



## PHI 4634: Medical Ethics

Philosophy Department  
College of Arts and Humanities, University of Central Florida

### COURSE SYLLABUS

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Instructor:	Luciana Garbayo	Term:	Fall 2016
Office:	Psychology Building, room 229	Class Meeting Days:	Tuesdays & Thursdays
Phone:	4078234347	Class Meeting Hours:	1:30 to 2:45pm
E-Mail:	<a href="mailto:Luciana.Garbayo@ucf.edu">Luciana.Garbayo@ucf.edu</a>	Class Location:	ENG 1 Building room 224
Office Hours:	Thursdays 3:00 - 4:30pm		

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#### I. Welcome!

#### II. University Course Catalog Description

**4634:** Medical Ethics: PR: Senior standing or C.I. Ethics for practitioners of clinical medicine, health care delivery and medical research. Fall.

#### III. Course Overview

This is an inquiry-based student centered course, which aims at critically introducing medical ethics to senior students or equivalent.

Medical ethics is a dynamic discipline that systematically addresses the reflexive dimension of morality in the medical profession, in its applications in the broader context of health, health care and research.

As a sub-discipline of Ethics, in both practical and applied sense, it is focused on refining approaches for evaluating cases and weighting judgments for clinical, research and policy recommendations - while engaged in an interdisciplinary dialogue and multidisciplinary research with mixed methodological practices. Such practices have a convergent focus on the study of the values that shape inquiry and decision-making processes, relative to outcomes and policy recommendations.

We shall situate medical ethics regarding its object and scope, and professional and philosophical standing, while focusing on discussing metaethics, moral awareness and moral reasoning, and approaches to moral deliberation through normative and principled-based reasoning and its applications in both clinical, policy and research settings. We shall do so by pursuing a cluster of themes around autonomy, nonmaleficence, beneficence and justice.

The course is divided in five modules as follows: Module 1, provides a introduction to ethical reasoning and judgment in the context of medical ethics. All modules afterwards, will discuss longitudinally a principlist approach to medical ethics. Module 2, focuses on discussing autonomy in medical ethics, inclusive of substituted judgment and informed consent literature. Module 3, focuses on discussing nonmaleficence in medical ethics in health care; Module 4, focuses on discussing beneficence controversies in medical ethics, and Module 5, focuses on discussing Justice and public health ethics, in its connections to medical ethics.

Throughout the course, students will also be invited to reflect upon their pre-medical identity through journaling and participation.

#### **IV. Course Objectives**

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

1. Reflect on the challenges for moral judgment given the imperfections of moral perception and moral environment, for engaging with ethical and biomedical ethics problems;
2. Learn to identify ethical arguments and consider the validity and soundness present in them and its pertinence to medical ethics reasoning;
3. Explore value theory by critically considering “good” and “evil” the varieties of “good life” approaches and its relations to ethics and medical ethics at large;

4. Explore the debate on the nature of morality in metaethics and its consequences to medical ethics;
5. Become familiar with normative theories of ethical conduct and subsequently be able to consider the application of these theories to reflect upon contemporary moral problems in the realm of medical ethics;
6. Explore selected contemporary medical ethics problems argumentatively in order to gain perspective in the discussion of moral dilemmas;
7. Identify basic medical ethics inquiry methods and apply them to the cases discussed;
8. Consider medical ethics and ethical decision-making in its inextricable association to evidence-based policy-making, in clinical, public-health and research ethics settings;
9. Understand the role of population bioethics in enriching the field of public health, within the broader context of distributive, restorative justice and human rights discourse and practice.
10. Reflect upon their own pre-medical identity and consider their professional future selves.

**V. Course Prerequisites**

A reflexive commitment to reading, analysis and discussion of the tenets of medical ethics, in theoretical and applied contexts.

Further, it is expected that you:

1. **Be respectful at all times with your colleagues and with the teaching team.** In a philosophy class we all should address each other's arguments and learn with our colleagues about different perspectives without taking personally the defense of competing views. Always welcome respectful disagreement, for it is the engine that promotes ethics debate.
2. Further, avoid the phenomenon of "group think" - instead, be helpful with others in class so that they can articulate unpopular views, stand for themselves, and thereby give their contribution to the overall debate.
3. Be observant of how much time you speak, so that all have the opportunity to participate in discussions.
4. **Be always ready to be helpful with the forming of groups and pairs in class,** so that we can implement dynamic strategies for our class.

5. **Switch-off cell phones and other like-devices while in class, unless required to keep them on.** This is the case because they may disrupt the class directly by sound or indirectly, by distracting others. If needed to keep them on given special circumstances, you do have to clear its use with the teaching team beforehand.
6. **Do not use the internet during class, unless requested by the instructors.** Laptops and tablets are permitted only for taking notes. No checking e-mails or browsing will be permitted during class time.
7. **Be ready to participate - participation is key.**

#### VI. Course Credits

3 credits

#### VII. Required Texts and Materials

All students are required to read all texts/excerpts (all required texts will be available in webcourses)

Arras, John, "Theory and Bioethics", *The Stanford Encyclopedia of Philosophy* (Summer 2013 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/sum2013/entries/theory-bioethics/>>.

Beauchamp, T. and Childress, J. *Principles of Bioethics*. (excerpts). Oxford Univ. Press, 1979.  
The Belmont Report. At <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

Berkman, L. and Ichiro, K (Eds.) *Social Epidemiology*. (excerpts) Oxford Univ. Press, 2000.

