

Term Information

Effective Term Autumn 2022
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

GE Theme course approval - Citizenship for a Just and Diverse World. Additional change to increase the course to 4 credit hours.

What is the rationale for the proposed change(s)?

General Education revision. Course expected learning outcomes consistent with theme goals and learning outcomes. The increase from 3 to 4 credit hours allows for thorough in-depth coverage of the subject matter and adequate time to address interdisciplinary content and experiences.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Health and Rehabilitation Sci
Fiscal Unit/Academic Org School of Health & Rehab Scien - D2504
College/Academic Group Health & Rehabilitation Sci
Level/Career Undergraduate
Course Number/Catalog 4000
Course Title Application of Ethical Decision Making in Health Care
Transcript Abbreviation Ethics Hlth Care
Course Description Examination of ethical theories, bioethical principles, personal ethics, and ethical decision making, using a six-step model for application in the allied health professions.
Semester Credit Hours/Units Fixed: 4
Previous Value Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus, Lima](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

51.3201

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

Course Details

Course goals or learning objectives/outcomes

- Describe and identify morality and ethics, personal beliefs, bioethical principles, and ethical theories relative to healthcare
- Analyze and synthesize ethical problems and dilemmas in the delivery of healthcare.
- Identify the conclusion and premises of ethical decision-making in a healthcare setting.
- Synthesize ethical utilization of humans and animals in research.

Content Topic List

- Introduction to Morality
- Ethical Goal of Professional Practice: Caring Response to Patients
- Prototypes of Ethical Problems
- Ethics Theories (Deontology/Teleology), Approaches (Ethical, Scientific, Narrative, Pragmatic, Interactive, Conditional), and Principles (Nonmaleficence, Beneficence, Fidelity, Autonomy, Veracity, Justice, Paternalism)
- 6-Step Process of Ethical Decision Making
- Ethical Behavior as a Member of the Health Care Team (Student/Individual/Team Member/Organizational Member perspectives)
- Ethics in Patient Care: Confidentiality, Communication, Autonomy, Informed Consent, Nonmaleficence and Beneficence, Justice
- Ethics in Research: Informed consent, Autonomy, Human and Animal research, protection of data, falsifying data, research and patient care

Previous Value

- [Introduction to Morality](#)
- [Ethical Goal of Professional Practice: Caring Response to Patients](#)
- [Prototypes of Ethical Problems](#)
- [Ethics Theories \(Deontology/Teleology\), Approaches \(Ethical, Scientific, Narrative, Pragmatic, Interactive, Conditional\), and Principles \(Nonmaleficence, Beneficence, Fidelity, Autonomy, Veracity, Justice, Paternalism\)](#)
- [6-Step Process of Ethical Decision Making](#)
- [Ethical Behavior as a Member of the Health Care Team \(Student/Individual/Team Member/Organizational Member perspectives\)](#)
- [Ethics in Patient Care](#)
- [Ethics in Research](#)

Sought Concurrence

No

Attachments

- HTHRHSC 4000 Syllabus.In Person.docx: In Person Syllabus
(Syllabus. Owner: Cohen, Anya M)
- HTHRHSC 4000 Syllabus.Online.docx: Online Syllabus
(Syllabus. Owner: Cohen, Anya M)
- distance_approval_cover_sheet_HTHRHSC 4000.docx: Distance Approval Cover Sheet
(Cover Letter. Owner: Cohen, Anya M)
- Response to Theme Committee Submissions.HTHRHSC 4000 Application of Ethical Decision Making in Health Care.docx: Letter from Dr. Nahikian-Nelms
(Other Supporting Documentation. Owner: Cohen, Anya M)
- Citizenship Theme submission_HTHRHSC 4000 (2).pdf: GE Theme Submission Form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- interdisciplinary-team-taught-inventory.HTHRHSC 4000 (1).pdf: Interdisciplinary Team Taught Course Inventory
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_Citizenship Theme submission_HTHRHSC 4000 (3).pdf: NEW Theme Submission Form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_distance_approval_cover_sheet_HTHRHSC 4000 (1).docx: NEW Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_HTHRHSC 4000 Application of Ethical Decision Making in Health Care Syllabus.In Person.1.22.docx: NEW In Person Syllabus
(Syllabus. Owner: Cohen, Anya M)
- NEW_HTHRHSC 4000 Application of Ethical Decision Making in Health Care Syllabus.Online.1.22.docx: NEW Online Syllabus
(Syllabus. Owner: Cohen, Anya M)
- NEW_Response to Theme Committee Submissions.HTHRHSC 4000 Application of Ethical Decision Making in Health Care.1.22.docx: NEW Response from Dr. Nelms
(Other Supporting Documentation. Owner: Cohen, Anya M)

