

HPS 0613 Morality and Medicine

Instructor: Nora Mills Boyd

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Class: Thurs 6-8:30pm, 149 Cathedral of Learning

Office hours: Mon 1-2pm, Thurs 5-6pm, and by appointment, 901J Cathedral of Learning

Course Description

Ethical dilemmas in the practice of health care continue to proliferate and receive increasing attention from members of the health care profession, ethicists, policy makers, and the general public as health care consumers. In this course we will examine a number of ethical issues that arise in the context of contemporary medical practice and research by analyzing articles and decision scenarios. Topics to be covered typically include the physician-patient relationship; informed consent; medical experimentation; termination of treatment; genetics; reproductive technologies; euthanasia; resource allocation; and health care reform. Students who successfully complete this course will be able to identify and analyze different philosophical approaches to selected issues in medical ethics; have gained insight into how to read and critically interpret philosophical arguments; and have developed skills that will enable them to think clearly about ethical questions as future or current health care providers, policy makers, and consumers. This course is part of a core sequence leading to certification in the Conceptual Foundations of Medicine Certificate Program, and is a companion course to HPS 0612 (Mind and Medicine) but may be taken independently. The course is of particular interest to pre-medical and pre-health care students.

Readings

Readings that are not in our textbooks will be distributed through Courseweb. The textbooks we will use are available at the university bookstore.

Required:

Steinbock, Bonnie, Alex John London, John D. Arras, eds. 2013. *Ethical Issues in Modern Medicine: Contemporary Readings in Bioethics*. Eighth Edition. McGraw Hill. [Abbreviated "EI" below]

Resnick, David B. 2012. *Environmental Health Ethics*. Cambridge University Press. [Abbreviated "EH" below]

Recommended:

Gawande, Atul. 2015. *Being Mortal: Illness, Medicine and What Matters in the End*. W. F. Howes Limited.

Assignments

I will distribute detailed instructions and rubrics for the assignments.

10% Moral Compass (2 pages)

10% First Essay (5 pages)

15% Second Essay (5 pages)

20% Third Essay (5 pages)

25% Final Essay: Topic of Your Choice (5-7 pages)

5% Reflection upon Revisiting Your Moral Compass (1 page)

15% Participation

2% Extra Credit Option: Current Events Presentation (10 minutes)

Submitting Assignments

All assignments are due by 5pm on the day indicated. Please email them to me at nb.teaching@gmail.com. To the extent feasible I will practice anonymized grading. To facilitate this, include your Peoplesoft number on your assignments rather than your name. Late assignments will typically not be graded, but please contact me if you run into trouble. You are welcome to schedule one extra credit current events presentation any time during the term except for the last class, i.e. 12/7 and before. Please email me by the day before the class in which you would like to present (at the latest) so that I know to expect it.

Preparing for Class

This class will involve a lot of student-lead discussion. It is therefore essential that you carefully and thoroughly prepare for class. Please do the assigned readings. Philosophically rich material is often best digested in multiple iterations. A good strategy would be to read the material at least twice, marking it up and taking notes as you go. Please bring topics, questions, reflections that arise for you as you are reading to class so that we can discuss them as a group. Your participation grade will be based on in-class activities and small-group work. These are to be completed during class, and cannot be made up in the event of absence. If you run into trouble that prevents you from attending class, please contact me.

Class Environment

Note that in this course we will discuss topics that are both intellectually and morally challenging. You and/or your classmates may feel strong emotional responses to some of these topics. Please do your part to maintain a respectful and supportive classroom environment. We will formulate a list of classroom norms together on the first day of class.

Course Schedule

I will announce any changes to the schedule, readings, or assignments with plenty of advance warning.

