



**FACULTY OF HEALTH SCIENCES**  
**School of NURSING, MIDWIFERY AND PARAMEDICINE**  
**NATIONAL**  
**SEMESTER 2 2022**  
**HLSC220: HEALTH CARE ETHICS**  
**UNIT OUTLINE**

This material has been reproduced and communicated to you by or on behalf of Australian Catholic University in accordance with section 113P of the *Copyright Act 1968 (Act)*.

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice

**Credit points:** 10

**Prerequisites:** Nil

**National Lecturer in Charge:** Mr Joshua Pierce

**Office location:** Level 4, 4.30 Daniel Mannix Building, Melbourne.

**Email:** [joshua.pierce@acu.edu.au](mailto:joshua.pierce@acu.edu.au)

**Telephone:** (03) 9953 3919

**Contact:** In the first instance please contact your campus LIC via email (table below)

**Teaching Team**

<b>Campus</b>	<b>Name</b>	<b>Email</b>	<b>Telephone</b>
Ballarat	Ms Breeana Achterbosch	<a href="mailto:Breanna.Achterbosch@acu.edu.au">Breanna.Achterbosch@acu.edu.au</a>	(03) t.b.a.
Blacktown	Ms Charmaine Bonus	<a href="mailto:charmaine.bonus@acu.edu.au">charmaine.bonus@acu.edu.au</a>	(02) 9465 9484
Brisbane	Ms Sandra Leathwick	<a href="mailto:sandra.leathwick@acu.edu.au">sandra.leathwick@acu.edu.au</a>	(07) 3623 7518
Canberra	Mr Cameron Peake	<a href="mailto:cameron.peake@acu.edu.au">cameron.peake@acu.edu.au</a>	(02) 6299 1288
Melbourne	Mr Joshua Pierce	<a href="mailto:joshua.pierce@acu.edu.au">joshua.pierce@acu.edu.au</a>	(03) 9953 3919
North Sydney	Dr Sara Geale	<a href="mailto:sara.geale@acu.edu.au">sara.geale@acu.edu.au</a>	(02) 9739 2739

## UNIT RATIONALE, DESCRIPTION and AIM

Healthcare practitioners are required to protect the vulnerability of those persons for whom they care. In this unit students will build upon understandings of the notions of human dignity and the common good, as well as interpret the notion of ethical integrity. Students will gain an understanding of the bio-ethical principles of beneficence, nonmaleficence, respect for patient autonomy and justice; and also explore and develop understandings of ethical issues raised by developments in the broader health care context, including professional governance and public health standards.

To assist in this endeavour, students will engage in both formal and informal debate on topics of ethical significance in healthcare, such as those related to beginning and end-of-life decision-making, care of persons with chronic illness and disability, and concerns raised by the conduct of research on human subjects. In doing so, students will gain an understanding of the sources of ethical disagreement that characterise the contemporary liberal, multi-cultural and morally pluralistic societies in which students will practice professionally. The aim of this unit is to enable students to draw upon the ethical concepts and principles learned to support high standards of ethical conduct in student professional practice.

**Mode:** The multi-mode unit will be delivered through online lectures, on-campus, and on-line tutorials, learning module content, and self-directed study.

### Attendance pattern:

**Lectures** (1 hour lecture): Core content lectures are national, pre-recorded, and are available online in weeks 1-8. Pre-recorded lectures and lecture slides will be available in the HLSC220 LEO site on the Monday of each study week. In addition, three live on-line lectures will be delivered in Weeks 1, 4, & 7 to provide opportunities for exploration of what ethics looks like in 'real life'.

**Tutorial sessions** (2 hours per week x 8 weeks): Face to face tutorials are delivered on campus in weeks 1-5. Virtual tutorials are delivered online (via zoom classes) in weeks 6-8. You are encouraged to attend all tutorial classes as these are designed to assist you to complete assessment tasks and gaining maximum value from this unit of study.

**Students that attend and participate in tutorial sessions have significantly higher success rates in this unit.**

**Online modules:** are available within the HLSC220 LEO site. You are required to work through each weekly module prior to and following attending lectures and tutorial classes. They form a critical part of the integrated learning that underpins assessment in the unit.

**Duration:** You should anticipate undertaking 150 hours of study for this unit, including tutorial class attendance, readings, online activities, assignment preparation and self-directed study across the teaching period. This unit will be structured over 10 weeks. To maximise your learning, you are very strongly encouraged to attend the 8 weeks of tutorials.

## LEARNING OUTCOMES

On successful completion of this unit students should be able to:

- LO1 - Identify ethical values, principles, theories, aims, and commitments expressed within the professional-patient relationship (GA1, GA2, GA5)
- LO2 - Explain the requirements of the principles of health care ethics, codes of professional conduct, the duty of care, and the standards for conducting research on human subjects (GA1, GA2, GA5)
- LO3 - Debate sources of ethical disagreement in a morally pluralistic and culturally diverse society (GA1, GA2, GA3, GA4)
- LO4 - Critique ethical issues arising in health care practice (GA1, GA2, GA3, GA4, GA5)
- LO5 - Justify responses to ethical dilemmas arising in health care (GA1, GA2, GA3, GA4, GA5)

## **GRADUATE ATTRIBUTES**

On successful completion of this unit, students should have developed their ability to:

GA1 demonstrate respect for the dignity of each individual and for human diversity.

