

Health Care Ethics

Philosophy 240, Section 200 (3 Credits)

Monday, Tuesday, Wednesday, Thursday 8:50-10:25

Course Instructor:

Bryan Kibbe, Ph.D.

Office Hours:

Rhodes Tower, RT1343
Wednesdays 10:30-11:30am

Something About Me

I work as a Bioethics Fellow at the Cleveland Clinic, where I conduct research, teach, and participate in clinical ethics consultations. Over the past year as a Bioethics Fellow I have seen and helped to navigate a wide range of challenging ethical dilemmas in the clinical setting ranging from cases involving children to adults, in the intensive care units and on regular nursing floors, and issues spanning informed decision-making to whether to withdraw life sustaining therapies. I have learned a tremendous amount from these clinical encounters and I intend that experience to inform what I hope will be rich class discussions around the many ethical challenges that arise in modern day healthcare. Before becoming a Bioethics Fellow, I completed my PhD in philosophy at Loyola University Chicago where I developed specialized research interests in ethics and applied ethics, the philosophy of technology, and situated cognition. I really enjoy the study of philosophy, and I think that health care ethics is a great way to demonstrate the applicability of philosophy to everyday situations that often have a profound affect on people.

Course Description:

In this course we will work to develop an ethics toolbox complete with a range of ethical theories (e.g. utilitarianism and deontology), distinctions (e.g. permissibility versus blame, killing versus letting die), principles (respect for patient autonomy), and relevant vocabulary (e.g. obligation, praiseworthy, blameworthy) that you will learn to deploy for the purposes of analyzing and trying to resolve ethical problems and issues that especially arise in the clinical setting in healthcare.

We will be using two books as central texts in this course. Our main text is *Resolving Ethical Dilemmas: A Guide for Clinicians*, Fifth edition (2013) by Bernard Lo. We will be reading through most of this book over the next several weeks. This book will provide us with a systematic study of a wide spectrum of ethical issues that arise in the clinical setting in healthcare. We will also read a book called *The Lonely Patient* (2008) by Michael Stein. This book offers an eloquent narrative of many different patients' experiences of betrayal, terror, loss, and loneliness amidst illness. The book is divided into four sections, and over the course of four weeks we will dedicate one class period each week to discussing a section of the book. The goal is to understand more fully the human experience of disease, injury, and medical treatment in the modern healthcare system and consider how this enriched understanding of human beings might impact our ethical analysis of challenging cases.

In a math or science course you would typically be assigned problem sets to complete outside of class on a regular basis. In philosophy, the assignments involve reading and writing. As such, be prepared to complete assigned readings for class each day and periodic writing assignments. I will spend part of the class periods making clear the important ethical insights from the readings, but I plan to regularly conduct class discussions around examples of clinical cases that raise a variety of ethical issues. One of my goals for these discussions is to help you to become more proficient in offering not simply an opinion about a particular issue but in advancing a well-formed argument. In order to do this well, you need to collect enough raw materials so to speak from assigned readings in order to then construct thoughtful arguments.

What does a successful class session look like for me?

A successful class session will vary with respect to the objectives for any given class session. Sometimes, I need to equip you with certain facts, methods, and understandings of content, and other times my goal is to promote extended class discussion based on what we have studied together thus far. Nonetheless, here are some general things that I am on the lookout for to determine whether a class is successful:

1. Students ask questions about the reading assignment or an aspect of the lecture
2. Students indicate that something that was previously unclear is now clearer
3. Students begin to make connections between discussions in this class and what they are learning in another class or otherwise with an aspect of their life more generally
4. Students begin to respectfully engage one another and respond to each other's comments during class discussions
5. Students show evidence of sustained reflection on issues and questions in the course
6. Students indicate some level of excitement and enthusiasm for the course material
7. Student comments and questions help me to clarify or develop my own thinking

Course Objectives:

1. Provide students with an introductory understanding of the history, development, and characteristic methods, distinctions, questions, and issues of health care ethics, especially in the clinical setting
2. Construct a toolbox of philosophical and ethical tools to use to address ethical questions and problems that arise in health care settings
3. Develop and support students' abilities to engage in sustained critical thinking and to write clearly and analytically

Special Accommodations:

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Course Requirements

Quizzes- Monday class sessions are quiz days (5 total). We will start class with a brief 15-20 minute quiz that will involve a combination of true/false, multiple choice, fill-in the blank, and short answer questions. These quizzes will be focused on testing your comprehension of readings and lectures from the previous week. **Other than for an excused absence, you will not be allowed to make up a missed quiz.**

Reading Responses- During Thursday class sessions we will discuss one section of *The Lonely Patient* (4 sessions total). In order to prepare for these discussions, you are expected to submit a 2-page response to the assigned reading from *The Lonely Patient* before class begins each Thursday at 8:50AM.