Date	Topics	Readings	Assignments
8/31	Class Norms, Moral Compasses, & Reading Philosophy	N/A	
9/7	Ethical Frameworks	EI: pp. 1-41, Steinbock, Arras, and London "Moral Reasoning in the Medical Context"	Due: Moral Compass
9/14	Frameworks Continued	" Virtue Ethics " Stanford Encyclopedia of Philosophy Singer "Famine, Affluence, and Morality"	

		EI: pp. 289-294, Pogge “Responsibilities for Poverty-Related Illness”	
9/21	Pluralism	Marino pp. 3-33 “Introduction” and “Basic Concepts” from <i>Moral Reasoning in A Pluralistic World</i> Laws and Chilton “Ethics, Cultural Competence, and the Changing Face of America” (14 pages)	
9/28	Health-Professional/Patient Relationship	EI: pp. 43-58 “Foundations of the Health Professional-Patient Relationship” Beauchamp “Autonomy and Consent” (23 pages)	Due: Project Proposal
10/5	Death and Dying	Lucretius on death (10 pages) EI: pp. 437-440, Quill “Death and Dignity: A Case of Individualized Decision Making” EI: pp. 441-454, Brock “Voluntary Active Euthanasia” EI: pp. 455-460, Arras “Physician-Assisted Suicide: A Tragic View”	
10/12	Aging, Advanced Care Directives	Gawande “Letting Go” Recommended: <i>Being Mortal</i>	
10/19	Guest speaker: Dr. Robert Arnold Disability	EI: pp. 188-192, Daniels “The Genome Project, Individual Differences, and Just Health Care” Barnes “Valuing Disability, Causing Disability” (26 pages)	Due: First Essay
10/26	Family Planning, Family Engineering?	EI: pp. 421-429, Robertson “Extreme Prematurity and Parental Rights After <i>Baby Doe</i> ” EI: pp. 609-627, Asch “Prenatal Diagnosis and Selective Abortion: A Challenge to Practice and Policy”	

		EI: pp. 631-641, Robertson “The Presumptive Primacy of Procreative Liberty”	
11/2	Abortion	Late-term Abortion Interview EI: pp. 556-563, Marquis “Why Abortion is Immoral” EI: pp. 564-573, Jarvis Thomson “A Defense of Abortion”	
11/9	Birth	Torres and De Vries “Birthing Ethics” (13 pages) “Reproductive Injustice: Racial and Gender Discrimination in U.S. Health Care, A Shadow Report for the UN Committee on the Elimination of Racial Discrimination” (22 pages)	Due: Second Essay
11/16	Environmental Health Ethics	EH: pp. 56-79, “Toward an Environmental Health Ethics” Resnik and Roman “Health, Justice, and the Environment” (16 pages)	
11/30	Justice and Environmental Health & Project Workshop	Shrader-Frechette “Human Rights and Duties to Alleviate Environmental Injustice: The Domestic Case” (19 pages)	Due: Third Essay
12/7	Climate Change	Resnik “Bioethics and Global Climate Change” (3 pages) Boeckmann and Zeeb “Justice and Equity Implications of Climate Change Adaptation: A Theoretical Evaluation Framework” (14 pages) Jameton “Medicine’s Role in Mitigating the Effects of Climate Change” (5 pages) The Uninhabitable Earth	
12/14	Health Care Systems, Moral Compass Revisited	EI: pp. 210-229, Menzel “The Realistic Moral Right to a Basic Minimum of Accessible Health Care”	Due: Final Projects and Reflection on Moral Compass

University Policies

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services (DRS), call (412) 648-7890 (Voice or TTD), 412-228-5347 for P3 ASL users, drsrecep@pitt.edu, to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Academic Integrity Policy

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

University of Pittsburgh Policy on Academic Integrity. *The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfillment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated, and the resources permissible for use by students during the course of their study and evaluation. The educational process is perceived as a joint faculty-student enterprise which will perforce involve professional judgment by faculty and may involve – without penalty- reasoned exception by students to the data or views offered by faculty. Senate Committee on Tenure and Academic Freedom, February 1974*

Email Communication Policy

Each student is issued a University e-mail (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The university provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, please go to www.bc.pitt.edu/policies/policy/09/09-10-01.html .)

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Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.