**Dental Technician**

**Course Syllabus**

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| **Course** | **Healthcare Ethics** | | | |
| Type | Semester | ECTS | Code |
| OBLIGATORY (O) | 1 | 3 |  |
| **Course Lecturer** | Mr.Ph Diellza Tahiri PhD can. | | | |
| **Course Assistant** |  | | | |
| **Aims and Objectives** | The subject of Medical Ethics aims to increase knowledge on ethics and the proper behavior of professionals both in terms of health care and business engagement. Through this subject, the explanation of the connection between ethical concepts, health/professional practices for decision-making skills to improve professional and moral behavior and to clarify the individual's confrontation with contemporary challenges will be realized. All this in us direction of a development to achieve ethical-professional decisions. | | | |
| **Learning outcomes** | Upon satisfactory completion of the course, a student will be able to:  1.Understand the theory and methods of health ethics  2.Analyze the theory and methods of health ethics  3.Apply health ethics theory and methods to key topics and issues in contemporary health care ethics  4.Critically analyze the relationship of Health Ethics with multidisciplinary areas in health care  5. Critically analyze the relationship of Health Ethics with health care also in the global aspect  6.Present academic documents that meet the standards of scientific research in Health Ethics  7.Integrate and benefit from different forms of learning  8.Provide ethical leadership in different environments, with knowledge, skills, competencies and character traits to provide qualitative services in ethical terms. | | | |
| **Alignment of Course’s Learning Outcomes to Programs’ Learning Outcomes.** | 1. **Introduction to ethics, presentation of the syllabus, Critical Action, Maslow's Hierarchy**: (Outcome 1, 2, 4)   **2. Profession and duties - professional obligations:** (Outcome 3,5,8).  3. **Client-professional relationship:** ( Outcome 3,7,8)  **4. Autonomy, ethical codes, values of professional practice**: (Outcomes1,5,6) | | | |
| **Course Content** | **Course Plan** | | | **Week** |
| **Introduction to ethics, presentation of the syllabus, Critical Action, Maslow's Hierarchy** | | | 1 |
| **Profession and duties - professional obligations** | | | 2 |
| **Client-professional relationship** | | | 3 |
| **Autonomy, ethical codes, values of professional practice** | | | 4 |
| **Ethical decision making and conflicts.** | | | 5 |
| **Clients with disabilities, HIV and AIDS** | | | 6 |
| **Half-semester assessment** | | | 7 |
| **Education and cooperation** | | | 8 |
| **Presentation of Seminars** | | | 9 |
| **Ethical-legal aspects of death, euthanasia...** | | | 10 |
| **Professional secrecy and disclosure**  **PRIVACY.** | | | 11 |
| **Access to health care and the social aspect** | | | 12 |
| **The health professional and the community** | | | 13 |
| **Bioethical aspects of medicine** | | | 14 |
| **Final assessment** | | | 15 |
| **Teaching/**  **Learning**  **Methods** | **Teaching/Learning Activity – Weights (%)** | | | |
| **1. Lectures: 70%**   * + Purpose: To introduce key concepts, models, and theories in knowledge management in healthcare.   + Relevant for: Building foundational understanding and providing a theoretical framework for the course. | | | |
| **2. Case Studies and Analysis: 20%**   * + Purpose: To apply theoretical knowledge to practical, real-world healthcare scenarios.   + Relevant for: Critically evaluating the effectiveness of knowledge management in different contexts and reflecting on practical examples. | | | |
| **3. Group Discussions and Seminars: 20%**   * + Purpose: To encourage interactive learning, exchange of ideas, and development of critical thinking.   + Relevant for: Discussing various models and theories in depth and reflecting on their application in healthcare. | | | |
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| **5. Research Assignments and Papers**: **10%**   * + Purpose: To enhance research skills and the ability to critically analyse information.   + Relevant for: In-depth study of specific topics within knowledge management, enhancing understanding through research. | | | |
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| **Total** | | | **100 %** |
| **Assessment**  **Methods** | **Assessment Activity – Weights (%)** | | | |
| **1. Written Examinations: (20%)** | | | |
