it came to medical research and treatment. The following chapters discuss not only the ways some populations have been historically underserved but also issues specific to the health of women and African Americans. Read the following in your *Intervention and Reflection* text to learn more about this:

- Chapter 10, "Women and Medicine," pages 390–412.
- Chapter 11, "African Americans and Medicine," pages 416–435.

Read the following articles from the Capella library:

- Armstrong, K., Ravenell, K. L., McMurphy, S., & Putt, M. (2007). Racial/ethnic differences in physician distrust in the United States. *American Journal of Public Health*, 97(7), 1283–1289.
- Gamble, V. N. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health*, 87(11), 1773–1778.

u07d1 - Write Your Discussion Post

Chapters 10 and 11 of your *Intervention and Reflection* text focus on ethical questions related to health care for women and African Americans, and some ways in which the health care industry has overlooked their needs. As case presentation "Bad Blood, Bad Faith: The Tuskegee Syphilis Experiment" (in pages 417–420 from Chapter 11) makes clear, there have even been times when the industry exploited and mistreated African Americans.

For this week's discussion, select an issue or problem that you found particularly interesting, illuminating, or troubling.

- Say something about what this issue tells us about health care as an institution and industry in the United States.
- What can be done to improve things in regard to the issue you've selected?
- Which moral theories, ethical principles, or both are most relevant to understanding the problems involved and addressing them?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 7**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

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Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Ethical Issues About Access to Health Care

Introduction

Rodney McAllister is single, is 36 years old, and lives in a small town in northern Florida. He works part time at a retail furniture store. He has an insurance plan through the Affordable Care Act (ACA). Rodney also takes care of his developmentally disabled sister, Catherine, who is six years younger than him. Before he began taking care of her, she was severely neglected by their parents, who died three years ago.

Catherine's teeth are in very bad shape, and though she receives some health benefits from Medicaid, her state provides very little for dental care. Rodney is trying to figure out a way to pay for what will be expensive dental care for Catherine, but her monthly disability checks and his salary will not begin to cover it, especially given other ordinary expenses they deal with.

Unfortunately, Rodney and Catherine's situation is not rare. And although the ACA has provided coverage to more people, many still struggle to pay for treatments or have to forgo some essential care altogether. Especially in our contemporary world, where needs for health care outstrip available resources, we regularly face decisions about who should get which resources. This week, you will closely examine these types of issues, focusing on the macro level of health care delivery.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about issues around the distribution of health care.
- **Plan:** Choose an ethical problem in health care for your assignment due in Week 10, and begin researching the issue.

Learning Activities

u08s1 - Discussion Overview

Your discussion this week focuses on access to health care. Is this a right for all citizens?

u08s2 - What You Need to Know

Use your *Intervention and Reflection* text to read Chapter 9, "Distributing Health Care," on pages 366–386. This chapter covers a range of controversies about how, where, and to whom health care should be available.

Use the Capella library to read the following article that discusses arguments for and against the proposal that health care is something a government should provide to all its residents. This will help you shape your response to the discussion this week.

- Procon.org (Ed.). (2018). [Right to health care](#). In *ProCon*. Santa Monica, CA: ProCon.

u08s3 - Prepare for Your Assignment: Health Care Problem Analysis

Your final assignment, due in week 10, is a paper and presentation analyzing an ethical problem of your choice in the health care industry. To begin working on this assignment, consider ethical issues in health care that you feel need to be addressed. They may be issues you have come across in the news or ones you have encountered in your work or your community. Select one of these issues to use for your final assignment.

Once you have chosen an issue to focus on, begin researching that issue using the Capella library, the Internet, and other sources at your disposal. Make sure to evaluate the reliability of sources that you use, especially those from the Internet. Find out more about evaluating sources by using the following resources:

- [Think Critically About Source Quality](#).
- [Evaluating Source Quality: Undergraduate-Level Criteria](#).
- [Special Considerations When Evaluating Web Resources \[PDF\]](#).

u08d1 - Write Your Discussion Post

As you know, health care is very expensive. Most Americans who have health insurance obtain it through their employer as a benefit. But not everyone is so fortunate, and of course some employer-provided plans offer far less than others. Even after passage of the Affordable Care Act, some people lack effective coverage, and many Americans have huge medical debt. The government of nearly every other economically advanced country provides its citizens with affordable care in a way that ours does not. Some people argue that health care is a basic good, like kindergarten through high school education, and therefore something that should be available to all regardless of their ability to pay for it.

