**Healthcare Ethics**

**Second- Semester (Bologna)**

**Asst.Lec. Shirin Jamal**

**Academic Year: 2022-2023**

**Course Book**

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| **S. No.** | **Information** | **Details** |
|  | **Course Name** | Healthcare Ethics |
|  | **Course Code** | 4HA03 |
|  | **Lecturer In-charge** | Full-Time |
|  | **College/Department** | Administration and Economics/Health and Hospital Administration |
|  | **Contact Information** | Shirin.jamal@lfu.edu.krd |
|  | **Time (in hours) per Week** | 3 Hours |
|  | **Office Hours** | Wednesdays: From 10:00am-2:00pm |
|  | **Teacher’s Academic Profile** | She completed a bachelor's degree in Business Administration at Cihan University-Erbil, 2014. Afterwards she obtained my master's degree at Salahaddin University in 2019. Currently, she is the Head of Department of Health Administration in the College of Administration and Economics at Lebanese-French University since 2020 to present. Along with her duties, she is studying for PhD in Business Administration at the moment.  https://staff.lfu.edu.krd/faculty/shirin.jamal |
|  | **Academic Title** | Asst.Lecturer |
|  | **Keywords** | Healthcare ethics, Moral, Morality, Bioethical, Beneficence |
|  | * **Course Overview:** * Healthcare ethics is the field of applied ethics that is concerned with the vast array of moral decision-making situations that arise in the practice of medicine in addition to the procedures and the policies that are designed to guide such practice. Of all of the aspects of the human body, and of human life, which are essential to one’s well-being, none is more important than one’s health. Advancements in medical knowledge and in medical technologies bring with them new and important moral issues. These issues often come about as a result of advancements in reproductive and genetic knowledge as well as innovations in reproductive and genetic technologies. Other areas of moral concern include the clinical relationship between the health care professional and the patient; biomedical and behavioral human subject research; the harvesting and transplantation of human organs; euthanasia; abortion; and the allocation of health care services. Essential to the comprehension of moral issues that arise in the context of the provision of health care is an understanding of the most important ethical principles and methods of moral decision-making that are applicable to such moral issues and that serve to guide our moral decision-making. To the degree to which moral issues concerning health care can be clarified, and thereby better understood, the quality of health care, as both practiced and received, should be qualitatively enhanced. | |

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| **12.** | **Aims & Objective:** Studying this Module have several aims:  Preparing a generation of graduated students academically and scientifically about the main principles of work ethics and to behave in the workplace in a competent and appropriate manner with people who come to the health sector for treatment and to learn how to behave with their colleagues. |
| **13.** | **Course Requirement: Core Course** |
| **14.** | **Teaching and Learning Method:** |
| **15.** | **Assessment Scheme:**   1. **Class Activity %10** 2. **Quiz %5** 3. **scientific expedition %10** 4. **Midterm %15** 5. **Attendance %5** 6. **Report and presentation %15** 7. **Final Exam %40** |
| **16.** | **Students Learning Outcome:**  **By the end of the course, students should be able to describe and define:**   1. Students will be able to have an overview of healthcare ethics. 2. Also, they will learn the main duties and responsibilities during the work times   In addition, they will learn how to behave with the visitors in health sector. |
| **17.** | **Course Reading List and References**  Course Reading List and References:  [**http://www.iep.utm.edu/e/ethics.htm#SH2a**](http://www.iep.utm.edu/e/ethics.htm)  [**http://www.nursingethics.ca/articles.html**](http://www.nursingethics.ca/articles.html)  [**http://www.freedomtocare.org/iane.htm**](http://www.freedomtocare.org/iane.htm)  [**http://www.lib.flinders.edu.au/resources/sub/healthsci/a-zlist/ethics.html**](http://www.lib.flinders.edu.au/resources/sub/healthsci/a-zlist/ethics.html) |
| **18.** | **Course Content** |

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| **S. No.** | **Lecture Week** | **No. of Hours** | **Topics** |
| 1. | Week 1 | 3 | **An overview of the subject, and the Chapter view** |
| 2. | Week 2 | 3 | What is Ethics? And what is health ethics? |
| 3. | Week 3 | 3 | Preparing reports about healthcare ethic |
| 4. | Week 4 | 3 | What are Ethics and Morality? |

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| 5. | Week 5 | 3 | What is an ‘ethical issue’? Examples of Ethic issues |
| 6. | Week 6 | 3 | Group presentation |
| 7. | Week 7 | 3 | Midterm exam |
| 8. | Week 8 | 3 | What Factors Affect How We Find Answers? |
| 9. | Week 9 | 3 | The Academic Discipline of Ethics |
| 10. | Week 10 | 3 | scientific expedition |
| 11. | Week 11 | 3 | Bioethics, Key Bioethical Principles |
| 12. | Week 12 | 3 | Autonomy, Beneficence, Non-maleficence, Justice |
| 13. | Week 13 | 3 | The ethical rules, quiz |
| 14. | Week 14 | 3 | Course Review |
| 15. | Week 15 | **Final Examination** | |

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| **19.** | **Examinations:**   1. **Open- Book exam** 2. **Oral exam** 3. **Critical thinking exam** |
| **20.** | **Course Policy:**  The module will be delivered to the students through the use of modern technology, case studies, reading material, flipped classroom, video, and case analysis. The student-centered approach will be applied. The strategies to be implemented to target students learning outcomes. |
| **21.** | **Note:**   * Seek help from the lecturer or your classmates whenever you need to. * Time spent in learning is never wasted, however, make sure that you make it enjoyable. * Keep a personal notebook to write down your notes in the lectures. Don’t rely on your friend’s notes as each one of you is different and has different learning approaches. |