



Course title:	Ethical Dilemmas in Health for Social Work and Other Health Professions	
Course #/term:	SW 705 Fall, 2021	
Time and place:	Wednesdays, 3-6pm Online on Zoom	
Credit hours:	3	
Prerequisites:	N/A	
Instructor:	Susan Radzilowski LMSW ACSW	
Pronouns:	She, her	
Contact info:	Email: skrrad@umich.edu	Phone: 248 943 2089
	You may expect a response within 48 hours	
Office:	Online (Zoom) or by phone	
Office hours:	Wednesdays immediately following class, and by appointment	

1. Course Statement

From a beginning in efforts to protect human rights in biomedical research, the field of health-related ethics, sometimes called “bioethics” has grown rapidly. It now encompasses such major areas as equity of access to, and delivery of, health care services, and the impact of the rapid proliferation of technologies (e.g. genetic and advanced diagnostic testing, prenatal, mind-altering and life-prolonging treatments) on how human life is defined, and on health care decisions and quality of life. While many of these issues, and the dilemmas they create, focus on the rights and burdens of individuals and families, ethical dilemmas in health have increasingly far-reaching implications for communities and societies. These dilemmas pose challenges to social workers, social service and health care practitioners, administrators, policy makers and social and health scientists. Issues that have traditionally been private concerns are increasingly played out in the public arena, with passionate constituencies and extensive, and often inflammatory, media attention. The key roles and importance of well-trained and practiced social workers and other health care providers, administrators, planners and policy makers in assuring equitable treatment and protecting individuals, communities and societies, provide the central rationale for this course.

a. Course description

This course will use a case-study approach. It will use ethical frameworks from social work, medicine, public health, nursing, psychology and others health-related fields for decision-making, both generally and as applied to specific dilemmas. The course will also include discussion of conflicts between professional ethics codes and federal, state and local laws, regulations and codes (e.g. penal, mental health).

b. Course content

The scope of the intersection between health and ethics is huge. This course cannot cover all issues, topics and dilemmas in one semester. A partial list of potential topics includes: content and application of health professional ethics codes and frameworks to health-related decisions and policies; ethical issues in health care resource distribution and allocation; conflicts between autonomy and beneficence in public health interventions; the role of social and health professionals and ethics consultants in hospital ethics review committees; competence assessment and health/mental health care decisions; informed consent, confidentiality and human subjects protection in health care and health research; access to and the impact of genetic, fertility and reproductive technologies; ethical dilemmas and aging; advanced care planning, advanced directives and end-of life decisions, including neonatal and intensive care later in life or in “futile” situations; maternal/fetal conflicts of interest such as drug treatment of child abuse prosecution, coerced or forced maternal and fetal drug and surgical treatment; cross-cultural issues in bioethical decisions; the role of the internet and the medical in framing bioethics and health care policy decisions. Additional issues and topics will be explored by course participants during assignments and class discussions.

c. Course objectives and competencies

Upon completion of the course, participants will be able to:

1. Describe the key principles of social work and other health professional ethics codes that guide ethical decision-making and apply them in the context of social justice, human rights, autonomy, resource allocation and responsibility.
2. Identify how similarities and differences in principles and decision-making methods, across professional codes, may contradict and/or complement one another in health-related practice, and in relation to local, state, national and/or international law, codes and regulations.
3. Assess how your personal values may differ from, or are similar to the values of your profession in several health-related ethical dilemmas.
4. Demonstrate how individual, family and community resources, educational level, gender, ethnicity, religion or spirituality, age, sexual orientation, marital status and other characteristics (of decision-makers and those affected by their decisions) may affect ethical decision-making.
5. Analyze and discuss the role of media in framing discussions and decisions related

to ethics and health, as it affects the general public and specific population groups.

6. Demonstrate their ability to apply ethics frameworks and critical thinking to selected ethical dilemmas that arise in health care settings, and in health policy development and implementation, through written analyses and through their assigned roles during case study/case conference meetings and public hearings.
7. Use an interdisciplinary case study/case conference approach to practice decision-making applied to several contemporary health policy and health care issues including genetics, maternal/fetal conflict, fertility and reproduction, beginning and end-of-life decisions (care, quality and length of life) and allocation of health-related resources.

d. Course design

This course is conducted as a **seminar**. This design assumes that all participants are adult learners who are responsible for, and actively engaged in, the learning process. You are the primary actor in developing your knowledge, understanding and skills through class activities, presentations (instructor, guests and your own), reading, listening, discussion, and from your developing experiences and insights. My role, as class instructor, is facilitator and guide. My teaching is less about lecturing than about planning class activities and identifying and providing many, but not all, learning resources that you will use throughout the semester and beyond. You are responsible for your own learning and much of the quality of your class experience. I evaluate your immediate classroom-related learning and provide grades.