As you read through Chapter 9 of your *Intervention and Reflection* text and reflect on the issue of access to care, reflect on these questions and answer one or more of them as a basis for your post this week. In your answer, include thoughts about which moral theory or ethical principle best supports your view.

- What do you think is the best solution to solving the problem of getting more people access to health care?
- What sorts of personal or professional experiences have you encountered with this topic? Or is there a story you've heard about, through friends, relatives, or in the news, that strikes you as representative of the problem of access?
- Do you think that health care is something to which we have a right? We feel pretty comfortable with the idea people have a right to some level of education. But few of us would probably say a person has a right to a car, or to have a computer provided them. Is health care more like an education or more like a car and other consumer goods?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 8**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
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Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Ethical Issues About Scarce Medical Resources

Introduction

The transplantation of vital organs has become nearly common. Each year, thousands of individuals are given further life because they received a new kidney, lung, pancreas, or some other organ, probably from a recently deceased registered organ donor. But each year, many thousands also die waiting for an organ that never comes. Only about half of all Americans are registered donors.

This presents at least two major sets of ethical problems. The first set concerns the ethics of distributing organs: Who should receive an organ first? Should it simply be the next person on the list, or should other factors such as lifestyle or age be relevant? Should a nonsmoker get priority over a person in need of a lung because of years of smoking?

The second set of ethical issues arises from procuring organs. How can we increase the supply? Would it be wrong to pay people to register as donors? Would it be wrong to simply take someone's organs after a person has died?

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about scarcity of medical resources in regard to organ transplants.
- **Interactive Learning Activity:** Explore a case study about a shortage of organs for transplants.
- **Prepare:** Prepare for the presentation component of your assignment due next week.

Learning Activities

u09s1 - Discussion Overview

In this week's discussion you will analyze and discuss ethical considerations associated with the procurement and transplantation of vital organs.

u09s2 - What You Need to Know

Use your *Intervention and Reflection* text to read Chapter 8, "Organ Transplants and Scarce Medical Resources," on pages 354–361.

This chapter will provide you with an understanding of hard ethical choices that health care professionals (and society as a whole) face when it comes to distributing specific services, treatments, medications, and so on. Medical care and resources are expensive or limited, and often both. When there is not enough to go around, on what basis do we distribute them? This chapter will prepare you for answering this week's discussion.

u09s3 - Prepare for Your Assignment: Health Care Problem Analysis

Your final assignment for this course, due in Week 10, includes a 5-minute presentation summarizing your analysis of an ethical problem in health care. Working professionals are often called on to present to small and large groups and sometimes are only given a few minutes to make their presentation. To help prepare for this assignment, read the following:

- Foulkes, M. (2015). Presentation skills for nurses. *Nursing Standard*, 29(25), 52–58.
- Zahorsky, D. (2018). Mastering the art of the 5-minute presentation. Retrieved from <https://www.thebalancesmb.com/mastering-the-art-of-the-5-minute-presentation-2951697>

You may choose from a variety of formats for your presentation. Refer to the assignment instructions for more information about your options. Depending on which format you choose, you may find the following resources helpful.

- Guidelines for Effective PowerPoint Presentations [PPTX].
- Using Kaltura [PDF].
- Computer Requirements.

Note: If you use assistive technology or any alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu with any access-related questions or to request accommodations.

u09v1 - Interactive Learning Activity: Crisis: Organ Shortages

This activity will give you the opportunity to explore a number of viewpoints related to the topic of organ shortages and donations through ethical lenses. This will provide you with a chance to broaden your considerations as they relate to the issues you will write about in this week's discussion.

u09d1 - Write Your Discussion Post

The transplantation of vital organs has become nearly common. Each year thousands of individuals are given further life because they received a new kidney, lung, pancreas, or some other organ, and probably from a recently deceased registered organ donor. But each year many thousands also die waiting for an organ that never comes. Only about half of all Americans are registered donors.

