

Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course?

**PH-447 Health Values and Health Sciences**

Subcategory: Social & Cultural

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2. How will this course meet the specific learning objectives of the Social and Cultural subcategory?

This course will focus on developing critical thinking skills to becoming a responsible ethical decision maker. Belief systems, values systems, as well as attitudes, morals and ethics will be revisited and evaluated through four different lenses; the lenses of rights and responsibility (Deontology), results (teleological theories), relationships (justice based theories), and reputation (virtue based theories). Students will be challenged to provide empirical evidence to support their existing social and cultural beliefs.

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PH 447 will address the following learning outcomes:

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1. Analyze the development of self in relation to others and society.
  - Demonstrate an understanding of significant ethical theories in terms of their key values or principles.
  - Analyze and discuss the role of personal beliefs, values and principles as they apply to ethical decision making.
2. Examine diverse values that form civically engaged and informed members of society.
  - Identify and discuss the challenges inherent in ethics in areas including:
    - Economic realities
    - Public policy
    - Self-determination
    - Confidentiality
    - Genetic technologies
  - Recognize and discuss the obligations and ethical responsibilities of health care providers and health care consumers.
3. Evaluate solutions to real-world social and cultural problems.
  - Compare and contrast the ethical considerations of various perspectives regarding health care allocation, access, and social justice.

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- Analyze the impact of policy on various health issues and to various stake holders.
  - Propose and defend a public policy change based on moral or ethical grounds that can be supported by empirical evidence.
3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

In the Social and Cultural category of the Colonnade Connections it is suggested that “students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expressions of those values, and /or the role of social and cultural institutions in developing and sustaining norms, values and beliefs”.

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The proposed course for this category, Health Values and Health Sciences, is well constructed for inclusion as a connections course. Students will assess their development of self in relation to society and others through the application of ethical principles to issues that exemplify the moral and ethical challenges encountered in everyday life.

While the basic tenants for moral and ethical decision making are the primary focus of this course, exploring issues like access to health care as a right or a privilege, self-determination, confidentiality, genetic technology, and the role of policy as it relates to majority opinion and laws are also items that will be addressed. Regardless of one’s economic, political, social, or spiritual background, at some point in our lives we will face decisions that will affect our own health and wellbeing or the health and wellbeing of someone else. These decisions may influence longevity, impact one’s quality of life, or both. The ability to balance compassion and acknowledge curative realities is a skill that starts by assessing one’s own beliefs, values, morals, and ethics.

It’s not uncommon for laws, policies, and common cultural practices to dictate the quality of care, or to place limits on the care that can be provided. Several class periods will be dedicated to exploring how other countries have established laws and policies to care for their citizens in the context of moral obligation. Students will be exposed to a number of ethical theories, but rather than simply comparing these theories students will be expected to perform ethical analyses demonstrating the ability to think critically about laws and practices and develop formidable arguments supporting their positions to maintain or enhance the health of society as a whole.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.

▲ Prerequisite: Students must have completed at least 6 credits in the social behavioral, biological, or health sciences.

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5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Upon completion of the course, students will be able to:

- Analyze and discuss the role of personal values and principles as they apply to ethical decision making.
- Demonstrate an understanding of significant ethical theories in terms of their key values or principles.
- Recognize and discuss the obligations and ethical responsibilities of health caregivers to various stakeholders.
- Identify and discuss the challenges inherent in ethics in areas such as economic realities, public policy, patient self-determination, confidentiality, and genetic technologies.
- Compare and contrast the ethical considerations of various perspectives regarding health care allocation, access, and social justice.
- Analyze the impact of health policy on various health issues and to various stakeholders.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

This course lends itself well to alternative forms of assessment. It is a writing intensive course which will require students to assess their own values via reaction papers to readings, video clips and other media events. Current events found in news stories and relevant case-studies will also be incorporated into the course.

There are two specific writing assignments related to this course that should demonstrate student growth and learning. The first requires students to identify an ethical "hot topic" and take a pro or con position on the topic. They then must defend their position with documenting evidence to support their beliefs about the position they've taken. The second writing assignment requires students to react to a documentary loaded with ethical dilemmas. Students are asked to define the issues from four different perspectives and propose a potential solution to the issues presented in the documentary. Also in this final paper students are required to demonstrate ethical decision making skills.

