

**First Year Seminar (FYS)**  
**Ethical Issues in Healthcare**  
**LINC 101 Section R**

**Instructor:** Susan Scholtz RN, PhD  
**Office:** Hamilton 100 Phone: 610-625-7768; email: [scholtz@moravian.edu](mailto:scholtz@moravian.edu)  
**Class Time:** Monday, Wednesday, Friday 11:45-12:55  
**Class Room:** PPHAC 112  
**Office Hours:** Monday, Wednesday 7:30-8:30 am; 1:00 pm-2:30 pm  
Evening Hours by appointment and as needed

**Course Description and Objectives:**

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

As scientific advances in healthcare technology soars, society is faced with ethical dilemmas. The individual and society's moral compass will be explored utilizing the principles of bioethics in this First Year Seminar course. Students will utilize peer reviewed research, presentations and writing to examine, reflect, and discuss the implications of these healthcare dilemmas.

By the end of this course, students will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following "basic competencies" of information literacy:

- Define a research need
- Formulate a research topic
- Determine an information need
- Plan and execute a search for information
- Identify key terms and concepts
- Identify the most appropriate sources of information
- Use Boolean operators and truncation where appropriate
- Impose limiters (e.g., scholarly vs. popular, date, language)
- Modify the search based on search results
- Know how and where to find the sources discovered in the search process
- Determine which sources the library owns or provides access to and retrieve them
- Request material not owned by the library on Interlibrary Loan
- Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style.

**Required Textbooks:**

Ede, L. (2011). *The academic writer: A brief guide*. Boston: Bedford-Martin's.

Skloot, R. (2011). *The immortal life of Henrietta Locks*. New York: Random House.

**Required Readings:**

Murtagh, L. and Ludwig, D.S. (2011). State intervention in life threatening childhood obesity. *American Medical Association*. 306 (2), 206-207.

Varness, T., Allen, D. B., Carrel, A.L., and Fost, N. (2009). Childhood obesity and medical neglect. *Pediatrics* 123, 399-406.

**Additional readings as assigned.**

**Course Grade Analysis:**

<b>Active participation in class activities (20%)</b>
<ul style="list-style-type: none"> <li>• <i>Participation</i> – in class participation and attendance; effort in terms of free writing exercises; discussion related to assigned readings in the text and readings, quizzes <b>on readings 15%</b></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Student Affairs assignments reviewed by student advisor</i> – all written assignments must be evaluated as satisfactory in order to pass the course. Attendance at all sessions is required. There are no numerical grade/points assigned to these experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Student Presentation</i> (5%)</li> </ul>
<b>Formal Papers (60%)</b>
<ul style="list-style-type: none"> <li>• <i>Assignment: Annotated bibliography in preparation of research paper</i> 20%</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Assignment: Formal Research Paper on a student selected ethical issue</i> 20%</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Assignment: Ms. Evers Boys Exploration of Ethical Issues and the Tuskegee Study</i> 20%</li> </ul>
<b>Reflective journals on specific ethical dilemmas/Case studies (20%)</b>
<ul style="list-style-type: none"> <li>• <i>Portfolio of writing and reflection on writing process</i> (10%)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Writing assignments related to readings</i> (10%)</li> </ul>
<b>Total 100%</b>

**GRADING POLICY:**

Assignments are expected on or before their due date. If class assignments are submitted late, five points per day will be deducted from the grade. The grading scale is as follows:

A =93-100	B- =80-82	D+ =67-69
A- =90-92	C+ =77-79	D =63-66
B+ =87-89	C =73-76	D- =60-62
B =83-86	C- =70-72	F = <60

**Classroom Requirements**

**Attendance:**

Classroom attendance is mandatory. Your student advisor will be responsible for taking attendance for every class and assigned activity. Three absences will result in the lowering of the final grade by a third of the letter grade (for example, an earned grade of A will result in a final grade of A-.) Please be advised that participation and attendance is not the same. Active engagement in the course is required. If you are going to miss a class, I expect that you will contact me **prior** to class to let me know, by phone (610-625-7768). Although students may occasionally miss class due to illness or personal emergencies, absences will have an impact on your overall course grade. If a pattern of absences is noted, the Dean of Academics will be notified. Students who miss an in-class activity due to an excused absence will not earn credit for the assignment. The in-class activities cannot be “made up” outside of class time, but you will be responsible for the material learned in class.

**Classroom Etiquette:** In order to promote full engagement, cell phones will be turned off. Students who chose to use a cell phone (i.e. texting) during the class period will be asked to leave and receive an unexcused absence with a deduction of 2 points from the final grade. There is a no tolerance policy for students who are engaging in surfing the web, checking Facebook etc. Again, the student will be excused by either the instructor or student advisor from the class and receive a deduction of 2 points from the final grade. Students should arrive promptly and refrain from leaving the classroom during the 70 minute class.

**Inclement Weather:** College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.

**Learning Disability Accommodations:** Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

**Academic Integrity:** Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone’s work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author’s work; using the author’s words/thoughts as one’s own; purchasing a paper from a professional service; using illustrations without citation etc. If uncertain about what constitutes plagiarism, it is the student’s responsibility to seek clarification from the professor, librarian, or the Writing Center. Because of the no tolerance policy, ignorance of the

policy is not acceptable. If there are grounds for suspicion of plagiarism, the assignment will be forwarded to the Dean for Academic Affairs. Please review Moravian College’s policy on academic honesty found in the Student Handbook.

**Writing Center:** The Writing Center is located on the second floor of Zinzendorf Hall. Each student will be required to meet with a student tutor to review the formal research paper prior to submission. They are available to review drafts with you and make suggestions to improve your writing. In order to make an appointment, please call 610-861-1510.

**Professor/Student dialogue:** I fully believe that in order for your transition into college life be successful, the student, student advisor and faculty member must have open communication. I welcome “visits” from my students just to touch base. My cell phone number will be made available to you during the first week of class and I encourage you to contact me if the need arises. Due to FERPA requirements, I am unable to speak with parents regarding your progress. Also, it is critical that you check your Moravian email account and delete any messages that are unnecessary. It is very frustrating to email a student only to have it returned because the mailbox is full. You must check your Moravian College email once a day in order to make sure you have not missed a communication.

**Blackboard:** Please enroll in Blackboard by completion of week #1. Your student advisor will help you with this process.

The instructor has the right to make revisions to the syllabus during the course of the semester.

**Week #1**

**Aug. 27**                      **Introduction to Course and Syllabus**  
Introduction to Bioethics

<b>Aug. 29</b>	<b>Principles of Ethics</b> Autonomy Non-maleficence Beneficence Justice	<b>Review:</b> Early Events in Bioethics <b>Free Writing:</b> Describe an ethical dilemma that may occur in everyday life.
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<b>Aug. 31</b>	<b>Session # 1 Student Affairs</b> <i>“Who am I? How can I lead? What is my responsibility to the world?”</i>	<b>Presenters:</b> Tom Dubreuil, Dean of students; George Boksan, Chief of Police No pre-assigned reading <b>Reflective writing:</b> What is MY ethical and moral responsibility to the world? Submit to Student Advisor (S/U)
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**Week #2**

**Sept. 3**                      **Labor Day: No Class**

<b>Sept. 5</b>	<b>Using Rhetoric Analysis to Guide Writing</b>	<b>Read: Ede:</b> Chapter 2; pp.51-52 <b>Writing:</b> Be prepared to discuss Question# 3 in Ede page 70.
<b>Sept. 7</b>	<b>Session #2 Student Affairs</b> <i>Do I have to be crazy to go to the Counseling Center? Do I have to be sick to go to the Health Center?</i>	<b>Presenters:</b> Drs. Ron Kline and Michelle Santiago (Counseling Center) and Stella Gordon RN Health Center <b>Read: Butts and Rich:</b> <i>Confidentiality, Privacy and Trust</i> pp. 249-253 <b>Reflective writing:</b> Case study to be distributed. Due 9/10

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<b>Week #3</b>		
<b>Sept. 10, 12</b>	<b>A Landmark Case: Henrietta Lacks Informed Consent</b>	<b>Read:</b> Skloot: pp. 1-55 for class discussion and Writing Assignment
<b>Sept. 14</b>	<b>Session #3 Student Affairs</b> <i>College 101: Advice from Academic Support Center</i>	<b>Presenters:</b> Laurie Roth, Director of Academic and Disability Support; Dean Jim Skalnik, Assistant Dean for Academic Advising <b>Pre-Assignment:</b> Complete the Learning Styles Inventory on The Academic Support Center Website <b>prior</b> to the Presentation and bring on the day of the session.

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<b>Week #4</b>		
<b>Sept. 17, 19</b>	<b>A Landmark Case: Henrietta Lacks</b>  <b>Vulnerable populations</b> <b>Clinical Trials</b> <b>Informed consent</b>	<b>Read:</b> Skloot: pp. 56-92  <b>Discuss:</b> Clinical Trials Examine the work in terms of Aristotle's 3 appeals logos, pathos, ethos
<b>Sept. 21</b>	<b>Writing the Academic Paper</b>	<b>Read:</b> Ede: Chapters 5 & 6 <b>View:</b> <i>Ms Evers Boys</i> <a href="#">Out of Class Activity</a>

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<b>Week #5</b>		
<b>Sept. 24</b>	<b>Marginalization of Vulnerable Populations: The Tuskegee Study</b>	<b>Attend:</b> Library Session: <a href="#">Meet in Reeves Library</a>
<b>Sept. 26</b>	<b>Beginning to write the first formal paper</b>	<b>Pre-writing in class activity based on <i>Ms. Evers Boys</i></b>
<b>Sept. 28</b>	<b>Session #3 Student Affairs</b> <i>Building Community</i>	<b>Presenters:</b> Rev. Hopeton Clewell, Katie Dantsin, Nicole Nugent, Liz Yates, Holly Nonnemaker No pre-assigned reading

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<b>Week # 6</b>		
<b>Oct. 1</b>	<b>Use of APA format for scholarly paper</b> <b>Peer Refer of First Draft</b>	<b>Refer to:</b> Ede : pp 381-402 <b>Bring:</b> First Draft of paper to class
<b>Oct. 3</b>	<b>Discuss HeLa Factory</b>	<b>Read:</b> Skloots: pp. 93-117 <b>Write:</b> One page summary of assigned reading.
<b>Oct. 5</b>	<b>The Value of a Liberal Education</b>	<b>Assignment:</b> <i>Ms. Evers Boys</i> Exploration of Ethical Issues and the Tuskegee Study. <a href="#">Paper Due 10/10</a>

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<b>Week #7</b>		
<b>Oct. 8</b>	<b>Fall Break: No Class</b>	
<b>Oct. 10</b>	<b>Discuss HeLa Factory</b>	<b>Read:</b> Skloots : pp 118-176 <b>Submit Paper:</b> <a href="mailto:scholtz@moravian.edu">scholtz@moravian.edu</a>
<b>Oct. 12</b>	<b>Session #4 Student Affairs</b> <i>Living in a Globally Connected World</i>	<b>Presenters:</b> Kerry Sethi, Director, International Studies No pre-assignment Write: Reflection to be submitted to Student Advisor by Oct. 15 <a href="#">Mid Semester Portfolio Due</a>

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<b>Week #8</b>		
<b>Oct. 15</b>	<b>Reproductive Issues</b>	<b>Read:</b> Butz: Chapter 5 <b>Write:</b> Ethical Reflection
<b>Oct. 17</b>	<b>Infant/Child Issues</b>	<b>Read:</b> Butz: Chapter 6
<b>Oct. 19</b>	<b>The Annotated Bibliography</b>	<b>Work Session:</b> Finding credible, peer reviewed articles for research paper Identification of the topic
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<b>Week #9</b>		
<b>Oct. 22</b>	<b>Henrietta Lacks</b>	<b>Read:</b> Skloots: pp. 178-206 Draft of Annotated Bib for Peer review in class. Bring 3 Copies.
<b>Oct. 24</b>	<b>Sipple Lecture</b>	Evening Lecture Writing Assignment TBA No Morning Class
<b>Oct. 26</b>	<b>Session #5</b> <i>Experience Your Future</i>	<b>Presenter:</b> Amy Saul, Director of Career Development No pre-assignment <a href="#">Submit Annotated Bibliography</a>
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<b>Week #10</b>		
<b>Oct. 29</b>	<b>Adolescent Health Issues</b>	<b>Read:</b> Butz; Chapter 7 <b>Discuss:</b> Writing as Process Students will share their progress in their own writing
<b>Oct. 31</b>	<b>Working Session</b>	<b>Peer Review of First Draft</b> Bring 3 copies
<b>Nov. 2</b>	<b>Distributive Justice</b>	<b>Read:</b> Skloots: pp. 207-249 <b>Prepare for Registration</b>
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<b>Week #11</b>		
<b>Nov. 5</b>	<b>Case study: Medical Interventions in cases</b>	<b>Read:</b> Murtagh and Varness articles
<b>Nov. 7</b>	<b>of childhood obesity</b>	<b>Writing:</b> An Argument

Nov. 9	<b>Stem Cell Research: Allocation of Scarce Resources</b>	<b>Video:</b> <i>My Sister's Keeper</i> <b>Write:</b> Ethical Reflections
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<b>Week #12</b>		
Nov. 12	<b>Allocation of Scarce Resources</b>	<b>Apply:</b> Bioethical Principles to <i>My Sister's Keeper</i>
Nov. 14 , 16	<b>End of Life Care Advance Directives Palliative Sedation</b>	<b>Review Case Studies</b> <b>Read:</b> <i>American Cancer Association's 5 Wishes</i>

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<b>Week #13</b>		
Nov. 19	<b>Student overview of research</b>	<a href="#">Submit Paper</a>

~~~~~*Happy Thanksgiving*~~~~~

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| <b>Week #14</b> |                                          |                                                       |
| Nov. 26, 28, 30 | <b>Student presentations of research</b> | <b>Peer review</b><br><b>Read:</b> Conclusion of book |

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| <b>Week #15</b> |                                                    |                                                      |
| Dec. 3          | Summary of <i>Immortal Life of Henrietta Lacks</i> | <a href="#">Submit Portfolio</a><br>Class Discussion |

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| Dec. 5 | Course "Wrap Up!" |  |
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