This is a “hands-on” course. Beginning with an introduction of ethical principles and frameworks used to guide health-related practice and research, we will examine common dilemmas faced in practice from the perspective of policy-makers, health and social service agency directors and practitioners, communities, families and individuals. Course participants will learn about and practice methods for analyzing ethical dilemmas from a variety of perspectives. Participants will find, review and discuss news stories related to ethical dilemmas in health, including discussion of how media portrayals affect public perception of the issues. The course methods and resources include journal, book and media readings, presentations by the instructor, guests and class participants, small and whole class discussions, analyses or ethical issues case studies, short and more in-depth analysis papers and in “mock” case presentations and meetings. In keeping with its interprofessional approach, students from areas of study and practice will draw upon and share their learning and work experience in the context of the course content.

e. Curricular themes

1. **Multiculturalism and Diversity:** Attention to multiculturalism and diversity, and understanding the impact of these, is imperative to the ethical conduct of practice and research in social work and other health-related professions and in the context of families, communities and society. Course participants will identify ways in which ability, age, sex, class, resource availability, color, culture, ethnicity, family structure, gender, sexual orientation, marital status, national origin, race, religion or spirituality influence the distribution of health-related resources, how they influence and are influenced by, ethical frameworks in various related fields and circumstances.

2. Social Justice and Social Change: Social justice is one guiding framework of ethical decision-making. Conversely, achieving social justice in health requires ethical decision-making processes. This course will address how ethical frameworks for decision making contribute to creating a system where the benefits of health promoting environments and resources, including health care, are distributed equally across populations. Course participants will analyze and discuss how ethical decision-making processes influence, and are influenced by scientific, socio-cultural, and social justice issues.

3. Promotion, Prevention, Treatment and Rehabilitation: Course participants will review and analyze a variety of case studies that illustrate how ethical issues and dilemmas affect individual, family, organizational, community and societal well-being across the spectrum from promotion to rehabilitation, in a variety of settings and populations.

4. Social and Behavioral Science Research: While the course is practice-based, successful practice must be based on ethically conducted research. Course participants will review and apply research from social work and other health professional, behavioral and social science fields in group discussion, case studies presentations and papers. The evolving place of bioethics in biomedical, social and behavioral science research initiatives of the federal government and foundations will be discussed. The evolution, function and impact of human subjects review boards will be studied.

f. Relationship to social work ethics and values

The Social Work Code of Ethics underlies the framing and implementation of the course. For example, in exploring the history and application of ethical frameworks, this course begins with an explicit overview of NASW'S Code of Ethics and compares and contrasts it to ethics codes in other disciplines. Students will explore social work ethics and values in a variety of contexts and practice settings that affect health and well-being through their readings, class discussions and assignments. Every effort will be made to encourage students from a variety of social and health professions to take the course in order to make it correspond to the "real world" of interdisciplinary decision-making during case conferences, legislative processes and other formal and informal means of interdisciplinary communication.

g. Intensive focus on PODS

Biomedicine has been guilty of some of the greatest violations of human rights in history including forced sterilizations of developmentally disabled and ethnic minority group members, selective abortion of female fetuses, Nazi and Tuskegee human experimentation and withholding medical treatment of prisoners and other oppressed groups. Historically, presently and likely in the future, many of the greatest health-related dilemmas arise from inequitable access to, or discriminatory application or withholding of health-related research and treatment based on race, ethnicity, gender, age, sexual orientation, ability, access to resources, and other individual and population-based characteristics. This course addresses these in readings, case examples, student papers and presentations. The key roles and importance of well-trained and practiced social workers and other health providers, administrators, planners and policy makers

in assuring equitable treatment and protecting individuals, communities and societies, provide the central rationale for this course.

