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Prerequisites: Proficiency with written English

Faculty: Jonathan Watt, Ph.D., Department Chair

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Contact Information: Faculty may be contacted through the Canvas messaging system

Additional Information: www.portagelearning.edu^{1*}

Course Meeting Times: Introduction to Ethics is offered continuously

Course Description: The goal of the course is to help students understand the principles of classical theoretical philosophical ethics with case studies designed to develop ways of understanding themselves and becoming enabled to apply those outlooks to the care they expect to give in a medical context as health professionals.

Course Outcomes: Students who successfully complete this course will:

Module 1 Objective: The student will understand and apply the pillars of biomedical ethics and evaluate them in light of human dignity and professional obligations.

Module 2 Objective: The student will analyze and interpret fundamental philosophical concepts related to biomedical ethics that can guide healthcare professionals in making decisions that are morally right, not just beneficial to themselves or their patients.

Module 3 Objective: The student will apply the ethical principles of autonomy, non-maleficence, beneficence, and justice, as well as the Four-Box Method for making ethical decisions.

Module 4 Objective: The student will articulate the importance of addressing the needs of vulnerable populations with compassion and ethical consideration, emphasizing the impact of these measures on improving healthcare outcomes and ensuring that every patient receives respectful and equitable care.

Module 5 Objective: The student will formulate ethical responses to case studies involving the Nurses' Code of Ethics, patients' rights, and state and federal law. They will explain how their personal values influence their perspective and align with professional standards.

^{1*} Portage Learning college courses are offered by Geneva College, which is accredited by the Middle States Commission on Higher Education and Bushnell University, which is accredited by Northwest Commission on Colleges and Universities. The Faculty Senate of both institutions have vetted and approved the courses as part of their curriculum.

Module 6 Objective: The student will articulate the role of ethics in medical research and apply their understanding to historical cases.

Module 7 Objective: The student will explain and analyze the importance of ethical decision making in relation to dignity and autonomy at the end of life, physician-assisted suicide, and organ donation.

Module 8 Objective: The student will explain the ethical steps they can take to improve their well-being and effectiveness as a healthcare professional and articulate how prioritizing self-care can enhance their ability to serve others effectively and ethically.

Module 9 Objective: The student will assess and explain the importance of fair access to healthcare, allocation of humanitarian aid, ethical issues faced by governments during public health emergencies, and the health impacts of climate change in light of the concepts they have engaged throughout the course.

**Please see the [Module Topics](#) section below for expanded course outcomes.*

Each of these PHIL 120 student-learning outcomes will be measured as:

- (1) Module application problems (with instructor feedback)
- (2) Case Studies
- (3) Written Assignments
- (4) Adaptive Learning Exercises
- (5) Module Exams

Course Delivery: This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback and video lectures. There are 8 additional contact hours composed of secure online exams as well as 8 hours of case studies.

Course Progression: Graded components of the course are journals, case studies, and exams. Therefore, in keeping with best learning practices, the journals, case studies and exams for this course will *not* unlock until the previous one is graded. This will allow for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 28 days; this is not a negotiable time period. Please plan your time accordingly.

Note: Professors reserve the right to reset any exam taken in violation of these guidelines.

Required readings, lectures and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Please note the exam questions are based upon the readings. Video lectures

which support each lesson module subject should be viewed as many times as is necessary to fully understand the material.

We do not support the use of outside resources to study, except for the ones listed in the syllabus under “Suggested External References”. If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

Academic Integrity is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. We depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam or put their work into question, as this would compromise the student's preparation for future work. It is the student's responsibility to review the **Student Handbook** and all policies related to academic integrity. If clarification is necessary, the student should reach out to their instructor for further explanation **before** initiating module one.

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition, this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as “Respondus Monitor.”) **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and installing this browser will be given at the start of the course. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:

Canvas browser and system requirements: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>

Respondus Requirements: <https://web.respondus.com/he/lockdownbrowser/resources/>

Respondus Monitor Requirements: <https://web.respondus.com/he/monitor/resources/>

Module Topics:

Module 1:	Biomedical Ethics
Module 2:	Biomedical Ethics & Ethical Theory
Module 3:	Ethical Principles & Specific Questions Concerning Treatment in Biomedical Ethics
Module 4:	Clients, Care, Cost, & Communication
Module 5:	Codes, Courts, Conduct & Conscience
Module 6:	Biomedical Ethics & Research
Module 7:	Ethical Considerations of Death, Dying, the Right to Life, and Organ Transplants
Module 8:	The Ethics of Self-Care
Module 9:	Navigating Ethical Challenges in Global Bioethics

Suggested Timed Course Schedule (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Students may feel free to complete the course on a schedule determined by them within the parameters outlined under “Course Progression.”