The use of scoring rubrics designed to assess comprehension, the identification of core issues, and analysis of the impact to self and others will be used to assess the quality of students work.

7. How many sections of this course will your department offer each semester?

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Currently one section of this course is offered during the spring and fall semesters on the main campus and one section is offered in both the fall and spring semesters on the Owensboro campus. If demand increases additional faculty will be needed to expand these offerings.

8. Please attach sample syllabus for the course. See attached.

**WESTERN KENTUCKY UNIVERSITY**  
**Human Values and the Health Sciences PH-447/447G**

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Instructor: Gary English, PhD, CHES

Office: Academic Complex 131

Office Phone: 745-2678 Email: Gary.English@wku.edu

Office Hours: M, 2:00-3:00, Tu&Th 2:00-4:00 or by appointment.

Prerequisites: Completion of 6 credits in the social, behavioral, biological, or allied health sciences.

**Course Description:** This course is designed to explore and analyze some of the difficult ethical, legal, and social dilemmas confronting social justice advocates as well as the health care delivery system in contemporary society. Consideration will be given to the philosophical, theoretical, and practical aspects facing health care providers and consumers using the universal lenses of economics, public policy, self-determination, confidentiality, and genetic technology. Students will review a variety of business and professional Codes of Ethics and identify common moral themes. Through the use of case studies students will be challenged to resolve an array of ethical dilemmas. Finally, students will identify components of a broken system, deconstruct its components and propose a way to reconstruct this system demonstrating ethical decision making skills that are empirically based.

This course requires students to be familiar with Blackboard. Course assignments can be found here and you will be expected to submit your work to me using this utility. PowerPoint's and other class material will be archived here as well.

**Required text:** Ruggiero, V.R., Thinking Critically about Ethical Issues 8<sup>th</sup> ed. (2012), McGraw Hill Publishers

**Course Objectives**

Upon completion of the course, students will be able to:

- Discuss the role of personal values and principles as they apply to ethical decision making.
- Discuss significant ethical theories in terms of their key values or principles.
- Recognize and discuss the obligations and ethical responsibilities of health care professionals to various stakeholders.

- Identify and discuss the challenges inherent in clinical ethics in areas such as informed consent, patient self-determination, confidentiality, and genetic technologies.
- Compare and contrast the ethical considerations of various perspectives regarding health care allocation, and access.
- Analyze and synthesize the impact of health policy on various health issues and to various stake holders.

### **Class Policies:**

- The Professor must be contacted prior to any due date to negotiate any alternative arrangements.
- Additional assignments for extra credit will not be given, please don't ask.
- The professor must be notified within twenty-four hours of a missed assignment or exam.
- All work will be submitted to the instructor on the blackboard utility. Email is not acceptable.
- Any evidence of academic misconduct shall be treated in accordance with college/university rules and procedures.
- All rebuts to grades earned must be made in writing and turned in within one week after receiving the grade.
- Students with disabilities who require accommodations (academic adjustments and/or auxiliary aid or services) for this course must contact the Office for Student Disability Services (OFSDS), located in the Student success Center in DUC A201. The OFSDS can be reached at (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter from the OFSDS.

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### **WKU Policy on Plagiarism**

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offence. The academic work of students must be their own. Students must give author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

### **WKU Policy on Cheating**

No student shall receive or give assistance not authorized by the instructor in taking examinations or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

### **Course Requirements:**

**Assignment 1:** The Nature of Man (30 points possible) – for this assignment you are expected to write a 2-3 page paper in response to ONE of the following two discussions:

Describe whether man is innately good or innately evil, or maybe somewhere in between. Describe the role spirituality or faith/religion plays in your thinking and provide examples to support your thesis and describe the implications of your answer for ethics.

Is there any action which is good in itself, without the consequences it brings about? Or does every good derive its value from its consequences? Provide examples to support your position and describe the implications of your answer for ethics.

**Assignment 2:** Right or wrong? (30 points possible)

Based on the readings related to the “Majority View” (what you believe the majority of people would do), “Feelings,” (do you feel it is the right or wrong thing to do?) and “Conscience”, describe the ethical dilemma presented by these scenarios and explain which of these factors would influence how you would respond.

