



EHTM 1310

Ethics in HTM



About Us

The College of Biomedical Equipment Technology (CBET) is a majority Veteran owned and operated private college offering Biomedical Equipment Technician (BMET), Healthcare Technology Management (HTM) and Healthcare Information Systems Management training at the certificate and associates degree levels. Our leadership team is comprised of individuals with decades of experience in the healthcare industry and education. Similarly, our instructional staff is comprised of industry experts and award-winning educators dedicated to providing quality education, training, and career services to our students.

Locations

Main Campus

105 Windy Meadows, Suites 201
Schertz, Texas 78154
www.cbet.edu

Mission

“The College of Biomedical Equipment Technology delivers premier education and training in Healthcare Technology Management and Information Technology to equip students to meet the evolving needs of the industries we serve.”

About the Course

The 6-week IDL course, EHTM 1310 presents a range of topics addressing ethics in Healthcare Technology Management (HTM). Business ethics and corporate ethics (with accompanying topics of risk management, compliance, and quality improvement) are included within the description of organizational ethics. The course emphasizes a patient-centered care approach to healthcare delivery and positions the Biomedical Equipment Technician, or HTM Professional, at the center of a wide range of issues directly affecting the delivery of high-quality patient-centered care.

- Addressing Disparities in Healthcare
- Sentinel Events and Ethical Treatment
- Cost Savings versus Quality
- Diversity and Inclusion
- Regulatory Organizations
- Digital Information & Advanced Technologies
- Ethical decision-making and Codes of Conduct

Course Description

The course is designed to strengthen a student's Healthcare Technology Management (HTM) leadership capacity and career readiness through research and analysis of ethically based best practices and standards in healthcare. The course is intended to provide students with a better understanding of the essence of ethics and an understanding of how ethics guide us in determining what is right or wrong in order to take optimal action in a patient-centered healthcare environment. Utilizing a research-based approach, students will familiarize themselves with various case studies associated with the delivery of quality healthcare; examine the implications of ethical, unethical, and compromised decision-making; and learn to distinguish and address problematic behavior in organizations. Students will be introduced to topics associated with sentinel events such as the recent global pandemic; the roles and responsibilities of governmental organizations; the HTM professional's role in ensuring ethical behavior; and challenges associated with advanced technology in Healthcare Delivery Organizations (HDO).

Learning Objectives

LO1. Critically examine the historical evolution and the contemporary context of ethics in healthcare; evaluate the evolving role of the Healthcare Technology Management (HTM) professional in addressing and combating disparities affecting the quality of patient care.

LO2. Research and explain what roles the Food and Drug Administration (FDA), the Centers for Medicaid and Medicare Services (CMS), the Joint Commission (JC), the DNV, and other state and federal organizations play in establishing medical device standards in the United States; explain the impact of issues like "Right to Repair" and other factors governing medical device manufacturing, maintenance, and repair.

LO3. Identify and explain the critically important role Healthcare Technology Management (HTM) professionals play in reconciling patient care decisions (quality) with financial management (cost savings and efficiency).

LO4. Research and assess the impact of sentinel events, such as the global pandemic, on the medical device industry and the expectations regarding standards of care.

LO5. Explore the impact of technology, digital information, Artificial Intelligence (AI), the Healthcare Internet of Things (HIOT), and other advanced technologies on the medical device industry, and identify issues associated with data management and patient privacy, safety, and security.

LO6. Research and develop a draft code of ethics for HTM professionals, including fundamental canons, rules of practice, and professional obligations.

Time-on-Task.

Time on task is the total average learning time spent by a student in this course, including instructional time and time spent studying and completing course assignments and other activities (e.g., reading, research, writing, individual and group projects.) Time-on-Task activities include the following:

- Attending the weekly webinars
- Reading course presentations/ "lectures"
- Reviewing course notes
- Participation in online discussions
- Conducting research
- Writing papers or other assignments
- Completing weekly Virtual Reality Labs
- Completing other assignments (e.g., projects)
- Reading assignment references, books, and other course materials

The entire course Time-on-Task is 129 hours.