GA2 recognize their responsibility for the common good, the environment and society.

GA3 apply ethical perspectives in informed decision making.

GA4 think critically and reflectively.

GA5 demonstrate values, knowledge, skills, and attitudes appropriate to the discipline and/or profession.

## **CONTENT**

Topics will include:

- Foundations of Health Care Ethics
  - A brief overview of virtue, duty and consequences
  - Human dignity and human rights
  - The relationship between ethics and law
  - Ethical relativism and pluralism
- Ethical Principles of Health Care
  - Respect for human dignity
  - Respect for human rights
  - Respect for patient autonomy
  - Beneficence and the duty of care
  - Non-maleficence and negligence
  - Justice, the distribution of health care resources
  - Truth-telling
- Addressing Ethical Issues in the Health Care Context
  - Understanding ethical disagreement: individual and culturally defined values and beliefs
  - Conscientious objection
  - Human vulnerability and advocacy
  - Responsibilities to the environment
- Health Care Professionalism
  - Codes of Ethics and Codes of Professional Conduct
  - Standards of care
  - Professional integrity
  - Justice fairness
- Research Ethics
  - International human rights conventions
  - Principles governing research conducted upon human subjects
  - National and local Human Research Ethics Committees
- Ethical practice
  - Ethical considerations when engaging with communities
  - ACU Community Engagement principles and values

## **QUALITY ASSURANCE AND STUDENT FEEDBACK**

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys, and student feedback from HLSC220 (Semesters 2, 2021 & Semester 1, 2022) has been used to inform this unit offering.

To increase student accessibility to teaching staff and opportunities to engage in discussion with peers, the number of tutorials has been increased. Additionally, the assessment structure has been re-aligned to better scaffold student learning through the unit and enhance opportunities to receive early feedback.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete the SELT survey for the unit. You can also provide feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

## **LEARNING AND TEACHING STRATEGY AND RATIONALE**

This unit requires students to undertake 150 hours of focused learning to achieve the unit learning outcomes. It has two delivery patterns: a standard full-semester delivery pattern which is scheduled nationally; and an intensive delivery pattern which is scheduled off-shore. Learning associated with this unit for both full-semester and intensive delivery pattern incorporates face-to-face teaching activities (lectures and tutorials), online activities, preparation and generation of assessment items and self-directed study.

Consistent with adult learning principles, the teaching and learning approaches used within these modes of delivery will provide students with knowledge and skills relevant to health care ethics in professional practice. These approaches will also support students in meeting the aim, learning outcomes and graduate attributes of the unit and the broader course learning outcomes. Learning and teaching strategies will reflect respect for the individual as an independent learner. Students will be expected to take responsibility for students learning and to participate actively with peers.

Students at university are required to operate effectively as self-sufficient learners who drive their own learning and access the learning support they require. To guide students in learning, feedback is required to identify what is being done well, what requires additional work and to identify progress toward required learning outcomes.

Located in the second year of the course, this theory unit includes moderate face-to-face teaching hours and an increasing online component of learning to build life-long learning skills (the pattern of these teaching hours will vary between full semester and intensive delivery patterns). Lectures are utilised to convey content and its central principles while tutorials deliver interactive and student driven learning sessions which require an increasing reliance on students to extend their community of learners and increase self-reliance. Online materials provide students with the opportunity to drive the additional component of directed, self-motivated study students require to successfully transition to life-long learning.

## **LECTURE CAPTURE**

Lectures for this unit will be recorded at a national level and made available to you via the HLSC220 LEO site.

## SCHEDULE

For the most up-to-date information, please check the HLSC220 LEO site 'Communication' tile and note advice from your national/local LiC for changes to this schedule.