COURSE CHANGE REQUEST
4000 - Status: PENDING

Last Updated: Clinchot, Daniel Michael
02/07/2022

Comments

- Resubmitting with the requested revisions. Please see Dr. Nahikian-Nelms letter for a full explanation of changes made. Current documents are noted "NEW". *(by Cohen, Anya M on 01/28/2022 12:17 PM)*
- Please see Panel feedback email sent 12/13/2021. *(by Hilty, Michael on 12/13/2021 04:33 PM)*
- - Please check off all campuses. Per OAA instructions, courses for the new GE should be open to all campuses. (Or upload rationale for limiting offering to certain campuses.)
 - Themes ELOs and Citizenship ELOs should be included in syllabus with explanation of how these are addressed in course.
 - Please follow instructions for online courses (includes uploading cover sheet filled out by instructor & in-person syllabus). See here <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 06/19/2021 09:32 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cohen, Anya M	04/19/2021 08:40 AM	Submitted for Approval
Approved	Larsen, Deborah Sue	04/19/2021 08:42 AM	Unit Approval
Approved	Clinchot, Daniel Michael	04/21/2021 11:53 AM	College Approval
Approved	Reed, Kathryn Marie	04/30/2021 08:44 AM	OAA Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/19/2021 09:32 AM	Ad-Hoc Approval
Submitted	Cohen, Anya M	10/07/2021 03:04 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	10/08/2021 09:16 AM	Unit Approval
Approved	Clinchot, Daniel Michael	10/08/2021 10:55 AM	College Approval
Revision Requested	Hilty, Michael	12/13/2021 04:33 PM	ASCCAO Approval
Submitted	Cohen, Anya M	01/28/2022 12:38 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	01/28/2022 01:51 PM	Unit Approval
Approved	Clinchot, Daniel Michael	02/07/2022 01:21 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/07/2022 01:21 PM	ASCCAO Approval



1/24/22

RE: HTHRHSC 4000 Application of Ethical Decision Making in Health Care

○ **GE Theme: Citizenship for a Diverse and Just World**

- The reviewing faculty would like to thank the submitting department and instructor for their time in creating a course for the Citizenship Theme but have a few items of feedback they would like addressed, which will be outlined below, to allow for the course to be included within the GE Theme: Citizenship for a Diverse and Just World:
- The reviewing faculty respectfully request that more clarification and case-building about how Citizenship will be addressed within the course be included within the GE Theme submission document. For example, in the explanation in ELO 1.1 in the GE Theme: Citizenship submission document, there is ample explanation about how students will engage in critical and logical thinking, but there is no reference to how students will engage in critical and logical thinking about the topic of Citizenship specifically. The reviewing faculty ask for more engagement with the GE Theme category throughout the submission document.
- The reviewing faculty respectfully request additional integration of the GE Theme: Citizenship Goals and ELOs in the course syllabus. This could be accomplished through a number of ways, such as by providing further insight into the subject of Citizenship in course assignments and lectures.

The narrative section of the Citizenship Theme submission form has been rewritten so that areas where the theme citizenship ELOs are met are now detailed to demonstrate how they are connected. We have added explicit language to each reflection and assignment that calls out the connections between the topic and the theme ELO. Furthermore, each weekly course module now has an explicit connection written out on the syllabus. In addition to the required textbook, we have added on the syllabus Selected readings from : The Ethics of Citizenship in the 21st Century (2017). These were previously included in the course but not spelled out on the syllabus.

