

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: KIN 481		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Applied Ethics for Health Sciences																			
Course Short Title (if title exceeds 30 characters): Applied Ethics for Health Sci.																			
Faculty: Faculty of Health Sciences		Department (or program if no department): Kinesiology																	
Calendar Description: An overview of ethical topics where students gain familiarity with terminology, moral theory, decision-making models, and issues for ethical analysis in allied health (care), sport and medical science, and physical education. Note: Students with credit for KPE 481 cannot take this course for further credit.																			
Prerequisites (or NONE):		Admission to the Bachelor of Kinesiology degree and 60 university-level credits.																	
Corequisites (if applicable, or NONE):		NONE																	
Pre/corequisites (if applicable, or NONE):		NONE																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: KPE 481 Cross-listed with: Equivalent course(s): KPE 481 <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: student directed learning</td><td style="text-align: center;">10</td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: center;">45</td></tr> </table>		Lecture hours	35	Seminars/tutorials/workshops		Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: student directed learning	10	Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Other contact hours: student directed learning	10																		
Total	45																		
		Maximum enrolment (for information only): 36																	
		Expected frequency of course offerings (every semester, annually, every other year, etc.): annually																	
Department / Program Head or Director: Alastair Hodges		Date approved: October 2017																	
Faculty Council approval		Date approved: October 2017																	
Campus-Wide Consultation (CWC)		Date of posting: November 24, 2017																	
Dean/Associate VP: Joanne MacLean		Date approved: October 2017																	
Undergraduate Education Committee (UEC) approval		Date of meeting: March 23, 2018																	

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the leading thinkers and proponents of specific ethical theories.
2. Illustrate the breadth and rise of issues raised in allied health and human performance fields (i.e. health care, exercise physiology, coaching, clinical research, and physical education).
3. Analyze ethical issues in health(care), physical education, and sport and clinical science using an accepted framework for ethical deliberation (i.e. value maximizing, person-to-person, case-to-case analyses).
4. Propose strategies for resolving ethical issues and problems, as posed by specific cases.
5. Evaluate the ethical challenges that relate to the student's prospective profession.
6. Identify variables which may exaggerate the challenges in discerning right human action in health and human performance professions.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, multimedia, discussion of readings, case studies, student presentations. Students will be exposed to foundational literature, as well as contemporary resources, in applied ethics. Extensive use of case discussion and analysis will help to develop the students' ethical problem-solving skills and critical thinking.

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Ziegler, Earle	Applied Ethics for Sport & Physical Activity Professionals		Trafford	2007
2. Various	Contemporary Peer Reviewed related articles			
3. Putilo, R.	Ethical Dimensions in the Health Professions	<input checked="" type="checkbox"/>	Elsevier	2016
4. Tong, R.	New Perspectives in Healthcare Ethics: An Interdisciplinary and Crosscultural Approach	<input type="checkbox"/>	Prentice Hall	2006
5. Hawley, G.	Ethics in Clinical Practice: An Inter-Professional Approach	<input type="checkbox"/>	Pearson Ed. Canada	2007

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**Typical Evaluation Methods and Weighting**

Final exam:	35%	Assignments:	5%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Case Studies (2):	50%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Introduction to morals and ethics (or morals vs. ethics)
 - Morals and ethics: What are they and why do they matter?
- Overview of act-centered and agent-centered normative moral theories
 - Teleological theories (i.e. Mill's Utilitarianism)
 - Deontological theories (i.e. Kant's Categorical Imperative)
 - Existential theories (i.e. Aristotle's/Sartre's virtue ethics)
 - Other common alternatives: ethics of care, casuistry, feminist ethics, etc.
- Decision-making paradigms (applied ethics) and professional codes
 - Case-by-case comparison, principlism, value-maximizing, etc.
 - Universal declaration of human rights, Hippocratic oath, code of ethics for exercise physiologists, etc.
 - Religious pluralism vs. secularization (revisiting cultural biases)
- The question of health: an ethical dilemma
 - What is health? Exploring the meaning of health, illness, and disease (ethical implications and procedural expectations)

- Confidentiality, truth-telling, and informed consent: what is all the fuss?
 - Human Research Ethics Essentials in Canada
 - Historical cases (Nuremburg, Belmont report, Tuskegee)
 - Paternalism vs. autonomy (a cultural bias)
 - Competence vs. proxy
- Current Issues in health care
 - Resource allocation
 - Healthcare provider models (social vs. private)
 - Futility and the pursuit of modern medicine
- Rehabilitation ethics
 - Rehabilitation vs. acute care
 - Autonomy, dependence, and burden
- New issues in medicine and sport science
 - New genetics and our eugenic past
 - Enhancement vs therapy; enhancement of athletes (drugs, genetics) vs. care/health
- Contemporary issues in sport and physical education
 - Paternalism, power relations, and sport
 - Inclusion of special populations
 - Sexuality, sport, and spectacle
 - Violence and sport