Week 1/Module 1 (Introduction to Ethics in Healthcare Technology Management)

Learning Objective 1. Critically examine the contemporary context of ethics in healthcare; evaluate the Healthcare Technology Management (HTM) professional's role in contributing to successful ethical outcomes.	
TLO 1	Analyze and understand ethics theory, methods, framework, and applications.
TLO 2	Analyze the Environment of Care (EOC) in a healthcare organization; identify the critical contributions of the HTM/biomedical department.
TLO 3	Analyze the Environment of Care (EOC) in a healthcare organization; identify the critical contributions of the HTM/biomedical department.
TLO 4	Research and define ethics and establish a framework for guiding ethical principles associated with healthcare delivery.

Module 1 Overview. Module 1 introduces students to the concept of ethics and establishes a framework for developing an ethical framework for the HTM professional, including a deeper understanding of the foundational elements of ethics and the factors associated with ethical decision making.

Reading Assignment and Discussion Question (DQ1. Review and consider the ethical dilemma presented in Case Study I (“An Ethical Dilemma”) and the discussion of the concept of ethics. Define “ethics” and identify 5-10 value propositions that accurately identify your code of ethics. Explain how the adoption of a code, or set of values, enhances your leadership and value as an HTM professional. *[Minimum 200-word response due by Thursday for full credit and at least two responses to your peers of 50-word minimum due by Sunday]* **[15 points]**

Reading Assignment and Discussion Question (DQ2. Review the foundational elements of ethical decision making. Critically examine Case Study 1 from Module 1. Identify what you believe is the most significant ethical issue in the case and provide a short summary describing how you would address the dilemma. *[250-word minimum response due by Thursday and at least two responses to your peers of 50-word minimum due by Sunday]* **[20 points]**

Module 1 Webinar Session (60 Minutes. The Module 1 webinar will include a course overview and instructions to improve the student's ability to access the materials and navigate the course. Following the introductory portion, students will engage in discussion topics associated with ethics in general and healthcare ethics specifically. Students will also be introduced to case studies involving ethical dilemmas and the lessons learned from each. Finally, students will engage in an exercise designed to identify and/or establish a personal set of values. *[100-word summary assignment due by Sunday]* **[10 points]**

Assignment 1 – Reading assignment. From the text, Professional Ethics, review the material in Key Concept 1 “Understand What Ethics Are”, pages 22 through 26. Utilizing the worksheet provided, describe four (4) unwritten standards of conduct that describe what behavior is right and what behavior is wrong. **[10 points]**

Assignment 2 - Video assignment. Watch the video “What is Ethics” [Link: <https://www.youtube.com/watch?v=u399XmkjeXo>], and the Ted Talks presentation “How Ethics Can Help You Make Better Decisions” [Link: <https://www.youtube.com/watch?v=BAswj8evFZk>]. Write a short summary *[50-word minimum]* describing why ethics is more than simply doing what is deemed socially acceptable. **[10 points]**

Reading and Assignment 3 – Case Study 2. Review the reading assignment on ethics for the HTM professional, the Biomed Creed, and the notes on how you can excel as an HTM professional by a commitment to ethical standards and practices. Review Case Study II, and identify the most significant ethical dilemma presented. Utilizing the reference materials presented in the reading assignments, video assignments, discussion questions, and during the webinar, formulate a response to address the ethical dilemma. *[250-word minimum, due by Sunday 11:59 PM Central Time]* **[25 points]**

Module 1 Quiz. 10-questions covering the material presented in the reading, video, and webinar. 30-minute time limit. **[10 points]**

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 2/Module 2 (State and Federal Regulations)

Learning Objective 2. Research and explain what roles the Food and Drug Administration (FDA), the Centers for Medicaid and Medicare Services (CMS), the Joint Commission (JC), the DNV, and other state and federal organizations play in establishing medical device standards in the United States; examine the impact of issues like “Right to Repair” and other factors governing medical device manufacturing, maintenance, and repair.	
TLO 1	Differentiate among the various state and federal regulatory bodies and identify their roles in establishing ethical standards and values contributing to high quality patient care.
TLO 2	Examine two Medical Equipment Management Plans (MEMPs) and identify areas where value statements and language associated with ethical standards would improve the plan.
TLO 3	Define and explain the concept of ethical responsibility and leadership in a healthcare environment.
TLO 4	Apply “Right-to-Repair” concepts to issues effecting healthcare organizations.

