

HEALTH CARE ETHICS

MWF ##:##-##:## ❖ Room: #####

Rapid advances in science and technology have greatly improved our capacity to heal and prolong life. Procedures that now seem routine would have struck our ancestors as utterly fantastic. But our new capacities raise a host of ethical concerns. We have to determine if it is, in fact, always right to prolong life in every situation. Our ability to screen embryos and terminate pregnancies also raises concerns: when does a child acquire moral standing and what are our obligations to the unborn? The fields of biomedical and health care ethics emerged to grapple with these dilemmas. In this class, we survey a variety of controversies in contemporary medicine and health care. We begin by critically examining the relationship between patients and health care providers. We look at what responsibilities physicians have toward their patients and whether patients have a right to autonomy, privacy and full disclosure. We then look at moral issues with caring for the disabled, having children and providing for end-of-life care. Finally, we conclude with a discussion of how we ought to distribute medical care.

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Office Location: TBD
Office Hours: TBD

Texts and Readings

Beauchamp, T. & Childress, J. 2012. *Principles of Biomedical Ethics Seventh Edition*. Oxford UP.

All other readings will be distributed through Sakai.

Learning Outcomes

This course serves as a survey of work in biomedical and health care ethics. Students will become familiar with legal and institutional positions, consider arguments on a variety of topics and examine practical case studies. Throughout the course, students will also:

- » Gain familiarity with professionally relevant moral frameworks.
- » Apply moral theories to issues in health and medicine.
- » Develop a personal stance on important issues in medical ethics.
- » Learn how to critically discuss emotion-laden topics while remaining courteous and respectful of others.
- » Practice reasoning well and articulating their views clearly.
- » Write clear and articulate responses that show an understanding of the subject matter.

Assessment

To benefit from this course, you must be prepared and engaged in class. This means being on time and completing required assignments before class.

The grading distribution is as follows:

Short Assignments: 40%. There will be five 2-3 page written assignments. These could consist of argument reconstructions, critical responses or case study analyses.

Media Research Project: 10%. Students may choose to do either an audio or video project. The audio project consists of a recorded interview with a member of the health care profession. The video project will be a "consciousness raising" clip to inform the class of an issue in health care ethics or policy.

Midterm Exam: 10%. The midterm will consist of short answer questions, matching questions, multiple choice questions and definitions.

Final Exam: 15%. The final exam will be comprehensive. It could include essays, matching questions, short answer questions, multiple choice questions or definitions.

Final Paper: 15%. Students will produce an argumentative paper on one of the topics we cover in class. Some outside research and secondary sources are required. Students may build on the research they have already done for the media project.

Participation: 10%. Students will be expected to attend class and participate in class discussions and activities.

Class Policies

Attendance - Assignments are frequently handed out in class, so missing a significant amount of class will result in missed written responses, missed case study analyses and a reduced class participation grade. Students will also be responsible for lecture material on the final exam. Homework response assignments must be turned in on the online platform and as a hard copy in class. Any response assignments turned in only on the online platform will not be graded. Written assignments, case study analyses, the media project and the final exam cannot be made up without a formal excuse.

Electronic Devices - Tablets, e-readers, smartphones and laptops are permitted in class, as long as they do not become a distraction. If electronic devices become a distraction, this policy will become significantly more restrictive and only select electronic devices will be permitted.

Late Assignments - Late response assignments and case studies will not be accepted without a formal excuse. The final media project will be accepted after the day it is due, but will lose a third of a grade point for each day it is late. For example, an A assignment turned in one day late will be assigned an A-. For those students who present a valid formal excuse, makeup work is due by the last day of classes.

Disabilities or Special Needs - I am happy to accommodate students with disabilities or special needs. Any student requiring special accommodations should speak to the instructor immediately.

Academic Dishonesty: No cheating or plagiarism will be tolerated. Clear cases of cheating or plagiarizing will result in an immediate 0 for the assignment and reports to the chair of the philosophy department and Assistant Dean for Student Academic Affairs. Be aware that unintentional plagiarism still counts as plagiarism. If you copy a passage or idea from your notes and forget where it came from, that still counts as plagiarism. It is up to you to make sure that you properly cite any claim, passage or idea that is not your own. Ideas in student writing that are not original or properly cited will count as plagiarism. Please look over the university's policy on plagiarism carefully.