- The reviewing faculty offer friendly recommendations about the following items. These can be implemented when the course is next taught:
 - On page 4 of the in-person syllabus, there is mention of the Writing Center offering proofreading services. However, the Writing Center does not offer proofreading services but rather writing tutoring assistance. Thank you – corrected.

- For the distance-learning syllabus, it may be helpful to provide information about how long the quizzes and exams will be open for them to take. Thank you – corrected.
- **Interdisciplinary Team-Teaching High Impact Practice**
 - The reviewing faculty are unclear about how this course will be team-taught from both the course syllabus and GE Interdisciplinary Team-Teaching form and ask the department to identify the co-teaching instructor and what discipline they will bring to the course.
 - The reviewing faculty ask for more clarification about how this course will be brought into conversation with a different discipline, likely that from which the co-teaching faculty member exists in.
 - The reviewing faculty members are interested in the idea about how interdisciplinary co-teaching can be done in an asynchronous online environment but request additional information about how the Team-Teaching ELOs will be functionally met. Please provide a rationale for how the Team-Teaching ELOs will be met in the asynchronous online version of the course

The School of Health and Rehabilitation Sciences and the College of Medicine offers six undergraduate programs. This course will be co-taught by faculty in six different undergraduate programs: Health Sciences, Biomedical Sciences, Health Information Management Systems, Medical Laboratory Sciences, Radiologic Sciences and Respiratory Therapy. The diverse faculty and students will allow for interdisciplinary discussion and perspectives throughout the course to support the complex notion of not only ethical decision-making but additionally the complex environment of health care. For the in-person course, faculty will participate by providing lecture material as co-instructors as well as contributing to case development and small group discussions. These same undergraduate programs will contribute to the asynchronous online course. This will be by responding to online group discussions, case development and responses to decision making within these cases. This allows for multiple perspectives and prepares these students to work for critical decision making on a health care team.

Thank you for your review and we look forward to its future approval and inclusion in the new GE.

Sincerely,



Marcia Nahikian-Nelms, PhD,RDN,LD,FAND
Professor, Clinical
Director, Academic Affairs
School of Health and Rehabilitation Sciences



THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences

COURSE INFORMATION

Department / Course Number HTHRHSC 4000

Course Title: Application of Ethical Decision Making in Health Care

Term AU,SP,SU

Credit Hours 4

FACULTY INFORMATION

Instructor: Name

Departments: Health Sciences with Co-Instructors from Radiologic Sciences, Respiratory Therapy, Medical Laboratory Sciences, Health Information Management Systems

Office Location:

Phone Number:

Email:

Office Hours:

CLASS MEETING SCHEDULE

T,Th 12:45-2:35 110 minutes twice per week

COURSE MATERIALS / SOFTWARE

Required: Required Textbook: *Ethical Dimensions in the Health Professions*. 7th Edition (2021). Regina F. Doherty, OTD, FAOTA, OTR/L - Elsevier Saunders. ISBN: 978-0323673648

- Selected readings from : The Ethics of Citizenship in the 21st Century (2017)
 - Note: Students who wish to purchase older editions of the textbook are permitted to do so with the understanding that they are responsible for identifying corresponding page numbers/chapters to go along with course material, without assistance from the course instructor.

COURSE DESCRIPTION

Ethics is a fundamental part of life and health care. Health care professionals should have knowledge and understanding of self, of personal beliefs, and of their own core values as they address ethics. Participation in this course will include ongoing examination of ethical theories, bioethical principles, personal ethics, and an ethical decision-making process using a six-step model for application in the allied health professions. Ethics as it contributes to the definition of citizenship will be explicitly explored within each module and case. This course

will be co-taught by faculty in six different undergraduate programs: Health Sciences, Biomedical Sciences, Health Information Management Systems, Medical Laboratory Sciences, Radiologic Sciences and Respiratory Therapy. The diverse faculty and students will allow for interdisciplinary discussion and perspectives throughout the course to support the complex notion of not only ethical decision-making but additionally the complex environment of health care. At the end of this course, students will be equipped with skills to analyze ethical cases and formulate ethical decisions in preparation for future careers in healthcare as a contributing member of the health care team.