**Assignment 3:** (30 points possible) Use the links provided to find the professional organization that best aligns with your interests. Review the ethical issues identified by this profession and list the main or underlying moral prescriptions and values included in the code of ethics.

**Assignment 4:** (50 points possible) Health & Medicine Lightning Rods – Using the guidelines presented on page 10 of your text go to the website [www.procon.org](http://www.procon.org) and select a controversial health topic that is of interest to you. The broad categories where you’ll find your topic of interest are Education, Health & Medicine, Politics, Sex & Gender, and Sports. (Please restrict your topic to one of these areas).

Use the following outline to develop your paper:

1. What is your current/or first impression about this topic? (1-2 paragraphs)
2. Describe what your view is based upon? (existing attitudes, values, or beliefs)
3. Are your views about the topic balanced or do you need more information?
4. Using the internet find **and cite**, 2 FACTS that support your views and 2 FACTS that challenge your views about the topic.
5. On the Pro-con website open the topic you’ve chosen and read all the background information that is presented about the topic. Once you’ve read the background information read the arguments on both the pro and con sides of the topic. (Depending on the topic this may expand the pro-con discussion considerably).
6. After reading the arguments for and against, identify two discussion points (pro or con) that are based on facts and two discussion points that appear to be opinion.
7. What are the two strongest arguments that oppose your views about the topic?
8. What are the two arguments that best support your views?
9. Revisiting your first impressions about the topic is your original opinion strengthened or weakened after considering these different views?

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**Assignment 5:** Student Paper

Write a 3-5 page paper on the ethical issues presented in the video *My Sisters Keeper*.

**Assignment 6:** Student paper on the video, *The Vaccine War*. Additional information about the Student Paper will be provided at a later date

**Assignment 7:** Student Paper

Write a 5-7 page paper on the ethical issues presented in the video *Dollars & Dentists*. Additional information about the Student Paper will be provided at a later date

**Course Outline**

Date	Objectives Met	Content	Assignments Due	
Week 1	1,2	Course Introduction (The need for Ethics) Plagiarism Basics of Ethics	Read Chapters 1 and complete the quiz over the Context for Ethics.	Formatted: Font: (Default) Times New Roman
Week 2	1	Writing about Moral Issues (pg. 192)	Read the information about "writing about moral issues" found in the appendix and <b>Complete assignment 1.</b>	Formatted: Font: (Default) Times New Roman
Week 3	1,2	The Role of the Majority View	Read Chapter 2 and respond to two of the four Inquiries (items 1,6,12, or 13) found on pages 29-30. <b>There should be a total of 2 responses.</b>	Formatted: Font: (Default) Times New Roman
Week 4	1,2	The Role of Feelings	Read Chapter 3 and respond to item 16 on page 38. <b>There should be a total of 1 response.</b>	Formatted: Font: (Default) Times New Roman
Week 5	1,2	The Role of Conscience	Read Chapter 4 and respond to inquiry (items 2 and 3) found on page 48. Also, prepare a response for item 10 (d) on page 51. <b>There should be a total of 3 responses. Complete assignment 2.</b>	Formatted: Font: (Default) Times New Roman
Week 6	1,2	The Role of Culture in Ethics	Read Chapter 5 and respond to inquiry (item 2 a, c, or d) found on page 63. Also, prepare a response for item 13 on page 64, OR item 12(c) on page 65. <b>There should be a total of 2 responses.</b>	Formatted: Font: (Default) Times New Roman
Week 7	3,4	A Foundation for Judgment Codes of Ethics	Read Chapter 6 and complete assignment 3.	Formatted: Font: (Default) Times New Roman
Week 8		Fall/Spring Break		Formatted: Font: (Default) Times New Roman
Week 9	3,4	Basic Criteria	Read Chapter 7 and complete assignment 4.	Formatted: Font: (Default) Times New Roman
Week 10	2,3,4	Considering Obligations	Read Chapter 8 and respond to inquiry item 2 found on page 118. Also, prepare a response for item 13 OR 16 on page 108, OR item 15 OR 16 on page 109. <b>There should be only 2 responses.</b>	Formatted: Font: (Default) Times New Roman
Week	4,5,6	Moral Ideals	Read Chapter 9 and respond to inquiry item 4	Formatted: Font: (Default) Times New Roman