Module 2 Overview. Module 2 is designed to guide students through a thorough examination of the various regulatory bodies establishing ethical and value constructs for the safe and effective delivery of healthcare in the United States. During Module 2, students will explore various ethical concepts and critically related discourse on ethics topics to HTM case studies.

Discussion Question (DQ) 1. Explain the relationship between the CMS and accrediting organizations like the Joint Commission and DNV. What role do the accrediting bodies play in healthcare organizations and the formation of values and norms shaping healthcare operations? *[200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday]* **[10 points]**

Discussion Question (DQ) 2. Identify a “Right to Repair” case effecting the healthcare industry. Identify the central argument in the dispute as well as the parties involved. Explain how the case potentially affects the ongoing work of biomedical equipment technicians. What are the ethical dilemmas associated with situations like “Right to Repair”? *[200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday]* **[10 points]**

Webinar Session (60 Minutes). The module 2 webinar will orient students towards a broader understanding of compliance and regulatory constructs guiding Healthcare in general and Healthcare Technology Management, specifically. By examining regulation through the predominant standards established by the CMS, DNV, Joint Commission, and other organizations, students will develop a better understanding of major concepts like “Right-to-Repair” and other issues influencing the industry. *[250-word summary assignment due by Sunday]* **[20 points]**

Assignment 1 - Reading assignment. From the text, Professional Ethics, review the material in Key Concept 2 “Recognize Examples of Ethical Dilemmas”, pages 27 through 31. Utilizing the attached worksheet, describe how ethical standards help you make decisions. **[10 points]**

Assignment 2 - Video assignment . Watch the video “Centers for Medicare & Medicaid Services: Health Equity Agenda” [Link: <https://www.youtube.com/watch?v=BYT5KEtFma4>], and, the short presentation “The Economics of Healthcare: Crash Course Economics #29” [Link: <https://www.youtube.com/watch?v=cbBKoyjFLUY>]. Write a short summary explaining the relationship between CMS and the accrediting institutions and how these organizations work collaboratively to address issues of health equity. **[10 points]**

Assignment 3 – Case Studies 3 & 4. Identify the most significant ethical dilemma presented in one of the two case studies in Module 2. Utilizing the reference materials presented in the reading assignments, video assignments, discussion questions, and during the webinar, formulate a response to address the ethical dilemma. *[250 -word minimum, due by Sunday 11:59 PM Central Time]* **[20 points]**

Module 2 Quiz. 10-questions covering the material presented in the reading, video, and webinar. 30-minute time limit. **[20 points].**

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 3/Module 3 (The HTM Team & Patient-Centered Decision-Making)

Learning Objective 3. Identify and explain the critically important role Healthcare Technology Management (HTM) professionals play in reconciling patient care decisions (quality) with financial management (cost savings and efficiency).	
TLO 1	Formulate an appreciation of the biomedical equipment technician's role on the healthcare team within a typical Healthcare Delivery Organization (HDO).
TLO 2	Assess the HTM Departments role in disclosing adverse events.
TLO 3	Explain the critical importance of accurately documenting medical device maintenance and repair activities; identify issues associated with third-party service providers and proper documentation.
TLO 4	Through case study research, critically examine scenarios involving patient care quality versus cost savings; identify Known Point Indicators (KPI's) to assess and measure quality and value.