This presents at least two major sets of ethical problems. The first set concerns the ethics of distributing organs: Who should receive an organ first? Should it simply be the next person on the list, or should other factors such as lifestyle or age be relevant? Should a nonsmoker get priority over a person in need of a lung because of years of smoking? The second set of ethical issues arises from procuring organs. How can we increase the supply? Would it be wrong to pay people to register as donors? Would it be wrong to simply take them after a person has died?

For your discussion post this week, first select the problem you find most compelling: ethical problems of distribution or ethical problems surrounding procurement of vital organs. Then answer one of the questions above. In your answer, include thoughts about which moral theory or ethical principle would best support your view.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 9**) so that others can sort posts by the week's topic.
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Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 >> Pandemics and Epidemics

Introduction

Human immunodeficiency virus (HIV), the virus that causes acquired immune deficiency syndrome (AIDS), has been described as a modern-day global plague comparable in impact to that of the Black Death that swept across Europe during the Middle Ages. Originating in Africa, AIDS was originally identified in Western populations among homosexual men and intravenous drug users, both marginalized groups. It has since spread throughout the general population. Fear, social stigma, and lack of research funds have now largely been corrected, but issues concerning confidentiality, treatment costs, and cultural barriers remain.

HIV is but one epidemic that plagues humankind. Outbreaks of Ebola and the Zika virus, along with more common infectious diseases, raise ethical issues regarding both prevention and treatment.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Submit a 3–5 page analysis of an ethical problem in health care, along with a 5-minute recorded presentation that summarizes your written work.
- **What You Need to Know:** Read about ethical issues around preventing and treating pandemics and epidemics.

Learning Activities

u10s1 - Discussion and Assignment Overviews

Discussion Overview

This week's discussion focuses on the challenging ethical questions associated with managing and preventing pandemics and epidemics, such as the AIDS/HIV crisis and mandated immunizations.

Assignment Overview

For this week's assignment, you will submit a 3–5 page analysis of a selected ethical problem in health care, along with a 5-minute recorded presentation in which you summarize your analysis.

u10s2 - What You Need to Know

Use your *Intervention and Reflection* text to read Chapter 12, "Epidemic! AIDS and HIV," on pages 457–463. This chapter will introduce you to important ethical considerations that governments, institutions, and individuals must bear in mind when preparing for potential epidemics and handling outbreaks when they occur.

Use the Internet and the Capella University Library to read the following:

- Hendrix, K. S., Sturm, L. A., Zimet, G. D., & Meslin, E. M. (2016). Ethics and childhood vaccination policy in the United States. *American Journal of Public Health*, 106(2), 273–278.
- Silverman, R. D., & Wiley, L. F. (2017). Shaming vaccine refusal. *Journal of Law, Medicine & Ethics*, 45(4), 569–581.

u10a1 - Health Care Problem Analysis

The topic of your final assignment concerns the most urgent problem in the ethics of health care. What is that problem? You are going to make the call. It can be something that affects the country as a whole or something that is a problem for a particular region or type of region (such as rural communities or urban communities). You can also choose a problem within your own individual community. It can be something that affects a particular profession or field in health care. Your assignment can focus on something you have read about, or it can be something you know about from firsthand experience, either as a health care professional or as a consumer of health care.

This assignment has two parts: a written analysis and a presentation.

Part 1: Analysis

Write an analysis of a selected ethical problem in health care. You must respond to each of the numbered items below. You may choose to respond to any or all of the bulleted questions for each item.