PREREQUISITES

None

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1. Describe and identify morality and ethics, personal beliefs, bioethical principles, and ethical theories relevant to health care.
2. Understand the basics of the Affordable Care Act and healthcare in the US
3. Recognize the pros and cons of different healthcare reimbursement/coverage systems used in different countries
4. Analyze and synthesize ethical problems and dilemmas in the delivery of health care
5. Analyze ethical cases and formulate appropriate courses of action for ethical dilemmas using a holistic approach and systematic six-step process
6. Describe areas where personal and/or professional ethics present challenges to individuals as part of a team or organization
7. Understand elements of informed consent in clinical care and research contexts
8. Recognize the important of patient confidentiality and become familiar with best practice standards that relate to patient communication for safe and effective care
9. Evaluate complex, controversial ethical topics in healthcare and formulate an informed position on each.

This course is designed to fulfill the requirements for the General Education Theme: Citizenship for a Diverse and Just World. The course expected learning outcomes are linked to the theme learning outcomes as outlined below:

General Education Category: Theme: Citizenship for a Diverse and Just World.

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Theme Learning Outcomes:

1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. (ELO 1,3,4,5)
2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. (ELO 3,6,9)

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. (ELO 1,2,3,4)
2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. (ELO 1.3.4.5)

The course "Application of Ethical Decision Making in Healthcare" leads the student through advanced study of the OSU GE focal theme of Citizenship for a Just and Diverse World through deep engagement with the subject matter of Goal 1 (Citizenship) and 2 (Just and Diverse World). The foundations of this course begin with understanding ethical principles & decisions required in healthcare and the skills and dispositions required for intercultural competence as a global citizen in the context of health care throughout the world. As the student progresses through the course, students learn critical thinking and problem solving skills that support ethical decision-making required within health care.

COURSE POLICIES

All School and Program course policies apply to this course. [SHRS Handbooks](#) are available. These provide all required policies and procedures required for students accepted into SHRS academic programs.

COURSE TECHNOLOGY

All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357)

Email: 8help@osu.edu • TDD: 614-688-8743

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

Grading and Evaluation

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

Quizzes and exams: You must complete the weekly quizzes, midterm exam, case analyses, and final exam by yourself, without any external help or communication. Quizzes are typically open for 24 hours. The exact times will be posted.

Written assignments: Your written assignments, including discussion posts, should be your own original work. Informal assignments, you should follow MLA, APA, AMA styles to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in – but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Collaboration and informal peer-review: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time. Never assume that it's ok to collaborate. The safe assumption is that work should be done independently unless otherwise stated.

Group projects: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Attendance: Because attendance and participation will affect your final grade, attempting to get credit for attending or participating when not physically a part of the class will be considered academic misconduct. Do not enter Top Hat attendance codes unless you are physically present. Do not share attendance codes to others who are not physically present. Do not participate in Top Hat questions unless you are physically present. Do not serve as a proxy for someone else who is not physically present (e.g., don't sign in for someone else and submit attendance/participation answers for someone else). Only you should access your Top Hat account and submit attendance codes/participation answers when you are physically in class.

Assignment type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Quizzes	15%	Independent
Discussions and In-Class Assignments	25%	Collaborative

Assignment Name	Points / Weight	Assignment Type
Case Studies	35%	Independent and Collaborative
MidTerm /Final Exam	25%	Independent
TOTAL COURSE POINTS	100%	

COURSE ASSIGNMENTS

Descriptions for assignment or category of assignments, including expectations about individual vs. collaborative work, relative weight toward the course grade, and information about the length and format of all papers.

GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93 %	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	60-66.9	Below 60

COURSE SCHEDULE

Week #	Dates	Topic	Readings	Assignments Due
1		<ul style="list-style-type: none"> Syllabus, Course Policies Intro to Ethics in Healthcare Defining citizenship: What does it mean to be an ethical citizen? Connecting citizenship to ethical obligations.		<ul style="list-style-type: none"> Syllabus Quiz Civil Discussion Rules Quiz Class Discussion: Introductions
2		The Ethical Goal: A Caring Response Is citizenship a component of a caring response?		<ul style="list-style-type: none"> Comprehension Check #1 Weekly Discussion

Week #	Dates	Topic	Readings	Assignments Due
3		<ul style="list-style-type: none"> • Prototypes of Ethical Problems Ethical Theories and Approaches Does the role of the ethical citizen change with the ethical problem?		<ul style="list-style-type: none"> • Comprehension Check #2 • Weekly Discussion
4		<ul style="list-style-type: none"> • Ethical Principles Ethical Decision-Making: A 6-step process Integration of ethical principles in your citizenship framework		<ul style="list-style-type: none"> • Comprehension Check #3 • Weekly Discussion <ul style="list-style-type: none"> • Professional advocacy and citizenship: a continuing journey that begins during residency Can J Anaesth. 2020 Aug 14 : 1–4.doi: 10.1007/s12630020-01795-1 [
5		<ul style="list-style-type: none"> • Professional Integrity and Values Workplace Responsibilities <ul style="list-style-type: none"> • Is professionalism a component of your definition of citizenship? 		<ul style="list-style-type: none"> • Comprehension Check #4 • Weekly Discussion
6		<ul style="list-style-type: none"> • Confidentiality and HIPAA Communication and Info Sharing Are honesty and integrity components of citizenship?		<ul style="list-style-type: none"> • Comprehension Check #5 • Weekly Discussion
7		MIDTERM EXAM		
8		<ul style="list-style-type: none"> • Autonomy and Informed Consent End of Life Decisions		<ul style="list-style-type: none"> • Comprehension Check #6 • Interactive Case Study Assignment/Discussion
9		Research Ethics		<ul style="list-style-type: none"> • Comprehension Check #7 • See Carmen for assignment

Week #	Dates	Topic	Readings	Assignments Due
10		Controversial Topics I		<ul style="list-style-type: none"> • See Carmen for assignment
11		Distributive Justice and Global Issues How does individual citizenship contribute globally? What are the ethical obligations of a global citizen		<ul style="list-style-type: none"> • Comprehension Check #8 • Weekly Discussion
12		Compensatory and Social Justice What is the role of individual citizen versus the larger citizenship in assuring justice?		<ul style="list-style-type: none"> • Comprehension Check #9 • Weekly Discussion
13		Ethical Considerations of Healthcare Reform How does the framework of citizenship impact morality and ethical decision making in policy?		<ul style="list-style-type: none"> • Comprehension Check #10 • Weekly Discussion
14		Health Professionals as Good Citizens Why is integrity important in professional life?		<ul style="list-style-type: none"> • Comprehension Check #11 • Weekly Discussion
15		Controversial Topics II		<ul style="list-style-type: none"> • Syllabus Quiz • Discussion Rules Quiz • Discussion Post: Introductions
16		FINAL EXAM		

ATTENDANCE / PARTICIPATION EXPECTATIONS

Student participation requirements

The following is a summary of everyone's expected participation:

- **Attendance: EVERY CLASS**

Every class is required. Discussions and activities will happen in class and are an important component. It will be difficult to do well in the class if you miss the live classes/discussions. You have one free, unexcused absence

that you can use for any reason. Beyond that, every absence will reduce your final grade by one step (e.g., if you are at an A and have 2 absences, your grade will drop to an A-.)

- **Logging into Carmen: AT LEAST ONCE PER WEEK** Be sure you are logging into the course in Carmen to access your assignments, readings, etc. at least once each week, including weeks with holidays or weeks with minimal course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Top Hat: EVERY CLASS**

Top Hat will be used to take attendance and record class participation. Be sure you have a device that can connect to Top Hat during each class. You need to be physically present to use Top Hat.

LATE ASSIGNMENT SUBMISSIONS

All assignments lose 5% of the total grade for every day they are late. I do not accept assignments more than five days after the due date, including weekend days.

Instructor Feedback and Response Expectations:

Email Response: Within 24 hours during the week.

Graded Materials Return: Within one week

COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.



