

Medical Ethics – PHIL 213, Spring 2014 – Adam R. Thompson – Abridged

General Course Objectives

Develop your ability to reason maturely about complex moral issues with others.
Develop your ability to comprehend and write well-reasoned normative arguments.
Develop your ability to critically evaluate normative arguments.

Required Materials

All Readings will be made available via Blackboard

Assessments:

(see each assignment description for guidelines, expectations, and grading)

| COMPONENTS | % of Total Course Grade | SHORT DESCRIPTION |
|----------------------------|-------------------------|---|
| MORAL REASONING EXERCISE 1 | 15%* | Moral Reasoning Exercises are term papers in which you support a normative thesis using empirical and conceptual information. |
| MORAL REASONING EXERCISE 2 | 25% | |
| MORAL REASONING EXERCISE 3 | 35% | |
| PARTICIPATION | 25% | See below |

*Safety Graded: >77% = 100%, 76% - 70% = that same %, <69% = 0%

Participation

| PARTICIPATION COMPONENTS | % of Total Participation Grade | SHORT DESCRIPTION |
|--------------------------|--------------------------------|---|
| GROUP CONSENSUS PROJECTS | 60% | Work with assigned group to reach consensus on a normative question about your group's assigned case studies. |
| IN-CLASS WORK | 20% | Activities completed in class on your own and/or in groups. |
| HOME-CLASS EXERCISES | 15% | Activities that require you to do some things outside of class and some things inside of class. |
| PEER REVIEWS | 5% | Your peer will offer feedback on your Moral Reasoning Exercises. |

Group and Case Assignments

| GROUP NAME | GROUP MEMBERS | MORAL REASONING EXERCISE QUESTION | | |
|----------------|--|--|---|---|
| | | CASE 1 | CASE 2 | CASE 3 |
| GROUP 1 | Student Student Student Student Student Student Student Student | Should the U.S. adopt a Health Care System identical to Germany's? | Should Dr. Goldstein refuse to be the physician of children whose family refuses to immunize? | Should Daniel Hauser, 13, be forced to undergo chemotherapy treatment? |
| GROUP 2 | Student Student Student Student Student Student Student | Should the U.S. adopt a Health Care System identical to Great Britain's? | Should the medical team at Community Hospital North refuse to continue to treat Patient Shoemaker? | Should Melissa Rowland have been forced to undergo caesarian section? |
| GROUP 3 | Student Student Student Student Student Student Student | Should the U.S. adopt a Health Care System identical to Taiwan's? | Should the medical team at Western Ridge treat the consent given by Patient Licata's sister as giving them the authority to proceed with the operation? | Should the medical team have applied ANH in the case of Patient Johnson? |
| GROUP 4 | Student Student Student Student Student Student Student | Should the U.S. adopt a Health Care System identical to Japan's? | Should the medical team implement an opt-in consent policy for their study? | Should the medical team have removed Patient Schiavo's feeding and breathing apparatus? |
| GROUP 5 | Student Student Student Student Student Student | Should the U.S. adopt a Health Care System identical to Switzerland's? | Should the medical team accept Mr. Ping's statement as proof of his consent to the surgery? | Should the medical team have sought to stabilize Patient Smith? |

Reading List:Philosophy and Moral Frameworks:

- Jan 15 – View Educreations Lesson (EC – Lesson) – How to Read Philosophy
Jan 17 – Julia Driver – Chpt. 3, 40 – 50 , Watch EC Lesson: Equality of Interests
Jan 22 – Robert Nozick – Chapter 3, 28 – 35, from *Anarchy, State, and Utopia*
(Supplemental Reading: Julia Driver – Chpt. 5 – pp. 80 – 93)
Jan 24 – Malcom X – ‘Human Rights vs. Civil Rights’

Moral Reasoning Exercise Model: Access To Health Care:

- Jan 27 – Documentaries: *Health Care Around America, Health Care Around the World* , View
EC Lessons: Developing a Case, Moral Disagreements vs. Non-Moral Disagreements
Jan 29 – Norman Daniels – ‘Justice, Health, and Health Care’
Feb 3 – H. Tristram Engelhardt, Jr. – ‘Rights to Health Care, Social Justice, and Fairness...’
Feb 10 – Menzel & Light – ‘A Conservative Case for Access to Health Care’
Feb 14 – View EC Lesson: Coming to a Consensus

Moral Frameworks: Respect & Responsibility:

- Feb 17 – Matthew K. Wynia et al – ‘Medical Professionalism in Society’, American Medical
Association (AMA) – ‘Principles of Medical Ethics’
Feb 19 – Beauchamp & Childress – ‘Autonomy and Surrogate Decision Making’
Feb 24 – Leonard C. Groopman et al – ‘The Patient’s Work’, AMA. – Fundamental
Elements of the Patient Physician Relationship
Mar 3 – Maureen Kelly – ‘Limits on Patient Responsibility’
Mar 7 – Fan & Li – ‘Truth Telling in Medicine: the Confucian View’

End of Life: Rejecting Treatment & Hastening Death:

- Mar 10 – Casarett et al – ‘Appropriate Use of [ANH]...’
Mar 14 – Eric Gampel – ‘Does Professional Autonomy...’
Mar 17 – Peter Singer – ‘Voluntary Euthanasia’
Mar 21 – Damien Keown – ‘End of Life: The Buddhist View’
Mar 31 – Susan M. Wolf – ‘Gender, Feminism, and Death’

Beginning of Life: Maternal-Fetal Relationship & Reproductive Technology:

- Apr 7 – Judith Jarvis Thomson – ‘A Defense of Abortion’
Apr 11 – Deborah Hornstra – ‘A Realistic Approach to Maternal-Fetal Conflict’
Apr 14 – Janice G. Raymond – ‘Reproductive Gifts and Gift Giving: The Altruistic Woman’
Apr 18 – Alan Wertheimer – ‘Two Questions about Surrogacy and Exploitation’
Apr 21 – Raanon Gillon – ‘Human Reproductive Cloning...’
Apr 28 – Group Presentation – Groups 1 & 2
Apr 30 – Group Presentation – Groups 3, 4, & 5

See Assignment Description for Due Dates and Details of Exercises and Peer Review