Module 3 Overview. Module 3 introduces students to their role within the broader healthcare team and explores challenges associated with two competing requirements most Healthcare Delivery Organizations face, balancing the need to save money against the need to deliver high-quality patient-centered care. Week three leads students to examine the metrics by which performance measurements are established by Healthcare Technology Management professionals and how those metrics serve as powerful sources of information within Healthcare Delivery Organizations (HDOs).

Discussion Question (DQ) 1. Explain the biomedical equipment technician's role in accurately documenting all medical device maintenance and repairs, why is this important? *[200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday]* **[20 points]**

Discussion Question (DQ) 2. Identify one or more best practices for addressing equity and diversity in the Healthcare Technology Management (HTM) workforce; explain why this is important? *[200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday]* **[20 Points]**

Webinar Session (60 Minutes). The HTM professional's role in ensuring performance measurements are consistent with ethical practices. *[250-word summary assignment due by Sunday]* **[20 points]**

Assignment 1 - Reading assignment From the text, Professional Ethics, review the material in Key Concept 4 "Learn How Ethics are Involved in Problem Solving", pages 39 through 43. Utilizing the attached worksheet, describe a work-related problem you have encountered, the challenges you have faced, and explain what you believe was the right course of action. **[10 Points]**

Assignment 2 - Video assignment Watch the video "Creating Ethical Cultures in Business: Brooke Deterline at TEDxPresidio" [Link: <https://youtu.be/wzicXbnmlc>], and, "What Really Motivates People to be Honest in Business" [Link: <https://youtu.be/Qhomjw2P-V0>]. Write a short summary explaining the significance of creating an environment of ethical behavior and how the work of the HTM professional can contribute to, or undermine, efforts to create a positive ethical culture. **[10 Points]**

Assignment 3 – Case Studies 5 & 6). Identify the most significant ethical dilemma presented in one of the two case studies in Module 3. Utilizing the reference materials presented in the reading assignments, video assignments, discussion questions, and during the webinar, formulate a response to address the ethical dilemma. . *[250-word minimum, due by Sunday 11:59 PM Central Time]* **[20 points]**

Mid-Term Exam Assignment. Describe and analyze/assess an ethical dilemma on the topic [to be distributed at the beginning of Module 3]. **[10% of Total Course Grade]**

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 4/Module 4 (Sentinel Events)

Learning Objective 4. Research and assess the impact of sentinel events, such as the global pandemic, on the medical device industry and the expectations regarding standards of care.	
TLO 1	Describe and examine the potential effects of sentinel events (e.g. COVID-19 Pandemic and Cybersecurity attacks, etc.).
TLO 2	Critically examine case study research associated with medical device incidents impacting patient care.
TLO 3	Compare concepts associated with the Medical Equipment Management Plan (MEMP) and an Alternative Equipment Management Plan (AEMP); associate sentinel events and other events warranting the establishment of an AEMP versus an MEMP.

Module 4 Overview. Perhaps the most significant sentinel event in recent history has been the global pandemic that directly affected healthcare around the world. Issues like the pandemic, as well as events such as cyberattacks, natural disasters, and others will be examined critically, and the impacts associated with the operational requirements of the HTM Department and the Biomedical Equipment Technician.

Discussion Question (DQ) 1. TBD. [200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday] **[10 Points]**

Discussion Question (DQ) 2. TBD. [200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday] **[10 Points]**

Webinar Session (60 Minutes). The module 4 webinar will focus students' attention on the impacts of Sentinel Events, such as the Global Pandemic, Cyberattacks, and other events impacting healthcare delivery. By examining critical aspects of these events, students will develop a better understanding of ethical issues that might arise and how best to address them. Additionally, students will gain an understanding of how strong ethical organizational culture sets the condition for success during crisis. [250-word summary assignment due by Sunday] **[20 points]**

Assignment 1 - Reading assignment From the text, Professional Ethics, review the material in Key Concept 5 "Describe How Ethics Can Help Resolve Conflict", pages 45 through 49. Utilizing the attached worksheet, describe a conflict situation created by a sentinel event, such as the Pandemic or a Cyberattack. **[10 Points]**