- These responses should be tightly focused and reflective responses to the reading, in which you identify one element from the assigned reading that is a useful addition to your ethics toolbox that you might in turn utilize to identify, analyze, and resolve ethical dilemmas in health care. In your response you should clearly identify and describe the element, and explain how you think it might be helpful in addressing challenging ethical situations in health care.
- These writing assignments will be graded using a check minus, check, check plus system. Missing responses will receive a 0, deficient responses will receive a ✓- (74%), good responses will receive a ✓ (88%), and especially thoughtful and well articulated responses will receive a ✓+ (98%). If you are not in class for the discussion of the reading, I will not grade your writing assignment and you will receive a 0 for that assignment. I will take attendance promptly at the start of class.

Take Home Midterm and Final Exams- You will be asked to act as an ethics consultant and write a case analysis (5 pages) of a clinical case that raises an ethical dilemma for you to identify, analyze, and resolve. To do this well, you will be provided with a template to follow in structuring your analysis and arguments. These assignments are intended to be worked on alone. You may consult your class notes, course texts, and scholarly publications, but you may not consult other students or faculty.

- For the midterm only, if you receive a C+ or lower, you may submit a re-write within one week of receiving your paper back for a possible maximum grade increase to B-. At the end of your revised assignment you should attach a short description of how your revisions address my comments and questions on the first version of your mid-term.

Grading Breakdown

Quizzes: 35%

Reading Responses: 20%

Midterm- Case Analysis #1: 20%

Final Exam- Case Analysis #2: 25%

Grading Scale

94-100: A	75-79: C+
90-93: A-	70-74: C
87-89: B+	60-69: D
84-86: B	0-59: F
80-83: B-	

General Grading Criteria

- F: Failure to meet any of the minimum requirements
- D: Unsatisfactory, does not meet minimum requirements, but some effort made
- C: Satisfactory, meets the minimum requirements but little else
- B: Good, evidence of thoughtfulness and insight, clear writing style
- A: Excellent, consistent thoughtfulness and insight, clear writing style, incisive reasoning

Required Texts

Lo, Bernard. 2013. *Resolving Ethical Dilemmas: A Guide for Clinicians* (Fifth Edition). Philadelphia: Wolters Kluwer. (Abbreviated as RED below)

Stein, Michael. 2007. *The Lonely Patient*. New York: Harper Perennial.

***All other readings can be found online on the course Blackboard website

Schedule of Topics and Readings

Dates	Topic	Reading	Assignments and Exams
Week 1			
May 18	<ul style="list-style-type: none"> The Ones Who Walk Away From Omelas Historical intro to ethics and bioethics 	<ol style="list-style-type: none"> “Hippocratic Oath” (on BB) “AMA Code of Ethics” (on BB) 	
May 19	<ul style="list-style-type: none"> Course Syllabus Deontological ethics Utilitarian ethics 	<ol style="list-style-type: none"> RED Ch. 1 (3-11) John Stuart Mill, “What Utilitarianism Is” (on BB) 	
May 20	<ul style="list-style-type: none"> Virtue Ethics Feminist moral philosophy and care ethics 	<ol style="list-style-type: none"> Marilyn Friedman, “Feminism in Ethics: Conceptions of Autonomy” (on BB) Edmund Pellegrino, “Toward a Virtue Based Normative Ethics for the Health Professions” 	
May 21	<ul style="list-style-type: none"> Casuistry 4 Principles 	<ol style="list-style-type: none"> RED Ch. 2 (12-18) “The Belmont Report” (on BB) Diana Meyers, “Personal Autonomy and Related Concepts” (on BB) 	
Week 2			
May 25	No Class: Memorial Day		
May 26	<ul style="list-style-type: none"> Informed consent Best interests Confidentiality Deception Promises 	1. RED Ch. 2, 3, 5, 6, 7 (19-68)	Quiz #1
May 27	<ul style="list-style-type: none"> Decision-making Futility Treatment refusal 	RED Ch. 8, 9, 10, 11 (69-89)	
May 28	<ul style="list-style-type: none"> Illness and Betrayal Case Analysis and Discussion 	The Lonely Patient (Prelude and Part One- Betrayal, pg 1-68)	Reading Response #1 Due
Week 3			
June 1	<ul style="list-style-type: none"> Patients without decision-making capacity Surrogate decision-making Disagreements about care 	RED Ch. 12, 13, 14 (90-120)	Quiz #2
June 2	<ul style="list-style-type: none"> Ethical distinctions and end of life care Ethics Consultation 	RED Ch. 15, 16 (121-134)	