2. Class Requirements

a. Text and class materials

We do not have a textbook for this class. You will use a variety of materials, including chapters from several books, journal articles, newspaper and magazine articles (professional journals and popular print media, along with shows broadcast by PBS, NPR and other media). I will make many of these available through our Canvas website, all in the Files folder. You will find, use and share others through your research, individually and with other members of the class.

The Canvas Files folder is organized with general materials first, e.g. the Course Syllabus, Reading Lists and Assignments Folder, and a General Resources and Links folder that contains ethics codes, decision making frameworks, bioethics-focused databases, organizations, and journals. This General Resources and Links folder could grow as the semester proceeds. It will provide you with material for your work in this course, and into the future, but do not limit yourself to what you find here.

Increasing understanding of the meaning and applications of the concepts and terms discussed in the week 1 and week 2 readings will be assumed for all in-class discussions, group and individual assignments. Materials for each class session are organized on your reading lists and in Canvas in required materials and supplemental materials categories. Required materials are those that are expected to provide the background you need to fully participate in class activities, both inside and outside of the classroom. Required materials listed on the reading list and in its corresponding Canvas folder should be the same.

Supplemental materials in Canvas will provide further resources. I may add materials to the Canvas supplemental readings folder during the semester based on things that I, you and your colleagues find.

Be advised that there may be some changes in the class schedule or reading lists if opportunities present themselves or by necessity.

Assignment due dates will not change, unless otherwise discussed and agreed upon.

Updated COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure

to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

Key Codes of Ethics Relevant to Health Ethics (this is not an exclusive list)

American College of Healthcare Executives — http://www.ache.org/ABT_ACHE/code.cfm

American Counseling Association — <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Dental Association –
<https://www.ada.org/en/about-the-ada/principles-of-ethics-code-of-professional-conduct>

Association Medical Association —
<https://www.ama-assn.org/delivering-care/ama-code-medical-ethics>

American Nurses Association — (read-only, can't print
<http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>

American Pharmacists Association – <http://www.pharmacist.com/code-ethics>

American Psychological Association — <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

American Public Health Association — <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447186/>

National Association of Social Workers — <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

National Society of Genetics Counselors - <https://www.nsgc.org/p/cm/ld/fid=12>

b. Class schedule

SW 705 Fall 2021

Wednesdays 3-6pm The class will typically meet online at 3pm for 90 minutes. Most weeks a guest speaker will be presenting and the time may vary based on the guest speaker's availability.

All readings are posted on the canvas module.

September

9/1/21

Introduction to Health Ethics-Concepts, Influences and Codes
Ethical Decision Making Framework

9/8/21

Chair of NASW MI Chapter Ethics Committee - RPR Process
3pm Guest Speaker Mary Eldredge
Confirmed

9/15/21

Public Health Ethics
3pm Guest Speaker Edith Kieffer
Confirmed

9/22/21

Ethical Dilemmas in Mental and Behavioral Health
3pm Dr Jibson
Confirmed

9/29/21 Health Research Ethics

Time? Janice Firn
Confirmed

October

10/6/21

Health Resource Allocation and Access
5pm Dr. Goold Guest (3 - 5 group work)
Confirmed

10/13/21 Genetics Changed to 11/3 (Aimee Vantine guest lecture: Post Mortem)

Ethical Dilemmas in Genetics - moved to 11/3

3pm Guest Speaker Confirmed: Wendy Uhlmann and Scott Roberts - moved to 11

10/20/21

Ethical Dilemmas in Chronic Disease and Organ Transplantation

3pm Carly Fritsch
Confirmed

10/27 The State of Social Work Ethics Today
3pm Monica Rich-McLaurin, Chair of NAC and CEO of Resolution Counseling and Therapy
Confirmed

November

11/3 Genetics and Ethics
Wendy Uhlmann and Scott Roberts
3pm

11/10
Ethical Dilemmas in Fertility, Reproduction and Disability
3 - 5pm. Naomi Levantahl Confirmed

11/17 Group Presentations (2) Day One for Presentations

11/24
No class - Holiday

December

12/1 Group Presentations (2) Day Two for Presentations

12/8/21.
Aging, Caregiving, Quality of Life, Treatment Decisions, and Care Management
3pm Leslie Dubin- Confirmed

Assignments

1.SW 705 Fall 2019 News Media Analysis Assignment Due 10/06 11:59pm

Ethical dilemmas in health/social justice are constantly in the news. In fact, much of the public's perception of these issues is influenced by the way these news stories are portrayed, ranging from careful and well-researched studies of issues to inflammatory and not-so-well documented articles.