Assignment 2 – Video assignment . Watch the video "The Lasting Impact of the COVID-19 Pandemic on the Healthcare Delivery System" [Link: <https://youtu.be/159I-PaMYGY>]. Write a short summary identifying one or more of the ethical dilemmas that may have manifested as a result of the Pandemic. **[10 Points]**

Assignment 3 – Case Studies 7 & 8 Identify the most significant ethical dilemma presented in one of the two case studies in Module 4. Utilizing the reference materials presented in the reading assignments, video assignments, discussion questions, and during the webinar, formulate a response to address the ethical dilemma. [250-word minimum, due by Sunday 11:59 PM Central Time] **[20 points]**

Module 4 Quiz. 10-questions covering the material presented in the reading, video, and webinar. 30-minute time limit. **[20 Points]**

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 5/Module 5 (Technology and Ethics)

Learning Objective 6. Explore the impact of technology, digital information, Artificial Intelligence (AI), the Healthcare Internet of Things (HIOT), and other advanced technologies on the medical device industry.	
TLO 1	Examine the evolution of advanced technologies in healthcare.
TLO 2	Explore potential impact of future technological developments on the healthcare industry (e.g., Home Healthcare, wearable devices, HIOT and Medical Device Integration, etc.).
TLO 3	Examine regulatory guidance associated with the proliferation of digital information and apply requirements in a healthcare environment.

Module 5 Overview. Advanced technology has contributed to significant advances in the treatment of diseases and other healthcare issues. Module 4 provides an examination of the role of the Biomedical Equipment Technician in ensuring patient safety and privacy; medical device integration; and other evolving requirements in healthcare. The future of technology in healthcare is only limited by one's imagination; however, rapid advances in technology can outpace standards for application. In this module, students will be introduced to several evolving frontiers moving the healthcare industry and explore potential concerns associated with quality patient centered care

Discussion Question (DQ) 1. Craft an argument, either for or against organizing the HTM Department and Biomedical Equipment Technicians within the Information Technology Department of a Healthcare Delivery Organization (HDO). *[200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday]* **[10 Points]**

Discussion Question (DQ) 2. Identify an organization providing guidance related to healthcare cybersecurity issues. Explain the role of the organization and the benefits of association for Healthcare Technology Management (HTM) professionals. *[200-word minimum response due by Thursday and at least two responses to your peers of 150-word minimum due by Sunday.]* **[10 Points]**

Webinar Session (60 Minutes). The module 5 webinar will include an exploration of the high technology work that is driving change in the healthcare industry and the ethical concerns associated with rapidly evolving technology. By examining technological innovation, students will develop an appreciation for the benefits and potential issues associated with technology and the equitable treatment of patients in the U.S. healthcare system. *[250-word summary assignment due by Sunday]* **[20 Points]**

Assignment 1 – Reading assignment . From the text, Professional Ethics, review the material in Key Concept 6 “Evaluate Standardized Codes of Ethics that You Can Follow”, pages 51 through 55. Utilizing the attached worksheet, list and describe two codes of ethics that are closely related to the HTM profession. **[10 Points]**

Assignment 2 – Video assignment (X points). Review the video presentation, “The Biggest Ethical Challenges for Artificial Intelligence” [Link: <https://www.youtube.com/watch?v=I9FOswjTSGg>] and, the panel discussion “Ethics and the Future of Artificial Intelligence” [<https://www.youtube.com/watch?v=Hyuk-qMky6Q>]. Identify a specific area of healthcare that you believe will be impacted by Artificial Intelligence and identify ethical issues associated with advancements in Artificial Intelligence. **[10 Points]**

Assignment 3 – Case Studies 9 & 10. Identify the most significant ethical dilemma presented in one of the two case studies in Module 5. Utilizing the reference materials presented in the reading assignments, video assignments, discussion questions, and during the webinar, formulate a response to address the ethical dilemma. *[250-word minimum, due by Sunday 11:59 PM Central Time]* **[20 points]**