1. Demonstrate sound ethical thinking in applying ethical principles and moral theories to a specific problem.
 - What are the reasons you think it is the most important (or among the most important problems)?
 - What is the cause, or set of causes, for this problem? That is, how did it come to be and why does it persist?
2. Apply ethical theories and principles to the selected ethical problem.
 - What are the ethical principles (and perhaps moral theories) most relevant to understanding this problem as an ethical issue?
3. Analyze the ethical problem from the perspectives of various stakeholders.
 - Who are the key stakeholders when it comes to this problem? In other words, who are the health care consumers (for example, patients or clients) and health care professionals (such as doctors, nurses, administrators) affected by the problem?
 - Are there other stakeholders, such as community or government groups? Are there any institutional policies or legal or regulatory considerations that affect the problem?
 - Is there a conflict of interest at the heart of this problem? If so, what is the conflict and who are the stakeholders with competing interests?
4. Assess the policy, legal, and regulatory components to the ethical problem.
 - Which communities or regions does it affect most? Is this a localized problem or a national problem?
 - What legal and regulatory issues have an influence on this problem?
 - Are there institutional policies that have an effect on this problem?

5. Develop a solution to the ethical problem based on ethical theories and principles.
 - What is the best solution to this problem and why? Or, what are the best resources for solving this problem? How did you come to this decision?
 - Provide validation and support by including relevant examples and supporting evidence using APA citations.

Part 2: Presentation

Create a 5-minute presentation in which you effectively summarize your analysis and recommendations. This is meant to approximate a presentation you might give a group of interested stakeholders for this problem. You may choose the format of your presentation. Some suggestions are:

- A PowerPoint presentation with audio.
- A short recorded presentation using [Kaltura](#).
- A short podcast.

Note that the format you choose for your presentation must be one that your instructor can access for review and grading. Do not submit files from non-standard software programs. You can reference Capella's [Computer Requirements](#) for more information about our standard software programs.

For recorded presentations, you may submit a link to the presentation for instructor review. Make sure that you have given your instructor access to the recording.

Note: If you use assistive technology or any alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu with any access-related questions or to request accommodations.

Assignment Requirements

Your written analysis should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and formatting](#) guidelines.
- **Resources:** Include a minimum of three resources in addition to your textbook.
- **Length:** 3–5 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Your presentation should meet the following requirements:

- 5–8 minutes long.
- 6–12 slides, if you are creating a PowerPoint presentation.
- APA style is only required for resources and citations.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Articulate ethical issues in health care.**
 - Effectively summarize the analysis and recommendations in a presentation.
- **Competency 2: Apply sound ethical thinking related to a health care issue.**
 - Demonstrate sound ethical thinking in applying ethical principles and moral theories to a specific case.
- **Competency 3: Analyze ethical issues associated with patient care from the perspectives of various health care professionals.**
 - Analyze an ethical problem from the perspectives of various stakeholders.
 - Assess the policy, legal, and regulatory components to an ethical problem.
- **Competency 4: Explain the conceptual framework that health care leaders use to make ethical decisions.**
 - Apply ethical theories and principles to an ethical problem.
 - Develop a solution to an ethical problem based on ethical theories and principles.
- **Competency 5: Apply in text the standard writing conventions for the discipline, including structure, voice, person, tone, and citation formatting.**
 - Provide validation and support within written communications by including relevant examples and supporting evidence using APA citations.
 - Produce writing with minimal errors in grammar, usage, spelling, and mechanics.

This week in Chapter 12 of your *Intervention and Reflection* text, you read about the AIDS/HIV crisis. Feel free to write about something discussed in the textbook about that crisis. A good place to look for ideas is the "Decision Scenarios" section, which presents case studies that raise challenging ethical questions. You may also choose to post about other pandemics and epidemics and the ethical questions they pose. For instance, is it morally wrong to avoid the flu shot? After all, receiving the shot not only protects the person receiving it, but also, thereby, protects other people in society. A controversial topic right now is parents' refusal of the schedule of childhood vaccines for their children. Some people believe that having received the regular schedule of vaccines should be a requirement for attending a public school. Is that going too far, or is it a reasonable restriction? Whatever you choose to write about, include in your post thoughts about which moral theory or ethical principle would best support your view.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 10**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slide show or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answer. How have your personal or professional experiences resonated with their views? What can you add to their ideas, building upon the connections you have made?

Course Resources

Undergraduate Discussion Participation Scoring Guide