<u>Time Period</u>	<u>Assignments</u>
Days 1-10	Module 1 Case Study, Problem Set, Exam
Days 11-20	Module 2 Essay, Problem Set, Exam
Days 21-30	Module 3 Case Study, Problem Set, Exam
Days 31-40	Module 4 Essay, Problem Set, Exam
Days 41-50	Module 5 Case Study, Problem Set, Exam
Days 51-60	Module 6 Essay, Problem Set, Exam

Days 61-70	Module 7 Case Study, Problem Set, Exam
Days 71-80	Module 8 Essay, Problem Set, Exam
Days 81-90	Module 9 Case Study, Problem Set, Exam
Days 91-100	Final Exam

Grading Rubric:

Check for Understanding	1 pt.
Problem Sets (5pt each x 9)	45 pts.
Essays (Module 2, 4, 6, 8, 30 pt each)	120 pts.
Case Studies (Module 1, 3, 5, 7, 9, 30 pt each)	150 pts.
Module Exams (50 pt each x 9)	450 pts.
<u>Final Exam</u>	<u>100 pts.</u>
Total	866 pts.

Grading Scale:

96.5% - 100%	= A+
92.5% - 96.4%	= A
89.5% - 92.4%	= A-
86.5% - 89.4%	= B+
82.5% - 86.4%	= B
79.5% - 82.4%	= B-
76.5% - 79.4%	= C+
72.5% - 76.4%	= C
69.5% - 72.4%	= C-
66.5% - 69.4%	= D+
62.5% - 66.4%	= D
59.5% - 62.4%	= D-
0% - 59.4%	= F

A Word About Evaluation:

All written assignments (essays, case studies) for this course require formal writing in which thoughts are expressed in grammatically correct, clear sentences. The essays that students will be asked to write require students to comprehend the assignments that are included in each module and, quite often, to offer connections between the ideas present in the assignments and a student's own "take" on things.

The current course grade and progress is continuously displayed on the student desktop.

Proficiency in written English is a prerequisite for this course. If you have weak written English skills, you may not be able to effectively communicate the ethical concepts in your essay responses, and this may result in point deductions. Written English rules, including grammar, punctuation, and spelling, will account for 10% of your grade on each assignment.

Guidelines for Writing Assignments:

- Superior Paper (A): Demonstrates the writer's ability to articulate course material, support his or her written argument with appropriate use of class material and outside resources and apply personal experience and opinion as appropriate. A superior paper is well written, with no grammatical errors.
- Good Paper (B): This paper is well-written, but lacks extensive support and use of outside resources to articulate one's argument. A good paper will articulate course material and incorporate personal experience and opinion as appropriate.
- Average Paper (C): The writing is adequate in conveying the writer's ideas, but does not clearly articulate course material or reference external resources.
- Weak Paper (D): The writing of this paper is underdeveloped and inadequate in organization, content, and the use of correct grammar.
- Failing Paper (F): This is a poorly written essay that neglects to adhere to the directions of the writing assignment. The paper completely lacks focus, organization of content, and grammatical competency.
- Plagiarized Paper: This paper reveals evidence that the submitted work is not the writer's original work, or the submitted information has not been properly documented. The facilitator has the right to refuse to accept this paper, and the student submitting a plagiarized paper will be subject to the Academic Integrity Policy as stated below.

Suggested External References:

If the student desires to consult a reference for additional information, the following texts are recommended as providing complete treatment of the course subject matter.

- Butts, J., Rich, K. (2013). *Nursing ethics: across the curriculum and into practice*. Jones & Bartlett Learning.
- Chesnay, M., Anderson, B. (2012). *Caring for the vulnerable: perspectives in nursing theory, practice and research*. Jones & Bartlett Learning.

- Solomon, R., Martin, C., Vaught, W. (2008). *Morality and the Good Life: An Introduction to Ethics through Classical Sources*. McGraw-Hill.

NOTE: We do not support the use of outside resources to study, except the ones listed above.

Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

Video lectures: Supports diverse learning styles in conjunction with the text material of each module

Messaging system: Provides individual instructor/student interaction

Tech support: Available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:

Students with documented disabilities may be eligible to receive reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and applicable federal and state laws.

Documentation Requirements

Documentation must be dated within the past four (4) years and submitted for review.

To initiate a request, students should contact Student Services at studentservices@portagelearning.edu to obtain a link to our secure documentation upload site. Please do not email documentation directly, as we are only able to review materials submitted through the secure site to protect your privacy.

Once documentation has been received, the Accommodation Review Committee will evaluate the materials and notify the student of any approved accommodations within seven (7) business days (excluding weekends).

Examples of Approved Accommodations (when supported by documentation) may include:

1. Extended time on examinations
2. Reduced-distraction testing environment (students select their testing location)
3. Closed captioning for video lectures (available to all students)
4. Use of approved memory aids
5. One scheduled break during examinations

Accommodations are determined on an individualized basis following review of appropriate documentation.

One-on-One Instruction:

Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same so you do not miss any pertinent information from us.

Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day	MLK Day
Easter	Memorial Day
Juneteenth	Independence Day
Labor Day	Thanksgiving weekend
Christmas Break	

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.edu

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

Grievances: If a student has a complaint about the coursework or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. To file a formal grievance for consideration by the Academic Review Committee, the process must be initiated by requesting an appeal form from academics@portagelearning.edu.

Remediation: At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting

this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

Note: Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.