June 3	<ul style="list-style-type: none"> DNR orders Tube feedings 	RED Ch. 17, 18 (135-148)	
June 4	<ul style="list-style-type: none"> Illness and Terror Case Analysis and Discussion 	The Lonely Patient (Part Two-Terror, pg 69-116)	Reading Response #2 Due
<<<Midterm Case Analysis due by 5PM on June 5>>>			
Week 4			
June 8	<ul style="list-style-type: none"> Assisted suicide and euthanasia 	RED Ch. 19 (149-158)	Quiz #3
June 9	<ul style="list-style-type: none"> PVS Determination of death Major end of life legal cases 	RED Ch. 20, 21, 22 (159-176)	
June 10	<ul style="list-style-type: none"> Doctor-patient relationship Refusal to care for patients 	RED Ch. 23, 24 (177-188)	
June 11	<ul style="list-style-type: none"> Illness and Loss Case Analysis and Discussion 	The Lonely Patient (Part Three-Loss, pg 117-166)	Reading Response #3 Due
Week 5			
June 15	<ul style="list-style-type: none"> Gifts from patients Sex between doctors and patients 	RED Ch. 25, 26 (189-199)	Quiz #4
June 16	<ul style="list-style-type: none"> Secret information about patients Clinical research 	1. RED Ch. 27, 28 (200-210) 2. Henry Beecher, "Ethics and Clinical Research"	
June 17	<ul style="list-style-type: none"> Conflicts of interest Bedside rationing 	RED Ch. 29, 30 (211-22)	
June 18	<ul style="list-style-type: none"> Illness and Loneliness Case Analysis and Discussion 	The Lonely Patient (Part Four-Loneliness and Epilogue, pg 167-220)	Reading Response #4 Due
Week 6			
June 22	<ul style="list-style-type: none"> Ethical issues in pediatrics Ethical issues in surgery 	RED Ch. 37, 38 (263-277)	Quiz #5
June 23	<ul style="list-style-type: none"> Ethical issues in Obstetrics and Gynecology Ethical issues in psychiatry 	RED Ch. 39, 40 (278-294)	
June 24	<ul style="list-style-type: none"> Ethical issues in organ transplantation Ethical issues in genomic medicine 	RED Ch. 41, 42 (295-313)	
June 25	<ul style="list-style-type: none"> Ethical issues in public health Ethical issues in cross-cultural care Ethical issues amidst digital health information 	RED Ch. 43, 44, 45 (314-338)	
<<<Final Exam Case Analysis Due by 5PM on June 26>>>			

Academic Honesty

When **quoting or paraphrasing** any material from an author or thinker other than yourself, you **must cite the reference using proper citation standards** (i.e. MLA, Chicago, APA, etc.). **If you are unfamiliar with these citation styles, then you must contact me before completing the assignment.** Failure to do this may count as an instance of plagiarism, and will be punished according to school standards. Additionally, any attempt to copy the work of another person, whether on a quiz or writing assignment, will be counted as an instance of academic dishonesty and addressed according to school guidelines.

Examples

If you copy and past any material from Wikipedia or another website online, and do not properly cite and/or quote the source, then that is a case of plagiarism and will be treated as an instance of academic dishonesty.

If you are paraphrasing some material that someone else said, and do not properly cite the source, then that is a case of plagiarism and will be treated as an instance of academic dishonesty.

If you exchange notes during an in class exam, look/glance at another person's exam, or check notes on your cellphone or laptop during an in class exam, then those are instances of cheating and you will be punished according to the school standards for academic dishonesty.

Class Policies

1. Laptops or tablets for the purpose of taking notes or following along with an assigned article are permissible during class. However, using laptops to check email, visit Facebook, play games, or do other non-class related activities are prohibited. Do not display any material that is distracting or potentially offensive to other members of the class.
2. Late policies (unless for an excused absence):
 - a. No reading responses will be accepted late
 - b. Missed quizzes cannot be re-scheduled
 - c. Midterm and final exams will be accepted up to 48 hours late based on the following schedule of penalties:
 - i. Up to 1-hour late: Loss of 2 percentage points on your grade for the assignment
 - ii. Up to 24 hours late: Loss of 5 percentage points on your grade for the assignment
 - iii. Up to 48 hours late: Loss of one complete letter grade (e.g. an A- paper would become a B- paper) for the assignment
3. Excused absences should be exceedingly rare. An absence will only be excused in some cases, such as for an emergency health situation. Vacations, appointments, and meetings should be scheduled so as not to conflict with class sessions. In order for an absence to be excused, you must email me or talk to me in person in advance of any anticipated

absence. If the reason for an absence is sudden and unexpected, please send me an email or talk to me in person as soon afterwards as possible.

4. **All assignments must be submitted in digital format via the course Blackboard website. Absolutely all assignments must be submitted as a PDF document and your last name must be part of the file name.**
5. All cell phones should be turned off or otherwise on silent during class.
6. If you have questions or concerns about writing a paper or preparing a reading response for this course, please make an appointment to talk with me or contact me via email at least one week in advance of the due date.
7. If you have questions or concerns about a grade that you received, please see me during office hours to discuss your grade.

Changes to the Syllabus

I reserve the option to modify assignments and policies detailed in this syllabus during the semester. If I do make any changes, I will give you appropriate notice and reflect any changes with an updated syllabus that will always be posted on course website on Blackboard.

Class Contract

As your instructor, I am committing to arrive to class on time and prepared to teach on the material that I have outlined in this syllabus. I will grade your assignments in a fair and timely manner. I expect you to attend class regularly, follow the instructions provided in this syllabus and on course website, and to be prepared and willing to engage in class discussion.

Thank you.