The objectives of this assignment are to 1) familiarize yourself with ethical dilemmas in health/social justice as portrayed in major newspapers, public radio and television and their websites; 2) analyze how the media frame and discuss ethical dilemmas, including the impact of framing and content on public discussion; 3) engage yourself and your classmates in an analysis discussion related to an ethical dilemma of interest to you, using a story found in a newspaper (e.g. Washington Post, New York Times, Christian Science Monitor), radio (e.g. NPR), or TV (e.g. PBS or other reputable) show.

Responsibilities/Steps:

1. Make it a habit to review media coverage of ethical dilemmas in health.
2. Select a news story about an ethical dilemma in health or human services/social justice. The story must have adequate depth to present, at minimum: a) a clear ethical dilemma with at least 2 distinct sides to the issue, b) background factual information about dilemma; c) discussion of who is affected, with data and/or examples/case situations. If in doubt, review your story with me, by sending me the link and your brief statement of the ethical dilemma presented in the story (#1 of assignment).
3. Write 2-3 page double-spaced page written analysis, which must include the headings and related content in the outline below.

4.

REPORT OUTLINE Your written report must include these headings and content:

- 1) Ethical dilemma in health or social justice. Briefly identify the dilemma, including at least 2 sides of the issue.
- 2) Background, issues and facts. Present/describe each side of the dilemma, including who is affected, with data and/or examples/case situations briefly noted.
- 3) Analysis of the dilemma. a) Discuss the consequences of the dilemma for individuals, families, health provider(s)/systems, community and society; b) discuss how the story was portrayed, including how the average reader/listener/viewer (without ethics training) might perceive the issue as a result of how it was portrayed.

On the top of the paper, you must include: a) your name, b) date of submission, c) story name, d) story date, e) story author, f) media source, (e.g. NYTimes, NPR) and link to the story.

2. SW 705 ETHICAL DILEMMA ANALYSIS - FINAL PAPER; DUE 12/01 11:59pm

8-10 double spaced pages (excluding references)

Objectives: This final paper assignment is designed to provide you with the opportunity to:

- 1) Identify and develop an in-depth analysis of an ethical dilemma of your choice.
- 2) Use the Ethics Decision Making Framework (Modified by Kieffer for SW 705) and the published literature and other resource materials to fully explore the dilemma.

Deadlines:

October 30 by 3:00 pm, you must upload a well-developed Statement of the Dilemma paragraph (#1 on the framework) to Canvas Assignments. This statement must identify the ethical dilemma and briefly, but clearly, describe the 2 sides of the dilemma. References are required. I will approve or provide feedback on your dilemma by **November 8**. Early submissions of the paragraph are strongly encouraged.

December 4 -

Evaluation and grading:

This paper is 30% of your total class grade (i.e. 30 points). You must use the outline provided with headings. I will evaluate the paper using the grading criteria provided in the syllabus regarding mastery of the material and general expectations and format for written work.

Mastery of the material includes, but is not limited to demonstration of:

- Your understanding of concepts commonly used in health ethics
- Your understanding of the consequences of ethical dilemmas on individuals, families, groups, organizations and community/society
- Your understanding of how such factors as ethnicity, culture, religion, political ideology, resources, age, gender, sexual orientation and personal values may affect decision making regarding each action
- Your understanding of the relationship of your work to ethics codes in social work and other health professions and to laws and/or regulations relevant to the topic
- Your use of scholarly literature and other high quality resource materials for your research, including but not limited to, required course materials. Use of blogs, personal opinion pages and similar resources should be used only sparingly to illustrate a perspective in combination with other well-documented or scholarly materials. Any paper that includes plagiarized material will result in a failing grade for the paper and the course.

Note: As you prepare and write the analysis for this paper, consultation means use the published literature and other available resources to provide additional information to help you make your decision. Using and citing references is required!

ETHICAL DILEMMA ANALYSIS - FINAL PAPER OUTLINE

This outline follows the analytical steps 1-6, with some modifications, of the Ethics Decision Making Framework (Modified by Kieffer for SW 705). Your paper must follow the outline and section headings and related content.

Statement of Dilemma (one paragraph - #1 on the framework)

Identify the ethical dilemma, and describe briefly, but clearly, the 2 sides of the dilemma.

Facts Related to the Dilemma (Gather the facts and identify those affected) - #2 on the framework)

Provide the facts related to each side of the dilemma, including identifying the individuals, families, groups and organizations most likely to be affected by the ethical decision. If there are legal and/or regulatory aspects of the dilemma, identify them here.

Possible Courses of Action (what should be done) and Consequences (#3 on the framework)

Course of Action 1 (Give it a name) –

- a) Describe what could be done, and by whom

- b) Describe the consequences of doing it this way for individuals, families, groups, organizations and community/society

Course of Action 2 (Give it a name)

- a) Describe what could be done, and by whom
- b) Describe the consequences of doing it this way for individuals, families, groups, organizations and community/society

Analysis of Reasons in Favor of, and Opposed to, Each Course of Action (#4 a- 4e on the framework)

For each course of action above (use headings with the names for each course of action that you used above), examine the reasons **in favor of, and opposed to**, each course of action. The examination must include the perspectives from 4a-4d, below, labeling the subheadings:

- a. Social work values, principles and ethical standards (may substitute your profession)
- b. Other relevant codes of ethics and legal principles
- c. Ethical theories, principles and guidelines
- d. Ethnicity, culture, religion, political ideology, resources, age, gender, sexual orientation and personal values that may influence each course of action. Be especially aware of those that conflict with your own personal values.

Incorporate framework #5 (consultation) by referencing the literature throughout this analysis.

Decision (#6 on the framework)

State your decision from the perspective of a social worker/your discipline. Document your decision and briefly describe the most compelling reasons for your decision. This last part essentially provides the justification for your decision.

References (these do not “count” toward the 10-page double-spaced page limit)

Provide a complete reference list for all published AND other materials. Your paper must include at least 8 references from reputable scholarly journals and/or book chapters, including but not limited to required course materials. Other resources may be used in addition. All references must be appropriately cited (see syllabus).

The Ethics Decision-Making Framework MODIFIED

Modified by Edith Kieffer for SW 705, adapted from Reamer, F.G. (2006). Ethical decision-making and dilemmas: a framework. In *Social Work Values and Ethics* (3rd ed.), pg. 73; New York, NY: Columbia University Press.

1. Identify the ethical dilemma
2. Gather facts associated with the dilemma
3. Tentatively identify viable courses of action, and for EACH course of action:
 - a. Identify involved participants

- b. Identify consequences of taking that action for the individuals, family, health provider(s)/systems, community and society. Consequences include benefits and risks.
4. Examine the reasons in favor of, and opposed to, each course of action, including:
 - a. Social work (or other professional) values, ethical principles and ethical standards
 - b. Other relevant codes of ethics and legal principles
 - c. Ethical theories/principles and guidelines
 - d. Ethnicity, culture, religion, political ideology, resources, age, gender, sexual orientation and personal values that may influence each course of action. Be especially aware of those that conflict with your own personal values.
5. Consult with colleagues and appropriate experts (e.g. agency administrators, supervisors and staff, ethics committees, ethics scholars, attorneys)
6. Make the decision and document the decision and the decision-making process
7. Monitor and evaluate the outcome
8. Reflect on the decision; revise as needed using this process

Assignment	Due date
News Media Analysis	10/06
Group Presentation	11/17 and 12/01 - two each date
Ethical Dilemma Analysis-Final Paper	12/1 (Statement of Dilemma due 10/13)
Seminar Participation	Every session including asynchronous discussion posts (graded- counts toward participation grade)

Deadline expectations: All reading, written and other assignments must be completed and ready for use by the start of class or the specified due date (see schedule). Please note that some assignments may be completed in-class. Canvas will track assignment submission. Incomplete grades are assigned only through discussion with me **before the due date**.

Format of written assignments: All papers must be typewritten in Arial, Times New Roman, Calibri or Cambria 11-point font and one inch margins, double spacing. Clear topic headings are required. Properly formatted citations must be included using either APA or AMA format style guide resources are:

* APA citation style: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (Sixth Edition). Washington, D.C.: American Psychological Association.

* AMA citation style: Here is the free searchable guide to AMA Manual of Style (references section). <http://www.amamaulofstyle.com/> Examples at: <http://www.lib.jmu.edu/citation/amaguide.pdf>

All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

- **CLARITY:** Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?
- **ACCURACY:** Is that really true? How could we check that? How could we find out if that is true?
- **PRECISION:** Could you give more details? Could you be more specific?
- **RELEVANCE:** How is that connected to the question? How does that bear on the issue?
- **DEPTH:** How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?
- **BREADTH:** Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a variety of points of view?