| **2. Case Study Analysis: (25%)**   * + Purpose: To assess the application of theoretical knowledge to real-world healthcare scenarios.   + Relevant for: Demonstrating critical thinking and problem-solving skills by analysing and suggesting solutions for knowledge management issues in healthcare. | | | |
| **3. Group Projects and Presentations: (20%)**   * + Purpose: To assess collaborative skills, application of knowledge, and presentation abilities.   + Relevant for: Evaluating the development of practical approaches to knowledge management and the ability to work effectively in teams. | | | |
| **4. Research Paper or Assignment: (15%)**   * + Purpose: To assess in-depth research skills and critical analysis.   + Relevant for: Allowing students to conduct detailed investigations into specific areas of knowledge management, demonstrating their ability to engage with complex material. | | | |
| **5. Reflective Journals or Logs: (10%)**   * + Purpose: To assess personal reflection and self-awareness.   + Relevant for: Encouraging students to reflect on their learning journey, the challenges they faced, and how they applied their knowledge in different contexts. | | | |
| **6. Class Participation and Discussions: (10%)**   * + Purpose: To assess engagement, understanding of course material, and ability to contribute thoughtfully to discussions.   + Relevant for: Gauging active participation and ability to articulate thoughts and ideas related to knowledge management in healthcare. | | | |
| **Total** | | | **100%** |
| **Course Resources** | **Means** | | | |
| **1. Textbooks and Academic Journals**:   * + Purpose: Provide foundational knowledge and current research findings.   + Examples: Standard textbooks on knowledge management and healthcare management, peer-reviewed journals focusing on healthcare policy, management, and informatics. | | | |
| **2. Case Studies**:   * + Purpose: Illustrate practical applications of theories in real-world scenarios.   + Examples: Case studies from healthcare organizations showcasing successful knowledge management practices or challenges faced. | | | |
| **3. Online Databases and Research Articles**:   * + Purpose: Offer access to a wide range of academic research and industry reports.   + Examples: Access to databases like PubMed, JSTOR, and industry-specific repositories that contain research papers and reports on knowledge management in healthcare. | | | |
| **4. E-Learning Platforms and MOOCs**:   * + Purpose: Provide supplementary learning materials and courses.   + Examples: Online courses and lectures from platforms like Coursera, edX, or Khan Academy that cover relevant topics. | | | |
| **5. Software and Technology Tools**:   * + Purpose: Familiarize students with tools used in knowledge management.   + Examples: Introduction to software like electronic health records systems, data analysis tools (e.g., SPSS, Tableau), and collaborative platforms. | | | |
| **6. Guest Lectures and Workshops**:   * + Purpose: Provide expert insights and practical perspectives.   + Examples: Inviting healthcare professionals, knowledge management experts, and academics to speak or conduct workshops. | | | |
| **7. Interactive Discussion Forums**:   * + Purpose: Facilitate peer-to-peer learning and discussion.   + Examples: Online forums or platforms like Slack or Microsoft Teams where students can discuss course materials and share ideas. | | | |
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| **10. Library Resources**: | | | |
| **ECTS Workload** | **Activity type** | |  |  |
| 1. Lectures | | 24 h | 40.0 % |
| 1. Group Discussions and Seminars | | 50 h | 25.0 % |
| 1. Individual Learning | | 40 h | 40.0 % |
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| **Total** | | **60h h** | **100.0 %** |
| **Literature** | *Ozar D, Sokol D. (Ed). Dental Ethics at Chairside: Professional Principles and Practical Applications. (2002) Washington D.C.: Georgetown University Press (second edition).\**  *Ramadani N. Shëndetësia Publike dhe Etika. (2005) Prishtine: Publikimet shkollore Kosovare.*  *Balakj F, Meksi S. Etika dhe Deontologjia Mjekesore (2015)Prishtine: Prishtina Press.*  *J.A. Bryant-Introduction to Bioethics-Wiley-Blackwell (2018).pdf*  *Tushe M. Etika dhe Deontologjia mjekesore. Universiteti Aldent, Tirane.* | | | |
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**Pre-requirements for the course**

This course does not have any pre-requirements.

