

Philosophy 31200: Medical Ethics

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And by appointment

REQUIRED TEXTS

PDFs on Blackboard

COURSE DESCRIPTION

This course will introduce students to the seminal areas of medical ethics (a.k.a. bioethics) in two areas: policy and the clinical case. We will tackle difficult issues like physician-assisted suicide, informed consent, abortion and the historical abuses in medical research. We will evaluate each issue according to both the best action-guiding policies (should physician-assisted suicide be legal?) and the best resolution to difficult cases.

This course fulfills the General Educations Competency for Category B.6: Humanistic and Artistic Ways of Knowing. The specific learning objectives met by the course are listed below.

COURSE OBJECTIVES

By the end of this course students will be able to:

- * Describe the rough outlines of the current thinking regarding ethically challenging areas of medical practice

Students will also develop important thinking and speaking skills:

- * Learning to reflect on and articulate best possible courses for difficult cases in the clinical setting.

The course also has the following General Education Learning Objectives

- 1.3 Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.5 Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.
- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Pre-Class Quizzes: In the Course Schedule (below), there are 21 required readings (Suggested Supplemental Readings are not required). For each reading you will find a short quiz on Blackboard. These quizzes are an incentive for you to do the reading **before** we discuss the material in class. Accordingly, the quiz must be completed before we begin discussing the article in class. Of these 21 quizzes, your best 15 scores will count toward your grade in the class. **(2% each—30% total)**

A note about Blackboard and the pre-class quizzes: because the course schedule is not rigid (see below), I will post an announcement on Blackboard about the readings for the next class. This announcement will automatically be sent to each student's email. TL;DR: Check your email for readings assignments after each class.

Pre-Class Summaries: For every (or nearly every) reading, students will be assigned paragraphs within the reading to summarize. During class, several students will be called upon to read one of their summaries. If the summary is adequate (e.g., clear and concise, in their own words), the student will be given credit toward their pre-class summary grade. If a student is called on and does not have a summary prepared, they may have a chance to make up this missed summary after every student has had an opportunity to read 5 summaries. For each of their first five credited pre-class summaries, students will be given **3%** credit toward their final grade. **(15% of final grade)**

Case-Scenarios and Policy Questions: For many readings throughout the semester, students will be given a case or policy question that relates to the readings. These will include specific questions (e.g., what should the Nurse Administrator do?). Students will be asked to write up their answer to the question and their justification for that answer. These justifications can arise from the assigned reading, additional research, or the student's own reasoning. For each of the first four of these answers and justifications provided, students will be given credit so long as they clearly answer the question, their justification provides at least nominal support for their answer, and their answer draws upon the relevant readings. **(2.5 each—10% of final grade)**

Online Tests: There will be three announced tests. Each test will consist of T/F, multiple choice, and short answer questions and will be available through Blackboard. **(15% each—45% of final grade)**

Extra Credit: Each student who comes by my office during office hours for a ten-minute conversation will receive extra credit. **(2%)** Each student may take advantage of this extra credit opportunity only once per course.

GRADE RANGES

A+: 97-100	A: 94-96	A-: 90-93	
B+: 87-89	B: 84-86	B-: 80-83	
C+: 77-79	C: 74-76	C-: 71-73	
D+: 67-69	D: 64-66	D-: 61-63	F: 60 and below

ACADEMIC INTEGRITY

In brief, anyone caught plagiarizing—taking material from a source that you do not provide a reference for (this includes all internet sites and other students' papers)—will automatically fail that assignment. Also anyone caught cheating on a test will automatically fail that test. The student will also be reported to the chair of the Philosophy department and the Dean for consideration of further sanctions.

CLASSROOM CONDUCT

Common courtesy is expected at all times during class meetings. Specifically, some ground rules:

- During class discussions, listen to other students as they speak
- I may call on any student at any time to illicit their thoughts on the material we are covering in class
- No laptops or other electronic devices are allowed during classtime
- If a cell phone rings in class, it will be answered by me (or if it's mine, by a student)
- If someone is texting in class, the person sitting next to them will read the most recent texts
- Anyone who arrives late during class is required to provide, in front of the whole class, an interesting account of why they are late

COURSE SCHEDULE

Physician Patient Relations

Informed Consent

“Informed Consent” Annas

“Transparency: Informed Consent in Primary Care” Brody

When Someone Can't Consent

“Deciding for Others: Competency” Buchanan and Brock

You only need to read the following sections (but are welcome to read the whole article):

Introduction (p. 17-19)

Competence and Incompetence (p. 22)

The Concept of Competence (p. 22-28)