11			found on page 107. Also, prepare a response for item 13, OR item 16 on page 120. <b>There should be only 2 responses.</b>
Week 12	3,4,5,6	Considering Consequences	Read Chapter 10 and respond to inquiry item 2(c) found on page 130. Also, prepare a response for item 5, OR item 6 on page 132. <b>There should be only 2 responses.</b>
Week 13	3,4,5,6	Determining Moral Responsibility	Read Chapter 11 and respond to inquiry item 8 found on page 140. Also, prepare a response for item 15 on page 141. <b>There should be only 2 responses.</b>
Week 14	5,6		Complete Assignment 5
Week 15	5,6	Dollars & Dentists	Complete Assignment 6
Week 16			Final Draft of papers due.

Evaluation -	Possible Points
Assignment 1 - The Nature of Man	30
Inquiry's	150
Assignment 2	30
Assignment 3	30
Assignment 4	50
Vaccine Wars (Case Study)	50
Dollars & Dentist (Case Study)	50
Quizzes	20
<b>Total Points Possible</b>	<b>410</b>

#### Grading Scale

A = 100-90% of points possible

B = 89-80%

C = 79-70%

D = 69-60%

<http://www.pbs.org/wgbh/pages/frontline/dollars-and-dentists/>

<http://www.pbs.org/wgbh/pages/frontline/teach/vaccine/>

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CATEGORY	20- Exemplary	15 – Very Good	10 – Mediocre	5 – Needs Attention	Score	
<b>Attention Grabber</b>	The opening statement has a strong, hook or attention grabber. This could be a relevant quotation, statistic, or question addressed to the reader.	The introductory statement has a hook or attention grabber, it includes data but it is weak, rambling or not connected to the issue or topic.	The introductory statement has a connection to the topic but it is not clear. There's no data to help make the case.	The introductory statement is not interesting or is not relevant to the topic.		Formatted: Font: (Default) Times New Roman
<b>Comprehension Of Issues</b>	Expresses a clear understanding of the ethical dilemma(s) and explains the potential impact of the issue for themselves or others and uses examples to make their point.	Expresses a clear understanding of the ethical dilemma(s) and explains the potential impact of the issue for themselves or others.	Provides examples that lack clear understanding of what an ethical dilemma is.	No examples are used or the examples are not relevant to the topic.		Formatted: Font: (Default) Times New Roman
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author's position on the topic and articulates the need with data and commentary.	The position statement is clear and supported with evidence, of why the topic is important and needs to be addressed.	A position statement is present, but it does not make a clear or convincing point describing the need to address the topic.	There is no position statement.		Formatted: Font: (Default) Times New Roman
<b>Support for Position</b>	Includes 4 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and provides at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).		Formatted: Font: (Default) Times New Roman
<b>Best Practice</b>	Provides clear and thoughtful methods for dealing with specific ethical issues; uses text and class materials to support methods and has included materials from sources outside the class.	Provides clear and thoughtful methods for dealing with specific ethical issues AND uses text and class materials to support methods.	Provides clear and thoughtful methods for dealing with specific ethical issues BUT does NOT use text and class materials to support methods.	Methods for dealing with issues are not well thought out or supported.		Formatted: Font: (Default) Times New Roman
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Facts were inaccurately reported, or not reported at all.		Formatted: Font: (Default) Times New Roman
<b>Closing statement</b>	The conclusion is strong and leaves the reader solidly understanding the topic and writer's position. Effective restatement of the position taken begins the closing statement.	The concluding arguments are valid and recognizable. The position is restated within the first two sentences of the closing statement.	The position and rationale is restated within the closing statement, but not near the beginning.	There is no conclusion - the paper just ends.		Formatted: Font: (Default) Times New Roman
<b>Writing, Grammar &amp; Spelling</b>	All sentences are well-constructed with varied structure. Author makes no errors in grammar, spelling or punctuation that distract the reader from the content.	Most sentences are well-constructed and there is some varied sentence structure in the essay. Author makes 1-2 errors in grammar, spelling or punctuation that distract the reader from the content.	Most sentences are well constructed, but there is no variation in structure. Author makes 3-4 errors in grammar, spelling or punctuation that distract the reader from the content.	Most sentences are not well-constructed or varied. Author makes 4 or more errors in grammar, spelling or punctuation that distract the reader from the content.		Formatted: Font: (Default) Times New Roman
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