**Students must be present at least 70% of the activities.**

**Rules and Regulations**

**Attendance**

UBT College undertakes the responsibility of training future professionals to the highest standards. One of these standards is taking responsibility for personal actions. If a student misses a particular session, the student has lost that instruction forever. They can never be repeated. When a student is late to class, the entire class is interrupted. Such interruptions will not be tolerated. Students have a responsibility and a contract to stay in class for the duration of the sessions, for each day. Students who leave sessions early, even if they leave with permission, cause disciplinary problems that will not be tolerated.

You made a contract with the UBTs to be in class and attentive throughout the learning process. Every student must be in every session, every day that is scheduled, throughout the semester.

All teaching sessions begin at their designated times in the lesson timetable. All sessions start and end at designated times in the class schedule. Any student who leaves the class session early will be considered absent.

**Electronic Devices**

It is distracting to everyone in the classroom when cell phones ring during class. This is even worse if it happens during a test or quiz. Since this is a classroom and not a room for listening and/or viewing electronic devices such as smart phones, personal laptops and/or other electronic devices will not be allowed.

The classroom will be a cell phone free zone. If you must bring a cell phone to class, it must be turned off or set to vibrate. It is distracting for a classroom to have students constantly answering cell phones during class. If you absolutely must answer the call, leave the classroom. A student who accepts calls during class will be asked to leave class. Hearing devices will not be allowed in the classroom for any reason.

**Tests And Quizzes**

Tests and quizzes are usually scheduled at the beginning of the lesson. Tests and quizzes are one-way teachers measure a student's knowledge. Failure to participate in tests or quizzes interferes with this process. UBT College does not reward students who do not take their tests or quizzes on time; therefore, the teacher cannot allow students to take tests or quizzes after the deadline.

Tests and quizzes must be taken by each student, any student who asks for help or helps other students during a test or quiz will be removed from the test and will be graded zero for that test or quiz. It is the student's responsibility to prepare for tests and quizzes at all times. It is the student's responsibility to know when there are tests or quizzes to take.

**Seminars and Projects**

Seminars and projects must be done on the student's own time, not during class.

Never allow another student to copy your seminars and projects.

Never copy another student's seminars and projects.

**Due Dates**

One thing all professionals must learn is to be on time. Excuses do not make the student and teacher feel better about their wasted time. For all assigned tasks, sufficient time is given to complete, and all work must be completed in the time set by the teacher. **No delay in the completion of the works will be accepted**.

**Proper Attire**

Professionals must dress appropriately. Any student who does not dress appropriately during class time will not be allowed to participate in class activities.

**Conduct**

Students at UBT College must learn to work in groups, regardless of group composition. Tolerance, courtesy, respect, and a peaceful environment are required in the classroom.

All students are expected to be respectful to other students and to the teacher during class and in dealing with class matters. Disrespectful behavior will affect your participation grade. Examples of respectful behavior in the classroom include, but are not limited to:

* Listening to each other and exchanging ideas.
* Arrival and departure according to the class schedule, except in cases of emergency.
* Turn off the cell phone ringer and do not receive calls in class.
* Speak so that others can hear and understand what you are saying.
* Engaging in class discussion (avoiding side conversations during class and dominating class discussion).
* Listening (not speaking) when the teacher or other students are addressing the class.
* Working collaboratively with a specific or selected group.
* Completion of class work on time.
* Focusing on class topics and not on personal matters or work unrelated to the class.
* Viewing your computer and/or cell phone only when related to class work.
* Raising questions when there is no clarification about the work in class.

**Academic Dishonesty**

Violations of Academic Integrity include, but are not limited to, the following actions:

* Cheating on an exam.
* Plagiarism.
* Working together on an individual assignment, paper, or project when the instructor has specifically stated students should not do so.
* Submitting the same term paper to more than one instructor or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.