Module 5 Quiz. 10-questions covering the material presented in the reading, video, and webinar. 30-minute time limit. **[20 Points]**

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 6/Module 6 (Establish a Personal Code of Ethics)

Learning Objective 6. Research and develop a draft code of ethics for HTM professionals, including fundamental cannons, rules of practice, and professional obligations.	
TLO 1	Review sample codes of ethics for other professions, identify elements that apply to professionals, generally.
TLO 2	Identify elements from sample professional codes of ethics that would apply specifically to an ethical code of ethics for HTM professionals.
TLO 3	Formulate a common understanding of essential elements of a code of ethics for HTM professionals.
TLO 4	Develop a draft code of ethics for HTM professionals.

Module 6 Overview. Ethical behavior is necessary in the healthcare environment. Healthcare professionals have a responsibility to adhere to general ethics as well as the specific ethical standards established by the organizations they serve. HTM professionals must continuously evaluate their personal ethical standards, practices, and actions, making sure that they behave in a positive and ethical manner. Module 6 encourages students to form a personal code of ethics that may be used to encourage ethical behavior in all aspects of the profession.

Reading Assignment and DQ 1. Review the Reading Assignment and Case Study 11 and determine actions you would take as the ultimate decision-maker to deal with the dilemma presented. *[200-word minimum response due by Thursday and at least two responses to your peers of 50-word minimum due by Sunday]*. **[20 Points]**

Reading Assignment and Discussion Question (DQ) 2. Review sample codes of ethics for professionals [links provided] and research at least one additional professional code of ethics and identify five (5) principles that would apply to HTM professionals. **[20 Points]**

Webinar Session (60 Minutes). The module 6 webinar will include a review of all major components of the Ethics in Healthcare Technology Management course. The webinar will also drive students towards the formation of a professional framework from which they are better prepared to address ethical issues in the healthcare environment. *[150-word summary assignment due by Sunday]* **[20 Points]**

Assignment 1 – Reading Assignment and Case Study 12. Identify the most significant ethical dilemma presented in Case Study 12 and review the action taken to address it. Utilizing the reference materials presented in the reading assignments, video assignments, discussion questions, and during the webinar, describe how you would have addressed the issue, including what, including what you would have done differently. *[400-word minimum, due by Sunday 11:59 PM Central Time]* **[50 points]**

Final Exam Project – Code of Ethics. Students must upload a Word document identifying essential components of a Code of Ethics for HTM Professionals. *[400-word minimum, due by Sunday 11:59 PM Central Time]* **[10% of Total Grade]**

Time-on-Task. The Time-on-Task for this module is 18 hours.

Note: Please remember to complete the end of course survey prior to the end of the last day of class.

Course Grade Distribution

Online Engagement and Participation in Course Discussion through CANVAS: 20%

Weekly Assignments and Quizzes: 60%

Mid-term and Final Exams: 20%

Discussion Board Grading Criteria

Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to no fewer than two peer-to-peer responses per week. The following rubric is used as a guide by instructors to evaluate and grade student responses to discussion questions and peer-to-peer engagement:

	Beginning 0-25 Points	Developing 25-50 Points	Accomplished 50-75 Points	Exemplary 75 to 100 Points
Weekly Discussion Question Responses (Minimum of two 200-word responses per week).	Contributes fewer than the required 2 Discussion Question (DQ) responses.	Contributes 2 Discussion Question (DQ) responses but one or both fail to meet minimum word-count requirements for the DQ.	Contributes by providing 2 Discussion Question (DQ) responses and meets the minimum word count requirements for the DQ.	Exceeds required DQ word count requirements and/or provides an exemplary response to a DQ.
Weekly Engagement with peers (Minimum of two 200-word responses to peers each week).	Contributes fewer than the required peer-to-peer responses in the discussion forum.	Contributes 2 peer-to-peer responses in the discussion forum but fails to meet minimum word-count requirements and lacks substance.	Contributes by providing 2 peer-to-peer responses and meets the minimum word count requirement for the peer-to-peer response	Exceeds required peer-to-peer response requirements by meeting the minimum word count requirement and providing substantive responses to peers.
Quality and Content of DQ responses and peer-to-peer responses in the Discussion Forum.	Postings in the discussion forum are not relevant to the assigned topic, are inaccurate, or misrepresented.	Postings in the discussion forum address peripheral topics, are generally accurate, but may contain factual omissions and/or errors.	Postings are generally substantive; however, responses rely too heavily on opinion than fact. Postings meet word count requirements but lack scholarly tone or appropriate references.	Discussion Question and Peer-to-Peer postings consistently contribute to the discussion, contain substantive comments backed by relevant references and encourage open dialogue and additional discussion in the class.