Standards of Competence (p. 28-31)

Relation of the Standard of Competence to Expected . . . (p. 34-37)

The Scope of the Competent Patient's Right to Refuse . . (p. 51-53)

Limitations on the Competent Person's Right to Refuse. . (p. 53-55)

“The Not Unreasonable Standard . . .” Rhodes

Sharing Information

“Medical Confidentiality” Kipnis

Refusing Care

“Altruism, Self-Interest, and Medical Ethics” Pellegrino

“Conscientious Objection” Savelscu

Online Test #1

Beginning of Life

“A Defense of Abortion” Thomson

Skip section 2. (pg. 53-54)

Skip sections 5 and 6. (pg. 59-64)

“Why Abortion is Immoral” Marquis

“Moral Status, Moral Value, and Human Embryos ” Steinbock

Skip Section: "Alternative Sources of ES"

End of Life

On Death’s Door

“DNR” Tomlinson

Suggested Supplement: “CPR on TV” Diem

Knocking on Death’s Door

“Active and Passive Euthanasia” James Rachels

“When Self-Determination Runs Amok” Daniel Callahan, *The Hastings Center Report*, 1992, 22 (2): 52-55 (available on E-Journals at the library)

Suggested Supplement: “Physician-Assisted Suicide: A Tragic View” Arras

Online Test #2

Justice in Health Care

What’s a Fair System?

“Justice in Health Care” Latham

Suggested Supplement: “Class, Health and Justice” by Marchand et al

Who’s Responsible for What?

“Should Alcoholics Compete Equally . . .” by Moss and Siegler

“Alcoholics and Liver Transplantation” by Cohen et al

Research Ethics

History

“The Nuremberg Code”

“The Willowbrook Hepatitis Studies Revisited. . .” Krugman

“Racism and Research: The Case of the Tuskegee. . .” Brandt

Suggested Supplemental: “Were Tuskegee and Willowbrook . . .” Rothman

A Couple Contemporary Issues

“Rethinking Research Ethics” Rosamond Rhodes, Journal article. *American Journal of Bioethics*, 2005, 5 (1): 7-28 (available through E-Journals at the library)

“On Paying Money to Research Subjects” Macklin

Final Exam: **Online Test #3**

UNIVERSITY SERVICES

Special Note: Helmke Library will be undergoing renovations during 2016. This will limit access to the book stacks. Here is the note from the Helmke Library staff:

Visit the Library Services Center (1st floor of Helmke) for research assistance, laptops and iPads checkout, and help accessing library materials. Librarians are available in-person and via the online Ask-A-Librarian service. Learn how to request books and access our online resources 24/7 at library.ipfw.edu.

Also see the [FAQ](#) from the Library Refresh Page for more information.

Disability Services

In order to receive disability-related academic accommodations students must first be registered with the Students with Disabilities office

Walb Union 113

260.481.6657.

www.ipfw.edu/ssd

IPFW/Parkview Health and Wellness Clinic

For fee-for-services for medical and psychological needs

Walb 234

260.481.5748

<https://www.ipfw.edu/offices/wellness/employee/services/workplace-health-wellness.html>

Center for Academic Support and Advancement (CASA)

For assistance with reading and study skills, tutoring, supplemental instruction, etc,

Kettler G23

260.481.6817

www.ipfw.edu/casa

Career Services

For assistance with on and off-campus job placement and internships

Kettler 109

260.481.0689

www.ipfw.edu/career

Information Technology Service Help Desk

For information on all aspects of computing at IPFW and hardware and software support

Kettler 206

260.481.6030

<https://www.ipfw.edu/its/help/>

Center for Women and Returning Adults

For workshops, support groups, counseling, and other programs

Walb 120

260.481.6029

www.ipfw.edu/cwra

Office of Diversity and Multicultural Affairs

For skills workshops, support groups, diversity training, counseling, mentoring, cultural heritage programs

Walb 118

260.481.6921

www.ipfw.edu/odma

Office of International Education

For help with visa and INS issues and help with housing and counseling

Kettler 104

260.481.6034; 260.481.6923

www.ipfw.edu/iss

Student Success and Transitions

For appointments with professional academic advisors, help with decisions on an academic major and/or career

Kettler 109

260.481.6595

www.ipfw.edu/mac

Helmke Library Service Desk

For reference librarian help, books, journals, and interlibrary loan

260.481.6505

<http://library.ipfw.edu/>

Dean of Students

For student health insurance, mentoring, grade appeals

For free short-term personal counseling and support

Walb 111

260.481.6601

<https://www.ipfw.edu/dean/>