COURSE INFORMATION AND MEETING SCHEDULE

- HTHRHSC 4000
- Application of Ethical Decision Making in Health Care
- Course times and location: No scheduled meetings; all instruction occurs in Carmen each week
- Credit hours: 4
- Mode of delivery: Distance Learning-Asynchronous

FACULTY INFORMATION

- Name:
- Departments: Health Sciences with Co-Instructors from Radiologic Sciences, Respiratory Therapy, Medical Laboratory Sciences, Health Information Management Systems
- Email:
- Office location:
- Office hours:
- Preferred means of communication: email

COURSE DESCRIPTION

Ethics is a fundamental part of life and health care. Health care professionals should have knowledge and understanding of self, of personal beliefs, and of their own core values as they address ethics. Participation in this course will include ongoing examination of ethical theories, bioethical principles, personal ethics, and an ethical decision-making process using a six-step model for application in the allied health professions. Ethics as it contributes to the definition of citizenship will be explicitly explored within each module and case. This course will be co-taught by faculty in six different undergraduate programs: Health Sciences, Biomedical Sciences, Health Information Management Systems, Medical Laboratory Sciences, Radiologic Sciences and Respiratory Therapy. The diverse faculty and students will allow for interdisciplinary discussion and perspectives throughout the course to support the complex notion of not only ethical decision-making but additionally the complex environment of health care. At the end of this course, students will be equipped with skills to analyze ethical cases and formulate ethical decisions in preparation for future careers in healthcare.

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1. Describe and identify morality and ethics, personal beliefs, bioethical principles, and ethical theories relevant to health care.
2. Understand the basics of the Affordable Care Act and healthcare in the US



3. Recognize the pros and cons of different healthcare reimbursement/coverage systems used in different countries
4. Analyze and synthesize ethical problems and dilemmas in the delivery of health care
5. Analyze ethical cases and formulate appropriate courses of action for ethical dilemmas using a holistic approach and systematic six-step process
6. Describe areas where personal and/or professional ethics present challenges to individuals as part of a team or organization
7. Understand elements of informed consent in clinical care and research contexts
8. Recognize the important of patient confidentiality and become familiar with best practice standards that relate to patient communication for safe and effective care
9. Evaluate complex, controversial ethical topics in healthcare and formulate an informed position on each.

This course is designed to fulfill the requirements for the General Education Theme: Citizenship for a Diverse and Just World. The course expected learning outcomes are linked to the theme learning outcomes as outlined below:

General Education Category: Theme: Citizenship for a Diverse and Just World.

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Theme Learning Outcomes:

1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. (ELO 1,3,4,5)
2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. (ELO 3,6,9)

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. (ELO 1,2,3,4)
2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. (ELO 1.3.4.5)

The course "Application of Ethical Decision Making in Healthcare" leads the student through advanced study of the OSU GE focal theme of Citizenship for a Just and Diverse World through deep engagement with the subject matter of Goal 1 (Citizenship) and 2 (Just and Diverse World). The foundations of this

course begin with understanding ethical principles & decisions required in healthcare and the skills and dispositions required for intercultural competence as a global citizen in the context of health care throughout the world. As the student progresses through the course, students learn critical thinking and problem solving skills that support ethical decision-making required within health care.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. All course materials will be found in Carmen and can be completed around your own schedule each week.

Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](https://www.go.osu.edu/credit-hours) (go.osu.edu/credit hours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- Participating in online activities for attendance: **at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- Zoom meetings and office hours: **optional**
All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.
- Participating in discussion forums: **two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS, FEES, AND TECHNOLOGIES

- **Required Textbook:** *Ethical Dimensions in the Health Professions*. 7th Edition (2021). Regina F. Doherty, OTD, FAOTA, OTR/L - Elsevier Saunders. ISBN: 978-0323673648
- **Selected readings from :** *The Ethics of Citizenship in the 21st Century* (2017)
 - **Note:** Students who wish to purchase older editions of the textbook are permitted to do so with the understanding that they are responsible for identifying corresponding page numbers/chapters to go along with course material, without assistance from the course instructor.

- Over the course of this semester, you will be required to watch various videos, movies, and documentaries on ethics topics of relevance. While most of these resources are free, some are available with a subscription to common streaming services (e.g., Hulu) or may need to be purchased individually. The cumulative cost of all supplemental resources (which will be described week-to-week in your course modules) will be less than \$10 total for the semester, but I did want to make note of it here so you are aware.

Required Equipment

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: go.osu.edu/it
- Phone: [614-688-4357 \(HELP\)](tel:614-688-4357)



HOW YOUR GRADE IS CALCULATED

Category	% of Final Grade
Weekly Participation (Discussions, case studies, assignments, etc.)	40%
Comprehension Checks	30%
Midterm Exam	15%
Final Exam	15%
Total Score	100%

See [Course Schedule](#) for due dates.

COURSE ASSIGNMENTS

- **Participation/Discussions/Case studies:** Participation in weekly discussions and course materials is essential for success in this course. During weeks when you are assigned a written discussion post, you will post an initial post (~250 words) and two peer replies (~100 words each). Discussions may also require video where you will pre-record your discussion post using Carmen or an alternative platform (e.g., Flipgrid). In these cases, additional instructions will be provided in Carmen. Participation may also include small weekly assignments, debates amongst peers, and/or case studies. Weekly material will be posted every Monday and you have one week to complete all material for credit.
- **Weekly Comprehension Checks:** You will be required to complete weekly quizzes (10 multiple choice questions) to reinforce concepts covered in class. *You must complete the quiz independently* without any help from others. The quizzes are, however, open book/open note. You will have one 30-minute attempt at each quiz, so please be sure to adequately prepare. Quizzes submitted after a deadline will automatically receive a 10% deduction for each day late, up to 5 days. After 5 days, you will not be able to turn in a late quiz or assignment unless you have prior approval from the instructor for an extenuating circumstance. I recognize that things occasionally come up that may prevent you from doing your best or completing a quiz. As such, I will remove the Comprehension Check with the lowest grade at the end of the semester.
- **Midterm and Final Exam:** You will have one attempt to complete both the midterm and final exam for this course. The final exam will be comprehensive. *You must complete the exams independently* without any help from others. You will have one 90- minute attempt for each exam, so please be sure to adequately prepare. Quizzes and exams are typically open for a 24 hour period but exact times will be announced.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.]

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Quizzes and assignments submitted after a deadline will automatically receive a 10% deduction for each day late, up to 5 day. After 5 days, you will not be able to turn in a late quiz or assignment unless you have prior approval from the instructor for an extenuating circumstance. Due to the collaborative nature of class discussions, I am not able to grade late discussion posts and/or replies.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- Preferred contact method: If you have a question, please contact me first through my Ohio State email address. I will make every effort to reply to emails within 24 hours on days when class is in session at the university. If you have contacted me and do not hear back within 48 hours, please send a follow-up e-mail to ensure I have received your correspondence.
- Class announcements: I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- Grading and feedback: For assignments submitted before the due date, I will make every effort to provide feedback and grades within two weeks.

GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93 %	90– 92.9	87– 89.9	83– 86.9	80– 82.9	77– 79.9	73– 76.9	70– 72.9	67– 69.9	60– 66.9	Below 60



Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. It is also imperative that you read the Discussion Group Responsibilities and Guidelines, which are posted in the Week 1 module for this course.

- Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

YOUR MENTAL HEALTH COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrrcom.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

Topics and dates are subject to change; refer to CarmenCanvas for current requirements.

WEEK	START DATE	TOPICS	ASSIGNMENTS (due by 11:59pm Sunday)
1		<ul style="list-style-type: none"> • Syllabus, Course Policies • Intro to Ethics in Healthcare • Defining citizenship: What does it mean to be an ethical citizen? Connecting citizenship to ethical obligations. 	<ul style="list-style-type: none"> • Syllabus Quiz • Discussion Rules Quiz • Discussion Post: Introductions
2		<ul style="list-style-type: none"> • The Ethical Goal: A Caring Response • Is citizenship a component of a caring response? 	<ul style="list-style-type: none"> • Comprehension Check #1 • Weekly Discussion
3		<ul style="list-style-type: none"> • Prototypes of Ethical Problems • Ethical Theories and Approaches • Does the role of the ethical citizen change with the ethical problem? 	<ul style="list-style-type: none"> • Comprehension Check #2 • Weekly Discussion
4		<ul style="list-style-type: none"> • Ethical Principles • Ethical Decision-Making: A 6-step process • Integration of ethical principles in your citizenship framework 	<ul style="list-style-type: none"> • Comprehension Check #3 • Weekly Discussion
5		<ul style="list-style-type: none"> • Professional Integrity and Values • Workplace Responsibilities • Is professionalism a component of your definition of citizenship? 	<ul style="list-style-type: none"> • Comprehension Check #4 • Weekly Discussion • Professional advocacy and citizenship: a continuing journey that begins during residency <u>Can J Anaesth.</u> 2020 Aug 14 : 1–4.doi: 10.1007/s12630-020-01795-1 [
6		<ul style="list-style-type: none"> • Confidentiality and HIPAA • Communication and Info Sharing • Are honesty and integrity components of citizenship? 	<ul style="list-style-type: none"> • Comprehension Check #5 • Weekly Discussion
7		MIDTERM EXAM	
8		<ul style="list-style-type: none"> • Autonomy and Informed Consent • End of Life Decisions 	<ul style="list-style-type: none"> • Comprehension Check #6 • Interactive Case Study Assignment/Discussion

9		<ul style="list-style-type: none"> • Research Ethics 	<ul style="list-style-type: none"> • Comprehension Check #7 • See Carmen for assignment 	11
10		<ul style="list-style-type: none"> • Controversial Topics I 	<ul style="list-style-type: none"> • See Carmen for assignment 	
11		<ul style="list-style-type: none"> • Distributive Justice and Global Issues • How does individual citizenship contribute globally? What are the ethical obligations of a global citizen? 	<ul style="list-style-type: none"> • Comprehension Check #8 • Weekly Discussion 	
12		<ul style="list-style-type: none"> • Compensatory and Social Justice • What is the role of individual citizen versus the larger citizenship in assuring justice? 	<ul style="list-style-type: none"> • Comprehension Check #9 • Weekly Discussion 	
13		<ul style="list-style-type: none"> • Ethical Considerations of Healthcare Reform • How does the framework of citizenship impact morality and ethical decision making in policy? 	<ul style="list-style-type: none"> • Comprehension Check #10 • Weekly Discussion 	
14		<ul style="list-style-type: none"> • Health Professionals as Good Citizens • Why is integrity important in professional life? 	<ul style="list-style-type: none"> • Comprehension Check #11 • Weekly Discussion 	
15		<ul style="list-style-type: none"> • Controversial Topics II 	<ul style="list-style-type: none"> • See Carmen for Assignment 	
16		FINAL EXAM		

COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

This syllabus, the course elements, policies, and schedule are subject to change

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Interdisciplinary Team-Taught Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Interdisciplinary Team-Taught courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Interdisciplinary Team-Taught Courses

Course subject & number

Performance expectations set at appropriately high levels (e.g. Students investigate large, complex problems from multiple disciplinary perspectives). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Significant investment of time and effort by students over an extended period of time (e.g., engage the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Distance Approval Cover Sheet

For Permanent DL/DH Approval (this course has previously been approved for permanent DL)

Course Number and Title:

Application of Ethical Decision Making in Health Care

Faculty Preparer Name and Email: Marcia Nahikian-Nelms, PhD, RDN,LD, FAND

nahikian-nelms.1@osu.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- X Regular instructor communications with the class via announcements or weekly check-ins
- X Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- X Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- X Regular opportunities for students to receive personal instructor feedback on assignments

- Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences... Participating in online activities for attendance: **at least once per week**

You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Zoom meetings and office hours: **optional**

All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

Participating in discussion forums: **two or more times per week**

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Enter details about synchronous and asynchronous components... yes Mode of delivery: This course is

100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. All course materials will be found in Carmen and can be completed around your own schedule each week.

Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio.edu/bylaws) ([go.osu.edu/credit hours](https://www.ohio.edu/bylaws)), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. Select **Yes** (see above)

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Select **Yes** See above

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Enter details... Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Select **NA**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Select **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Select **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed.
Enter comments... Yes

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: YesSelect

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Select yes

Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Enter comments, 1-3 sentences...

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...