**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** Oct. 26, 2015

**REVIEWER:** Andleeb Zameer

**COURSE TITLE & NUMBER:** PHIL 2203 Health Care Ethics

**PROPOSED BY:** Robert MacDougall

**CREDIT HOURS:** 3

**PREREQUISITES:** ENG1101

**COURSE IS: X** Existing New In development

**PROPOSED COURSE DESIGNATION**: X College Option X elective Capstone X other: Course can fulfill Pathways requirement under “Individual and Society”.

**DEPARTMENT HOUSED IN:** Social Sciences (Philosophy)

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  Guest Lecturers; Minimum 20%

**CREDIT DISTRIBUTION** (if co-taught):

**CATALOG DESCRIPTION:** This interdisciplinary course introduces students to iisues at the intersection of health care and values, as well as the theories, principles, data, and literature addressing these issues. Students are required to critically interact with multiple disciplinary methods in order to reach their own conclusions about ethical behavior in health care. Interdisciplinary learning is furthered by assignments that require students to synthesize philosophy with other sources of relevant knowledge, particularly medicine and nursing.

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

This is an interdisciplinary course because it integrates the knowledge and methods of health care professions with the knowledge of philosophy. Course is designed so that most topics are treated by a philosopher in one session and by a health care professional or scientist in a second session. The health care sciences to be integrated with philosophy in this course include nursing, dental hygiene, chemistry, and biomedical informatics. The ultimate goal of the course is to help students integrate knowledge from different disciplines in order to have a deeper understanding of the moral foundations of health care.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

The course will be mainly taught by a philosopher and guest lecturers from multiple disciplines including nursing, chemistry, dental hygiene, and biomedical informatics. The guest lecturers will look at issues from their own disciplinary perspective and in most cases these lectures will be preceded by a lecture on the same topic from the perspective of philosophy. Students will be exposed to multiple disciplinary perspectives and focus on the relationship of philosophy to other disciplines. One of the most essential question, among many, that students will be asking is how can health care practitioners contribute to reforming and improving these institutions?

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria CityTech: <http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals> NYS: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >

This course addresses the following general education learning outcomes;

Students will learn to purposefully connect and integrate across-discipline knowledge and skills to solve problems, students will learn to synthesize and transfer knowledge across disciplinary boundaries, students will learn to recognize varied perspectives, students will learn to gain comfort with complexity and uncertainty, and students will learn to think critically, communicate effectively, and work collaboratively.

**STRENGTHS:**

**1.** This course does a great job of bringing together perspectives and expertise from so many disciplines including nursing, dental hygiene, chemistry, and biomedical informatics. After taking this course, students should have a deep understanding of ethical issues in health, and a variety of issues in bioethics such as confidentiality and health records, and the use of animals in biomedical research.

**2.** Interdisciplinary case presentations towards the end of the semester, which will constitute 25% of the final grade, add strength to the assessment component. Students will gain some invaluable practice in working with others to reach agreeable solutions to cases relevant to health care ethics.

**WEAKNESSES: None**