Week	Starting	National Lecture	On-line Tutorial	On-line module / Assessment Tasks /Additional reading
1	25/07/2022	<p><b>LIVE Online Lecture #1</b> Unit introduction</p> <p><b>Recorded Lecture #1</b> Introduction to ethics and ethical thought.</p>	<p><b>Tutorial #1</b> On-campus. What does it mean to be ethical?</p>	<p>Read extended unit outline, orient to the HLSC220 learning management site.</p> <p><b>Online Module #1</b> Introduction to ethics in healthcare</p>
2	01/08/2022	<p><b>Recorded Lecture #2</b> How do we understand ethics?</p>	<p><b>Tutorial #2</b> On-campus. Exploring ethical perspectives.</p>	<p><b>Online Module #2</b> Ethical theories</p>
3	08/08/2022	<p><b>Recorded Lecture #3</b> Principlism.</p>	<p><b>Tutorial #3</b> On-campus. Applying principlism.</p>	<p><b>Online Module #3</b> Principlism</p> <p><b>Assessment 1 QUIZ</b> Wednesday 17<sup>th</sup> August 2022 <b>OPENS:</b> 0800 hrs <b>CLOSES:</b> 2000 hrs</p>
4	15/08/2022	<p><b>LIVE Online Lecture #2</b> What does ethics really look like?</p> <p><b>Recorded Lecture #4</b> Sources of ethical conflict in healthcare.</p>	<p><b>Tutorial #4</b> On-campus. Arguing ethical positions</p>	<p><b>Online Module #4</b> Challenging assumptions</p>
5	22/08/2022	<p><b>Recorded Lecture #5</b> Ethical decision-making.</p>	<p><b>Tutorial #5</b> On-campus. Ethical decision-making</p>	<p><b>Online Module #5</b> Ethical decision-making</p>
6	29/08/2022	<p><b>Recorded Lecture #6</b> Professional ethics and challenges to practicing ethically.</p>	<p><b>Tutorial #6</b> Online Zoom tutorial  Professional standards and ethical practice.</p>	<p><b>Assessment 2 Oral Presentation</b> Wednesday 7<sup>th</sup> September 2022, 1400 hours</p> <p><b>Online Module #6</b> Navigating healthcare ethically</p>

Week	Starting	National Lecture	On-line Tutorial	On-line module / Assessment Tasks /Additional reading
7	05/09/2022	<b>LIVE Online Lecture #3</b> Why is practicing ethically difficult?  <b>Recorded Lecture #7</b> Professional ethics in context (A).	<b>Tutorial #7</b> Online Zoom tutorial  Practicing ethically.	<b>Online Module #7</b> Ethics from beginning to end of life
8	12/09/2022	<b>Recorded Lecture #8</b> Professional ethics in context (B).	<b>Tutorial #8</b> Online Zoom tutorial  Navigating moral dilemma.	<b>Online Module #8</b> Ethical issues in mental health care
9	19/09/2022	No lecture	No tutorial	<b>Online Module #9</b> Ethics and technology
<b>UA Vacation Week</b>				
10	03/10/2022	Unit Summary	No tutorial	<b>Online Module #10</b> Ethical health research <b>Assessment 3 Essay</b> Wednesday 12 <sup>th</sup> October 2022, 1400 hours

## PUBLIC HOLIDAYS

You should refer to information on the HLSC220 LEO campus tile as to how replacement learning will be offered for students who have a public holiday fall on the day of their scheduled tutorial.

### Public Holidays falling in Semester 2, 2022

**ACT:** Monday 3/10/2022 (Labour Day)

**VIC:** Friday 30/9/2022 (Grand Final Eve tbc)

**NSW:** Monday 3/10/2022 (Labour Day)

**QLD:** Wednesday 10/8/2022 (Show day Brisbane area only) and Monday 3/10/2022 (Queen's Birthday)

## **ATTENDANCE REQUIREMENTS FOR THIS UNIT**

Attendance and engagement with all learning material including tutorials is expected.

**Students that attend and participate in tutorial sessions have significantly higher success rates in this unit.**

### **Reasons why attendance is expected**

In class, you will be interacting with other students and developing skills which you will use in your chosen professional/clinical experience. Working within a group or team is an essential skill for all healthcare workers. Additionally, contributing to and learning from interactions in tutorials has been shown to increase students' understanding and improve student success. Lecturers monitor attendance and your use of LEO so that we can support your learning. Engagement with the learning opportunities offered to you, is your responsibility as an adult learner.

To ensure that you benefit from the ACU learning experience and continue to achieve, you are encouraged to plan your week carefully and prioritise time to engage in learning activities. These may include tutorials, virtual tutorials, and online learning activities. You should anticipate undertaking 150 hours of study for this unit, including class attendance, readings, and assignment preparation.

## **ASSESSMENT STRATEGY AND RATIONALE**

A range of assessment items consistent with University assessment requirements and policy will be used to ensure students achieve the unit learning outcomes and attain the graduate attributes.

Students will be required to attempt three assessment tasks in this unit, an online quiz, an oral presentation, and a written essay. The early low stakes online quiz allows students to demonstrate foundational knowledge of the key ethical theory that underpins all subsequent learning and assessment in the unit and is an opportunity for early feedback. The oral presentation provides students the opportunity to demonstrate developing knowledge of ethical theories and bioethical principles as they apply in healthcare. The summative written essay allows students to demonstrate consolidation of knowledge through the contextual application of healthcare ethics to a contemporary healthcare topic.

**To pass this unit, you are required to achieve an overall minimum grade of 50% of the total mark. Your total mark will be an aggregate of the marks achieved in the three assessment tasks.** The assessment tasks for this unit are designed for you to demonstrate your achievement of each learning outcome.

## ELECTRONIC SUBMISSION, MARKING AND RETURN

Electronic submission, marking and return is being used for this unit. Assessment Task 2 & 3 will be submitted and marked via the HLSC220 LEO site.