Weekly Live Webinars

Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review. Instructors will assign weekly assignments associated with the live webinars.

Weekly Summary

There is a summary assignment each week over the topics discussed during the webinar lecture, as well as weekly reading and video assignments. The assessment consists of replying to prompts or questions provided by the instructor. Responses must be a minimum of 250 words.

Mid-Term Exam Project (10%)

Rubric:

	Beginning 0-25 Points	Developing 25-50 Points	Accomplished 50-75 Points	Exemplary 75 to 100 Points
Mid-Term Assignment: Developing a topic-based ethical scenario, analysis, and assessment.	Identifies a scenario, with partial analysis.	Identifies a scenario with analysis based on some components of an ethical framework	Identifies a scenario with analysis based on multiple components of an ethical framework.	Identifies a scenario with analysis based on a comprehensive range of principal concepts of an ethical framework.

Final Exam Project (10%)

Rubric:

	Beginning 0-25 Points	Developing 25-50 Points	Accomplished 50-75 Points	Exemplary 75 to 100 Points
Final Exam Assignment: Developing a Code of Ethics for HTM Professionals.	Identifies some ethical principles.	Identifies ethical principles related to HTM professionals.	Identifies substantial elements for a Code of Ethics for HTM professionals.	Identifies and describes a comprehensive set of principles for a Code of Ethics for HTM professionals.

Grading System for the College of Biomedical Equipment Technology

A	90-100	4.0	F	59 & Below	0.0
B	80-89	3.0	W	Withdrawal	N/A
C	70-79	2.0	I	Incomplete	N/A
D	60-69	1.0	T	Transfer	N/A

To receive an incomplete "I", the student must petition the instructor for an extension to complete the required coursework. The student must be able to pass the course with the completed work and garner a grade of 70 or better. Incomplete grades that are not completed within 7 business days after the beginning of the next session will be converted to the existing grade earned in the course and will affect the student's GPA accordingly. CBET reserves the right to extend the time needed to fulfill the incomplete.

An "I" does not count towards the Grade Point Average (GPA) until a grade is assigned. A "W" is given when a student is dropped from the roster during the course and does not replace the previous grade(s). Grades of "W" and "F" are recorded in the academic transcript and reflected in the GPA. When a course is repeated after failure or withdrawal, the later grade will replace the first grade in calculating the CGPA. The clock hours of the course repetition are counted toward the maximum timeframe. CBET shall record a grade of "incomplete" for a student who withdraws but is not entitled to a refund if the student requests the grade at the time the student withdraws, and the student withdraws for an appropriate reason unrelated to the student's academic status.

A student must repeat a course in which a grade of "F" was received. A student can repeat each course once, however, once they reach 1.5 times the length of time required for graduation, they will be dropped from the program. If a student fails any course a second time, he/she will be dropped from the program. A failed course will be rescheduled for

the earliest possible module at the discretion of the Director of Education. Students will be charged to retake the course.

Additional Resources and Points of Contact

Students requiring additional administrative support are encouraged to contact the Colleges Student Advocate, Mrs. Terri Gomez, at 210.233.1102 or via e-mail at tgomez@cbet.edu

For a complete list of administrative policies and regulations refer to the CBET Catalog at <https://cbet.edu/course-catalog>.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE