CANADORE
college

COURSE NAME:	HCA104 Ethics in Health Care Administration

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): HCA113
Corequisite Course(s): None

COURSE DESCRIPTION

Establishing good ethical standards and an ethical decision framework is essential for health care organizations to promote an accountable and thoughtful culture. Health care sector managers are expected to model and foster decision-making based on what's best for patients, families, staff and the community as a whole. This course provides an introduction to selected ethical questions associated with the health care sector. Students will become familiar with traditional ethical theories, and will develop the skills necessary to explore, reflect, critically analyze, deliberate and communicate ethical decision making from different stakeholder perspectives, paying attention to various social, cultural, spiritual and religious values, beliefs, practices and traditions.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Define ethical dilemmas.

    1.1 1.1 Review the history of health care ethics.

    1.2 1.2 Review the principles of ethics in health care.

2.0 Discuss contemporary ethical questions and value conflicts faced by the health care sector along with some of the issues that pose the greatest ethical challenges in a previous or current work area.

    2.1 2.1 Review ethical behaviour in various health care professions.

    2.2 2.2 Illustrate the various responsibilities of health care professionals to one's College.

3.0 Explore your own sense of right and wrong and your personal beliefs about rights and the duties we owe others.

    3.1 3.1 Understand the connection between one's belief system and their ethical behaviour.

    3.2 3.2 Illustrate how laws and legislation are intertwined with ethics.

4.0 Explain and apply philosophical foundations of health care ethics.

    4.1 4.1 Understand the philosophical framework of health care ethics.

4.2 4.2 Illustrate how various professions have dual responsibilities both health care organizations and to their own College or legal entity.

5.0 Illustrate your understanding of key ethical principles of autonomy/freedom, self-determination, veracity, privacy/confidentiality, beneficence/non maleficence, fidelity, justice, both comparative and non-comparative.

    5.1 5.1 Illustrate by examples, how the principles of ethical decision making impact specific ethical dilemmas (i.e.: indigenous health care)

    5.2 5.2 Reflect on students own ethical behaviour in relation to their code of ethics in their day to day practice. Discuss how this may change in a Canadian health care setting.

6.0 Discuss and appraise ethical decision-making frameworks of health care organizations, ensuring they are aligned with their mission, vision, and values and meet legal requirements.

    6.1 6.1 Review a Health Care Organization's Ethical Framework and other tools.

    6.2 6.2 Review the Health Care Organizations

Mission, Vision and Values. 6.3 Evaluate whether the Framework is aligned with the Organizations values.

7.0 Recognize and understand day to day moral issues and situations that require ethical judgment by health care professionals.

7.1 7.1 Review a health care organizations process for ethical review and discussion.

7.2 7.2 Illustrate how individuals would bring forward ethical dilemmas or moral distress issues.

8.0 Consider and appraise various responses to such issues while ensuring the application of ethical decision making principles.

8.1 8.1 Describe a health care organizations legal responsibilities to an ethics resolution process.

8.2 8.2 Illustrate the various resources available to organizations when discussing ethical issues.

9.0 Discuss ethical judgments and various points of view related to these issues.

9.1 9.1 Illustrate by way of real ethical

dilemmas and the use of the framework to start a discussion.

9.2 9.2 Review specific examples of "moral distress" and how views of health care professionals can differ. (i.e.: medical assistance in death and conscientious objection.)

10.0 Formulate strategies that foster a culture of ethical decision making at all levels of a health care organization, including the standards of Principle-based Care and Decision-making as expected by Accreditation Canada.

10.1 10.1 Connect the responsibilities to an organization's "Required Organizational Practices" and Accreditation Canada's Standards.

10.2 10.2 Evaluate an organization's framework and tools in relation to their accreditation responsibilities of Leadership and Accountability.

10.3 10.3 Discuss implementation strategies for an Organizations response to Ethical Dilemmas.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Health Care Administration

1. Address the needs of a variety of cultures and behaviours and respond to a diverse number of situations and environments using best patient practices to ensure positive health care operations.

2. Apply key principles and core concepts of quality and patient safety improvement to achieve enhanced patient outcomes and experiences in the healthcare setting.

4. Communicate effectively with patients, families, and members of the inter-professional health care team in a therapeutic context to ensure positive health care experiences.

5. Practice within the legal, ethical and professional scope of practice in the province of Ontario as a member of the health care team.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the

purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication

4. Apply a systematic approach to solve problems

5. Use a variety of thinking skills to anticipate and solve problems

8. Show respect for the diverse opinions, values, belief systems, and contributions of others

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

1 Introductory Essay 20% of Final Grade

1 Short Answer Test 20% of Final Grade

1 Reflective Case Study Paper 30% of Final Grade

1 Final Project using Ethics Toolbox Resources 30% of Final Grade

PROGRAM SPECIFIC GRADING

An overall grade of 60% is required to pass

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Other Resources:

Accreditation Canada standards related to Principle Based Care and Decision Making.

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures

Class readings

Personal reflection/journals

Individual and small group case studies/scenarios and presentations

Class discussion and problem solving

Small group exercises

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: https://www.canadorecollege.ca/about/policies.

COLLEGE POLICIES

• Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational–related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: https://www.canadorecollege.ca/support/student-success-services or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600

ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

https://www.canadorecollege.ca/experience/indigenous-student-experience

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.