Assessment tasks	Due date	Weighting (%)	Learning outcome(s) assessed	Graduate attribute(s) assessed
<b>Assessment 1</b> <b>Quiz</b> Online quiz allowing students to demonstrate recall of core knowledge.	Wednesday 17 <sup>th</sup> August 2022 <b>OPENS:</b> 0800 hrs <b>CLOSES:</b> 2000 hrs	10%	LO1	GA1, GA2, GA5
<b>Assessment 2</b> <b>Oral Assessment</b> Recorded oral presentation of a structured ethical argument allowing students to demonstrate analysis and debate of an ethical issue in healthcare.	Wednesday 7 <sup>th</sup> September 2022 1400 hours	40%	LO2, LO3 & LO4	GA1, GA2, GA3, GA4, GA5
<b>Assessment 3</b> <b>Written Essay</b> Argumentative essay allowing students to demonstrate the application of ethical theories and principles to a healthcare case study.	Wednesday 12 <sup>th</sup> October 2022 1400 hours	50%	LO1, LO2, LO3, LO4, LO5	GA1, GA2, GA3, GA4, GA5

### FOR ALL ASSIGNMENTS

Please include the word count of your assignment on the front page of your assignment or in a header. Please note that in-text citations are included in the word count whilst the reference list is not included in the word count. Words that are more than 10% over the word count will not be considered for marking. Please see further information in the section below titled 'Word Count'.



## ASSIGNMENT 1

### Quiz

The online quiz consists of **thirty (30)** multiple choice questions. One (1) attempt at the quiz is allowed. Once you enter the quiz you will have a maximum of 30 minutes to complete it. At the end of 30 minutes the quiz will automatically save any entered responses and close.

The quiz is only available during the timeframe specified below. Lecture, tutorial, and online module content will be drawn upon to generate the examination questions.

Additional information is available in the HLSC220 LEO site, within the Assessment tile.

<b>Due date:</b>	Wednesday 17 <sup>th</sup> August 2022
	<b>OPENS:</b> 0800 hrs
	<b>CLOSES:</b> 2000 hrs
<b>Weighting:</b>	10%
<b>Length and/or format:</b>	30 minutes
<b>Purpose:</b>	The online quiz is designed to allow students to demonstrate recall of foundational ethics knowledge.
<b>Learning outcomes assessed:</b>	LO1
<b>How to submit:</b>	The quiz will be conducted in the HLSC220 LEO site.
<b>Return of assignment:</b>	The marks for the online quiz will be available in the HLSC220 LEO site <u>after completion of the quiz by all students.</u>

## ASSIGNMENT 2

### Oral Presentation

Students are required to record and upload an oral presentation of a structured ethical argument, allowing demonstration analysis and debate of an ethical issue in healthcare. The oral presentation must be recorded and uploaded by following the instructions available to you in the HLSC220 LEO site.

*Additional information is available in the HLSC220 LEO site, within the Assessment tile. Please read this information carefully to avoid problems in recording and submitting your assessment.*

<b>Due date:</b>	Wednesday 7th September 2022, 1400hrs.
<b>Weighting:</b>	40%
<b>Length and/or format:</b>	6-7 minutes total
<b>Purpose:</b>	The purpose of this assessment is to provide students with an opportunity to analyse and argue an ethical issue in healthcare.
<b>Learning outcomes assessed:</b>	LO2, LO3 & LO4
<b>How to submit:</b>	Upload in the HLSC220 LEO site, in your campus specific tile.
<b>Return of assignment:</b>	The marks and feedback for the oral presentation will be released as per the ACU assessment policy, within the HLSC220 LEO site.
<b>Assessment criteria:</b>	Marking will be undertaken using a rubric (refer Appendix 1).

## ASSIGNMENT 3

### Written Essay

The option of three topics will be available for you in the HLSC220 LEO site, Assessment tile.

**Select one of the topics** that most interests you and construct an essay discussing the relationship between the chosen topic and the bioethical principles, ethical theories, and other ethical concepts introduced in this unit. To do so you will be required to investigate the ethics of the topic of choice, explore a variety of ethical perspectives related to the topic, identify, and critically evaluate relevant evidence, and ultimately establish a justified ethical position on the topic.

This assignment should be presented in Academic style. Assistance with this is available from the Academic Skills Unit (ASU) Academic Skills Unit (ASU). Students also have 24/7 support from Studiosity <https://www.studiosity.com/service/access>

Additional information is available in the HLSC220 LEO site, within the Assessment tile.

<b>Due date:</b>	Wednesday 12 <sup>th</sup> October 2022, 1400hrs.
<b>Weighting:</b>	50%
<b>Length and/or format:</b>	1600 words +/- 10%
<b>Purpose:</b>	The purpose of this assessment is for students to demonstrate the capacity to develop a written ethical argument/s based around the four bio-ethical principles: autonomy, justice, beneficence, and non-maleficence.
<b>Learning outcomes assessed:</b>	LO1, LO2, LO3, LO4 & LO5
<b>How to submit:</b>	Electronically via 'Turnitin'. Assessment submitted late will attract a penalty as per ACU assessment policy.
<b>Return of assignment:</b>	Marks and feedback will be published after the release of end of semester grades, as per ACU assessment policy.
<b>Assessment criteria:</b>	Marking will be undertaken using a rubric (refer Appendix 2).