Course Outline

Please make sure to do the readings *before* the class that they are due.

Week	Content
Introduction and Moral Frameworks	
1	<ul style="list-style-type: none"> – M Martin Luther King Jr. Day (no class) – W Introduction to Health Care Ethics (no reading) – F Beauchamp & Childress ch. 1 “Moral Norms,” pp. 1-15
2	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 9 “Moral Theories,” pp. 351-361 – W Beauchamp & Childress ch. 9 “Moral Theories,” pp. 361-375 – F Beauchamp & Childress ch. 2 “Moral Character,” pp. 30-39
Physician-Patient Relationships and Confidentiality	
3	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 2 “Moral Character,” pp. 39-48 – W Beauchamp & Childress ch. 8 “Professional-Patient Relationships,” pp. 302-324 – F Beauchamp & Childress ch. 8 “Professional-Patient Relationships,” pp. 324-340
4	<ul style="list-style-type: none"> – M Emanuel & Emanuel “Four models of the physician-patient relationship,” pp. 5-13 – W AMA Code of Medical Ethics ch. 1 “Opinions on Patient-Physician Relationships,” pp. 1-15 – F M. Siegler “Confidentiality in Medicine—a Decrepit Concept,” pp. 137-139
Autonomy, Consent and Lying	
5	<ul style="list-style-type: none"> – M G. Anesi “The ‘Decrepit Concept’ of Confidentiality, 30 years later” pp. 708-711 – W AMA ch. 3 “Opinions on Privacy, Confidentiality and Decision Making,” pp. 1-10 – F Beauchamp & Childress ch. 4 “Respect for Autonomy,” pp. 101-120
6	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 4 “Respect for Autonomy,” pp. 120-141 – W AMA ch. 2 “Opinions on Consent, Communication & Decision Making,” pp. 1-15 – F Midterm Exam
7	<ul style="list-style-type: none"> – M S. Bok “Lies to the Sick and Dying,” pp. 220-241 – W J. Jackson “Telling the Truth,” pp. 5-9 – F Clinical Ethics Simulation (no reading)
8	<ul style="list-style-type: none"> – Spring Break (no class)
Disability, Cloning and Surrogacy	
9	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 3 “Moral Status,” pp. 62-79 – W Beauchamp & Childress ch. 3 “Moral Status,” pp. 79-94 – F AMA ch. 4 “Opinions on Genetics & Reproductive Medicine,” pp. 1-9

Course Outline (continued)

Week	Content
10	<ul style="list-style-type: none"> – M J. McMahan “Causing Disabled People to Exist...” pp. 77-99 – W E. Barnes “Valuing Disability, Causing Disability,” pp. 88-113 – F J. Savulescu “Procreative benevolence: Why we should select the best children,” pp. 413-26
11	<ul style="list-style-type: none"> – M L. Kass “The Wisdom of Repugnance,” pp. 17-26 – W H. Malm “Paid Surrogacy: Arguments and Responses,” pp. 57-66 – F Easter Break (no class)
12	<ul style="list-style-type: none"> – M Easter Break (no class) – W S.M. Okin “A Critique of Pregnancy Contracts,” pp. 205-10 – F Congregation for the Doctrine of the Faith <i>Donum Vitae</i> (excerpt)
Nonmaleficence and Causing Harm	
13	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 5 “Nonmaleficence,” pp. 150-171 – W Beauchamp & Childress ch. 5 “Nonmaleficence,” pp. 171-193 – F AMA ch. 5 “Opinions on Caring for Patients at the End of Life,” pp. 1-9
Beneficence, QALY and Organ Donation	
14	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 6 “Beneficence,” pp. 201-223 – W Beauchamp & Childress ch. 6 “Beneficence,” pp. 223-241 – F AMA ch. 6 “Opinions on Organ Procurement & Transplantation,” pp. 1-9
Justice and the Distribution of Healthcare	
15	<ul style="list-style-type: none"> – M Beauchamp & Childress ch. 7 “Justice,” pp. 264-279 – W Beauchamp & Childress ch. 7 “Justice,” pp. 279-293 – F End of Semester Review (no reading)