• **LOGIC:** Does this really make sense? Does that follow from what you said? How does that follow? Before you implied this and now you are saying that; how can both be true?

d. Attendance and class participation

Because this is a participatory seminar, class attendance is required. Please notify the instructor at the beginning of the semester if religious observances, or other unavoidable obligations will conflict with class or due dates for assignments so that we can make appropriate arrangements. Class will begin promptly at 3:00 pm. Be cognizant of the disruptive nature of coming to class late. Unless you have received prior authorization, coming to class more than 10 minutes late more than once, or leaving early, will be considered an absence. If you arrive after the class has begun, please enter the classroom as quietly as possible and wait until break to catch up with what is going on. It is your responsibility to get materials, handouts or class notes from one of your classmates if you are unable to be in class. All class members are expected to be attentive to speakers and discussants and extend courtesy and respect to others, even if their values, opinions and attitudes differ from yours.

Making up an Absence:

With approval, up to two absences may be “made up” by 1) completing a summary of the key points of each of the required readings, and 2) any additional activity assigned related to the topic/activities of the day. You must contact me within 24 hours of the missed class to arrange for this option. *Any assignment due on a missed class day must be emailed to me by 3:00 pm on the day of the class.* Students with 2 absences that are not “made up” will receive a one level (e.g. A to A-) reduction in your final grade. Each additional absence will reduce your final grade an additional level.

Discussions/Group Activities:

Discussions and group activities are a critical aspect of active learning at the graduate level. Well-prepared and active participation is required. The following expectations will be taken into account when considering your participation grade. As an adult learner, you are expected to prepare for class by reading and thinking about the topic of the day, preparing analytical materials, class discussion notes and other written work and actively contributing to small and large group discussions. Your contributions must show evidence of reflection on the content and meaning of readings/class materials and participation in classroom presentations, activities and discussion.

Professional Behavior: As a professional/professional-in-training, you are expected to conduct yourself as a professional in the classroom. Therefore, well-prepared and active participation is required. Class members are expected to be attentive to speakers and discussants and extend courtesy, attention to, and respect for the instructor, guests and fellow students, even if their values, opinions and attitudes differ from yours. Respect to the class itself is expected, demonstrated in verbal, non-verbal and written communication and other behaviors. Failure to behave professionally will result in a participation grade reduction.

Special Considerations: Please notify me immediately if you require special classroom or other considerations for instruction. SSW policy is to provide equitable educational opportunities for students with documented disabilities. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. When you make me aware of your needs, we can work with the

Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations.

Use of electronic devices: Electronic devices are permitted, but please limit use of these devices to note taking and reference needs. Please be respectful of all presenters and be attentive. If devices are a distraction to you or others, your participation score may be impacted.

e. Grading

EVALUATION AND GRADES Your class grade will be based on my evaluation of the following:

- Class participation (25%; includes homework preparation)
- News story analysis (article/show) (15%: 10% written summary; 5% discussion facilitation)
- Brief issue analyses: 2 analyses (30%):
 Genetic technologies (15%); maternal-fetal conflict or parent-child conflict (15%);
- NICU meeting preparation is ungraded homework, but preparation is essential and participation is graded.
- Final paper – Analysis of ethical dilemma of your choice (30%)

TOTAL 100 points

Final grades will be assigned using the following point scale:

A+ = 99 - 100	B+ = 86 - 89	C+ = 74 - 77
A = 95 - 98	B = 82 - 85	C = 70 - 73
A- = 90 - 94	B- = 78 - 81	C- = 66 - 69

Both content and format will be considered in assigning grades. **Lower grades will result from late submission of assignments, failure to follow assignment and formatting guidelines, sloppiness, inappropriate grammar and misspellings.**

The criteria for letter grades are:

A+, A or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. A+ will be a very rare grade. The difference between A and A- is based on the degree to which these skills are demonstrated.

B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B Mastery of subject content at level of expected competency – meets course expectations

B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

C or C- Demonstrates a minimal understanding of subject content. Significant areas need improvement in order to meet course requirements.

E Student has failed to demonstrate minimal understanding of subject content.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*