## WORD COUNT

Writing requires skill and being able to write within a specified word limit is an essential component of professional and academic work. Reading and writing critically are fundamental skills which demonstrate an understanding and an ability to make judgements and solve problems, hence why only 10% of a word count should be direct quotes. That is, if the word count is 1500 words only 150 of those words should be direct quotes. Word counts provide students with an indication of the amount of detail and work required for each assessment item.

### What is included in a word count?

Essentially, all text within an assessment item from the introduction through to the conclusion is counted in the word count. This includes all in-text citations, direct quotes, and headings. The word count does not include the following:

- Title page
- Reference list
- Appendices
- Tables
- Figures and legends

## ASSIGNMENTS SUBMITTED JUST BEFORE THE DUE DATE AND TIME

If you submit your assignment and identify that the similarity index is high, but do not have time to revise your assignment before the due date has passed, then you are advised to:

- contact the Lecturer in Charge and request that your assignment be removed.
- revise the assignment, submit it within three days of the due date and incur a late submission penalty.
- submit it into the regular drop box. Do not submit into the extension drop box.

Please review the [Academic Integrity and Misconduct policy](#) if you choose not to do this.

## REFERENCING

This unit requires you to use the APA (7th ed.) referencing system.

See the '[Academic referencing](#)' page of the Student Portal for more details.

You may wish to consider using referencing software such as [ENDNOTE](#), which you can download for free from ACU <https://libguides.acu.edu.au/endnote>

## ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

A list of these and other important policies can be found at the [University policies](#) page of the Student Portal.

## Assessment policy and procedures

You must read the Assessment Policy and Assessment Procedures in the University Handbook: they include rules on deadlines; penalties for late submission; extensions; and special consideration. If you have any queries on Assessment Policy, please see your Lecturer in Charge.

Please note that:

- (1) any numerical marks returned to students are provisional and subject to moderation,
- (2) students will not be given access to overall aggregated marks for a unit, or overall unit grade calculated by Gradebook in LEO; and,
- (3) students will be given a final mark and grade for their units after moderation is concluded and official grades are released after the end of semester.

## Academic integrity

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The [Academic Integrity and Misconduct Policy and the Academic Misconduct Procedures](#) are available from the website. Please read them, and note that cheating, plagiarism, collusion, recycling of assignments and misrepresentation are not acceptable.

Ethical behaviour is of paramount importance for healthcare professionals and consequently is specifically recognised in the [Inherent Requirements](#) statements for health courses and the various codes of ethics/conduct for individual professions. Engaging in academic misconduct may constitute a breach of the inherent requirements and jeopardise your progression towards course completion and ultimately professional practice. Penalties for academic misconduct can vary in severity and can include being excluded from the course.

## Turnitin

The Turnitin application (a text-matching tool) will be used in this unit, to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

Please note that electronic marking, Grademark, is used in this unit using Turnitin. Turnitin will be used as a means of submitting, marking, and returning assessment tasks and so a text matching percentage will appear on your submission automatically.

## FIRST PEOPLES AND EQUITY PATHWAYS DIRECTORATE FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Every campus provides [information and support](#) for Aboriginal and Torres Strait Islander Students. Indigenous Knowings are embedded in curricula for the benefit of all students at ACU.

## STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible.

For all aspects of support please visit [ACU Info](#) section in the Student Portal.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership, and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application, and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential, and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.

## INHERENT REQUIREMENTS

To support your progression in this unit, students are directed to access the course [inherent requirements](#), on the link below, to understand the essential aspects of their course. If you require assistance to enable you to achieve the knowledge, skills and attitudes outlined in the inherent requirements, please speak with your academic and or a disability advisor for support. Link: <https://www.acu.edu.au/study-at-acu/how-to-apply/inherent-requirements/>

## ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO site for HLSC220 Healthcare Ethics contains further readings, discussion forums and important information – access it here <https://leo.acu.edu.au/course/view.php?id=41376> In addition, for this unit you will be required to use the following technologies:

A computer with microphone and camera will be required for active participation in the Zoom on-line tutorial sessions.

## TEXTS AND REFERENCES

**Required text(s)** There is no specific required text for this unit.

### Recommended references

- Atkins, K., de Lacey, S., & Britton, B. (2020). Ethics and law for Australian nurses (4th ed.). Port Melbourne: CUP. Retrieved from: <http://dx.doi.org/10.1017/CBO9781139162135>.
- Barrett, D., Ortmann, L., Dawson, A., Saenz, C., Reis, A. & Bolan, G. (2016). Public health ethics: cases spanning the globe. Available at: <https://link.springer.com/book/10.1007%2F978-3-319-23847-0>.
- Beauchamp, T., & Childress, J. (2019). Principles of biomedical ethics (8th ed.). New York, NY: Oxford University Press.
- Caruso Brown, A. E., Hobart, T. R., & Morrow, C. B. (2019). Bioethics, Public Health, and the Social Sciences for the Medical Professions: An Integrated, Case-Based Approach (1st ed.). Springer International Publishing. Available at: [https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU\\_ALMA51173049270002352](https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU_ALMA51173049270002352).
- Johnstone, M.J. (2019). Bioethics: A nursing perspective (7th ed.). Chatswood: Elsevier Available at: [https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/7pr622/61ACU\\_ALMA51155001550002352](https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/7pr622/61ACU_ALMA51155001550002352).
- Kerridge, I., Lowe, M., & McPhee, J. (2013). Ethics and law for the health professions (4th ed.). Annandale, N.S.W.: The Federation Press.
- Mastroianni, A. C., Kahn, J. P., & Kass, N. E. (2019). The Oxford handbook of public health ethics. Oxford University Press. Available at: [https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU\\_ALMA51150019160002352](https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU_ALMA51150019160002352).
- Morrison, E. & Furlong, B. (Eds.). (2019). Health care ethics: Critical issues for the 21st century (4th ed.). Burlington, MA: Jones and Bartlett.
- Richie, C., & Ehrlich, P. R. (2019). Principles of green bioethics: sustainability in health care. Michigan State University Press. Available at: [https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU\\_ALMA51154037350002352](https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU_ALMA51154037350002352).
- Townsend, R. & Luck, M. (2019). Applied paramedic law and ethics: Australia and New Zealand (2nd ed.). Available at: [https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU\\_ALMA51164583050002352](https://acu-eduprimo.hosted.exlibrisgroup.com/permalink/f/hdp2hg/61ACU_ALMA51164583050002352).

### Further references

Refer to the 'Modules, readings, and links to codes' tile in the HLSC220 LEO site.  
<https://leo.acu.edu.au/course/view.php?id=41376>

### Extended reading

Refer to the 'Modules, readings, and links to codes' tile in the HLSC220 LEO site.  
<https://leo.acu.edu.au/course/view.php?id=41376>

## APPENDIX 1 HLSC220 Assessment 2 Oral Presentation - Marking rubric

Criterion	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PA)	Not satisfactory (NN)	No attempt (NN)	
<b>Introduction &amp; definition of ethical concept (LO3). (15%)</b>	<b>12.75 - 15</b> Comprehensive introduction and definition of the selected ethical concept, as it exists as a general ethical concept in society.	<b>11.25 - 12.5</b> High-level introduction and definition of the selected ethical concept, as it exists as a general ethical concept in society.	<b>9.75 - 11</b> Sound introduction and definition of the selected ethical concept, as it exists as a general ethical concept in society.	<b>7.5 - 9.5</b> Adequate introduction and definition of the selected ethical concept, as it exists as a general ethical concept in society.	<b>0.5 - 7</b> Inadequate introduction and definition of the selected ethical concept, as it exists as a general ethical concept in society.	<b>0</b> No introduction and definition of the selected ethical concept as a general ethical concept in society.	<b>/ 15</b>
<b>Discussion of ethical concept as related to healthcare (LO2, LO4). (30%)</b>	<b>25.5 - 30</b> Demonstrates a comprehensive and accurate discussion of the selected ethical concept in healthcare. Accurately includes a diverse range of other ethical theories and bioethical principles to make wide-ranging connections to the selected ethical concept.	<b>22.5 - 25</b> Demonstrates a high-quality and accurate discussion of the selected ethical concept in healthcare. Accurately includes a good range of other ethical theories and bioethical principles to make some higher-level connections to the selected ethical concept.	<b>19.5 - 22</b> Demonstrates a sound and accurate discussion of the selected ethical concept in healthcare. Includes a sound range of other ethical theories and bioethical principles to make appropriate connections to the selected ethical concept.	<b>15 - 19</b> Demonstrates a reasonable and often accurate discussion of the selected ethical concept in healthcare. Includes an adequate range of other ethical theories and bioethical principles to make some appropriate connections to the selected ethical concept.	<b>0.5 - 14.5</b> Does not demonstrate a reasonable and/or accurate discussion of the selected ethical concept in healthcare. Does not include an adequate range of other ethical theories or bioethical principles. Connections to the selected ethical concept are limited or incorrect.	<b>0</b> Does not include any relevant discussion of the selected ethical concept in healthcare. Does not include any other ethical theories or bioethical principles in the presentation.	<b>/ 30</b>
<b>Description of relationship between ethical concept &amp; professional code (LO3). (30%)</b>	<b>25.5 - 30</b> Identifies all aspects of relationship between the selected ethical concept & professional code. Comprehensively describes these relationships and their relevance to healthcare practice.	<b>22.5 - 25</b> Identifies most aspects of relationship between the selected ethical concept & professional code. Describes these relationships and their relevance to healthcare practice to a high-standard.	<b>19.5 - 22</b> Identifies a sound range of aspects of relationship between the selected ethical concept & professional code. Describes these relationships and their relevance to healthcare practice to a sound standard.	<b>15 - 19</b> Identifies an adequate range of aspects of relationship between the selected ethical concept & professional code. Describes these relationships and their relevance to healthcare practice to an adequate standard.	<b>0.5 - 14.5</b> Identifies few of the aspects of relationship between the selected ethical concept & professional code. Inadequately describes these relationships and their relevance to healthcare practice.	<b>0</b> Does not identify any aspects of the relationship between the selected ethical concept & professional code. Does not attempt to describe these relationships and their relevance to healthcare practice.	<b>/ 30</b>
<b>Identification of ethical disagreement (LO2, LO4). (15%)</b>	<b>12.75 - 15</b> Identifies many examples of ethical disagreement AND often accurately grounds these in relevant ethical principles.	<b>11.25 - 12.5</b> Identifies some examples of ethical disagreement AND often accurately grounds these in relevant ethical principles.	<b>9.75 - 11</b> Identifies some examples of ethical disagreement AND at times accurately grounds these in relevant ethical principles.	<b>7.5 - 9.5</b> Identifies an example of ethical disagreement AND grounds this in relevant ethical principles.	<b>0.5 - 7</b> Inadequate identification of examples of ethical disagreement and/or examples are not grounded in relevant ethical principles.	<b>0</b> Does not identify any examples of ethical disagreement grounded in relevant ethical principles.	<b>/ 15</b>
<b>Presentation (10%)</b>	<b>8.5 - 10</b> The presentation structure is exemplary. The presentation is delivered within the prescribed time range. Highly engaging presentation style with accurate use of professional language always. Accurate use of APA 7 <sup>th</sup> ed referencing style on all occasions. All content is appropriately referenced with citations.	<b>7.5 - 8.4</b> The presentation structure is of a high standard. The presentation is delivered within prescribed time range (+/- 10 seconds). Engaging presentation style with accurate use of professional language always. Accurate use of APA 7 <sup>th</sup> ed referencing style on most occasions. Almost all of the content is appropriately referenced with citations.	<b>6.5 - 7.4</b> The presentation structure is of a sound standard with minimal repetition or illogical flow evident. The presentation is delivered within the prescribed time range (+/- 20 seconds). Engaging presentation style with mostly accurate use of professional language. Accurate use of APA 7 <sup>th</sup> ed referencing style on many occasions. Content is appropriately referenced with citations in many instances.	<b>5.0 - 6.4</b> The presentation structure is of an adequate standard with some repetition OR illogical flow evident. The presentation is delivered within the prescribed time range (+/- 30 seconds). Good presentation style with mostly accurate use of professional language. APA 7 <sup>th</sup> ed referencing style has been used with some errors. Some content is appropriately referenced with citations.	<b>0.1 - 4.9</b> The presentation structure is poor, with repetition AND illogical flow evident. The presentation is not delivered within the prescribed time range (+/- > 30 seconds). Poor presentation style with inaccurate use of professional language on many occasions.	<b>0</b> The presentation demonstrates no clear structure. The presentation is substantially under or over the prescribed time range (+/- > 90 seconds). No presentation provided. APA 7 <sup>th</sup> ed referencing style has not been used. No content has been appropriately referenced with citations.	<b>/ 10</b>



## APPENDIX 2 HLSC220 Assessment 3 Written Essay - Marking rubric

Criterion	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PA)	Not satisfactory (NN)	No attempt (NN)	
<b>Introduction.</b>  (5%)	5.0 – 4.25	4.0 - 3.75	3.5 - 3.25	3.0 - 2.5	2.0 – 0.5	0	<b>/5</b>
	The assessment begins with an exemplary introduction that introduces the topic, main ethical arguments, and is engaging and relevant.	The assessment begins with a high-level introduction that introduces the topic and the main ethical arguments.	The assessment begins with a strong introduction that introduces the topic and main ethical arguments.	The assessment begins with a satisfactory introduction that introduces the topic and main ethical arguments.	The assessment has an introductory paragraph but does not clearly introduce the topic and does not refer to the ethical argument.	There is no relevant introduction.	
<b>Consideration of bioethical principles as they relate to the topic.</b>  (20%)	20-17.5	17-14.5	14-13.0	12.5-10.5	10.0-0.5	0	<b>/20</b>
	The four bioethical principles of <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Justice</li> <li>• Beneficence</li> <li>• Nonmaleficence</li> </ul> have been discussed comprehensively and accurately in relation to the topic.	The four bioethical principles of <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Justice</li> <li>• Beneficence</li> <li>• Nonmaleficence</li> </ul> have been discussed at an advanced level and accurately in relation to the topic.	The four bioethical principles of <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Justice</li> <li>• Beneficence</li> <li>• Nonmaleficence</li> </ul> have been discussed competently and usually accurately in relation to the topic.	Some of the bioethical principles of <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Justice</li> <li>• Beneficence</li> <li>• Nonmaleficence</li> </ul> have been discussed satisfactorily and often accurately in relation to the topic.	The bioethical principles of <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Justice</li> <li>• Beneficence</li> <li>• Nonmaleficence</li> </ul> have not all been discussed. Those that have been included are not discussed satisfactorily or accurately in relation to the topic.	The four bioethical principles of <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Justice</li> <li>• Beneficence</li> <li>• Nonmaleficence</li> </ul> have not been discussed in relation to the topic.	
<b>Consideration of other ethical concepts as they relate to the topic.</b>  (20%)	20-17.5	17-14.5	14-13.0	12.5-10.5	10.0-0.5	0	<b>/20</b>
	Other ethical concepts (e.g. ethical theories, human dignity, veracity, professional codes and standards of practice) have been discussed comprehensively and accurately in relation to the topic.	Other ethical concepts (e.g. ethical theories, human dignity, veracity, professional codes and standards of practice) have been discussed at an advanced level and accurately in relation to the topic.	Other ethical concepts (e.g. ethical theories, human dignity, veracity, professional codes and standards of practice) have been discussed competently and usually accurately in relation to the topic.	Other ethical concepts (e.g. ethical theories, human dignity, veracity, professional codes and standards of practice) have been discussed satisfactorily and often accurately in relation to the topic.	Other ethical concepts (e.g. ethical theories, human dignity, veracity, professional codes and standards of practice) have not been discussed satisfactorily or accurately in relation to the topic.	Other ethical concepts (e.g. ethical theories, human dignity, veracity, professional codes and standards of practice) have not been discussed in relation to the topic.	
<b>Critical thinking, reasoning, defence, and evaluation of arguments.</b>  (20%)	20-17.5	17-14.5	14-13.0	12.5-10.5	10.0-0.5	0	<b>/20</b>
	Comprehensive level of critical thinking, reasoning, defence & evaluation. Ethical arguments (use of argument and/or counter arguments) are cogent & always well presented.	Evidence of advanced level of critical thinking, reasoning & evaluation Ethical arguments (use of argument and/or counter arguments) are highly logical & almost always well presented.	Evidence of competent level of critical thinking, reasoning & evaluation. Ethical arguments (use of argument and/or counter arguments) are logical & usually well presented.	Evidence of sound level of critical thinking, reasoning & evaluation Ethical arguments (use of argument and/or counter arguments) are generally logical & at times well presented.	Limited or no evidence of critical thinking, reasoning & evaluation. Ethical arguments (use of argument and/or counter arguments) are weak & poorly presented.	No evidence of critical thinking, reasoning & evaluation. No ethical arguments are presented.	

<b>Quality of research &amp; credibility of sources.</b>  (20%)	20-17.5	17-14.5	14-13.0	12.5-10.5	10.0-0.5	0	/20
	All ethical arguments are comprehensively informed by diverse, credible, well-chosen academic literature, and professional codes & standards.	All ethical arguments are informed by credible, well-chosen academic literature and professional codes & standards.	Many ethical arguments are informed by credible academic literature, &/or professional codes & standards.	Some ethical arguments are informed by credible academic literature, &/or professional codes & standards.	Arguments are not adequately informed by credible ethical thought and or academic literature, professional codes & standards.	No arguments are informed by credible academic literature &/or professional codes & standards.	
<b>Conclusion.</b>  (5%)	5.0 – 4.25	4.0 - 3.75	3.5 - 3.25	3.0 - 2.5	2.0 – 0.5	0	/5
	The assessment ends with a strong, comprehensive, & rational conclusion.	The assessment ends with a very clear & rational conclusion.	The assessment ends with a clear conclusion.	The assessment ends with an adequate conclusion.	The conclusion is weak or is poorly presented.	There is no relevant conclusion	
<b>Organisation of ideas, concepts, and discussion.</b>  (10%)	20-17.5	17-14.5	14-13.0	12.5-10.5	10.0-0.5	0	/10
	The argument is organised in an exemplary manner: repetitiveness is avoided; the argument flows logically and succinctly. Exemplary use of academic writing and writing conventions. APA intext citations and reference protocols are followed at an exemplary level.	The argument is organised in a logical manner: repetitiveness is avoided; the argument usually flows logically. High quality use of academic writing and writing conventions. APA intext citations and reference protocols are followed at a high-level.	The argument is mostly organised in a logical manner: repetitiveness is generally avoided; the argument often flows logically. Strong use of academic writing and writing conventions. In most cases APA intext citations and reference protocols are followed appropriately.	The argument is somewhat organised: some repetitiveness is evident. Satisfactory use of academic writing and writing conventions. APA intext citations and reference protocols are followed adequately.	The argument is poorly organised: repetitiveness is evident; does not demonstrate logical progression of ideas. Poor use of academic writing and writing conventions. APA intext citations and reference protocols are poorly followed.	There is no organisation to the content. Use of APA intext citations and reference protocols not evident.	