Brock, D. *Large Scale Ethics*. Harvard Gazette.

At <http://news.harvard.edu/gazette/story/2013/05/large-scale-ethics/>

Brody, H. *The future of bioethics*. (excerpts). Oxford, 2009. See also review at <http://www.nejm.org/doi/full/10.1056/NEJMbkmrev0902956>

Christman, John, "Autonomy in Moral and Political Philosophy", *The Stanford Encyclopedia of Philosophy* (Summer 2013 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/sum2013/entries/autonomy-moral/>>.

Coughlin, S. , Beauchamp, T. & Weed, D. *Ethics and Epidemiology*. (excerpts) 2nd. Edition. Oxford Univ. Press, 2009.

Daniels, N. *Just Health, Meeting Health Needs Fairly*. (excerpts) Cambridge Univ. Press, 2008

Dubois, J & Iltis, A. (Eds.) *Narrative Symposium: Living Organ Donation*. Journal Narrative Inquiry in Bioethics, Special Vol. 2 No. 1, 2012.

Emanuel, E. & Emanuel, L. "Four models of the patient-physician relationship." JAMA, April 22, 1992, v267, n16, p2221(6)

Landau, Russ Shafer. *The fundamentals of ethics*. (excerpts) First edition. Oxford University Press, 2010.

\_\_\_\_\_. *The ethical life. Fundamental readings in ethics and moral problems*. (excerpts) First Edition. Oxford University Press, 2010.

Mann, J. Human "Rights and the new public health." Health and Human Rights Journal. Vol. 1 No. 3, 1995.

Mann, J., Gruskin, S., Grodin, M. & Annas, G. *Health and Human Rights. A Reader.* (excerpts) Routledge, 1999.

Munson, R. African Americans and Medicine (Chapter 11). In *Intervention and Reflection. Basic Issues in Bioethics.* 9th Edition, 2012.

Parks, J. and Wike, V. *Bioethics in a Changing World.* (excerpts) Pearson Prentice Hall, 2010.

Powers, M. and Faden, R. *Social Justice. The moral foundations of public health and public policy.* Oxford Univ. Press, 2006.

Raffesperger, C. and Tickner, J. (Eds.) *Protecting Public Health and the Environment: Implementing the Precautionary Principle.* (excerpts). Island Press, 1999.

Singer, P. "Moral Experts". *Analysis* (1972) 32 (4): 115-117.

Solomon, M. at al. *Exploring Bioethics.* (excerpts). NIH Bioethics Office, 2009.

Thompson, J.J. "The Trolley Problem". *The Yale Law Journal*, Vol. 94, No. 6 (May, 1985), pp. 1395-1415.

Vaughn, L. *Bioethics: Principles, Issues and Cases.* (excerpts). 2<sup>nd</sup>. Edition. Oxford Univ. Press, 2013.

Wollard, Fiona and Howard-Snyder, Frances, "Doing vs. Allowing Harm", *The Stanford Encyclopedia of Philosophy* (Summer 2016 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/sum2016/entries/doing-allowing/>>

World Medical Association *Helsinki Declaration.* <http://www.wma.net/e/policy/b3.htm>.

#### Recommended (optional):

Appiah, K. *Experiments in ethics.* Harvard Univ. Press, 2008.

Tom L. Beauchamp. "Making Principlism Practical: A Commentary on Gordon, Rauprich, and Vollmann." *Bioethics* (2011).

\_\_\_\_\_ "Why Our Conceptions of Research and Practice May Not Serve the Best Interest of Patients and Subjects." *Journal of Internal Medicine* (2011): 383-387.

Biehl, J. and Petryna, A. *When people come first. Critical Studies in Global Health.* Princeton Univ. Press, 2013.

Hausman, D and McPherson, M. *Economic Analysis, Moral Philosophy and Public Policy.* 2<sup>nd</sup> Edition. Cambridge University Press.

#### Auxiliary:

<http://www.bioethics.net/>

Kennedy Institute of Ethics—Library and Information Services, Georgetown University. National Reference Center for Bioethics Literature. <http://bioethics.georgetown.edu/nrc/> . (Includes free database resources, reference help, and Bioethics "QuickBibs"—<http://bioethics.georgetown.edu/nrc/quickbibsbio.htm> .) Teachers and students are encouraged to contact staff at [bioethics@georgetown.edu](mailto:bioethics@georgetown.edu); 888-BIO-ETHX.

Stanford Encyclopedia of Philosophy

Weston, Anthony. *A rulebook for arguments.* Second Edition. Hackett Publishing Co., 1992 (Tip: find used copies online for 1 cent - any edition would be ok).

**Other extra-reading references will be available on webcourse.**

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Important Dates to Remember**

All the dates and assignments are tentative, and can be changed at the discretion of the professor.

Drop/Swap Deadline:	Aug 25 <sup>th</sup> 2016
Take Home Exam Deadline:	Sept 20 <sup>th</sup> 2016
Individual outline + journaling exercise deadline:	Oct 23 <sup>rd</sup> 2016
Withdrawal Deadline:	Oct 31 <sup>st</sup> 2016
Journaling Presentation/Discussion:	Dec 1 <sup>st</sup> 2016
Individual Final Paper Deadline:	Dec 6 <sup>th</sup> 2016

**Religious Observances**

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Work contract: first day class discussion, teacher-student precommitments

**X. Grade Dissemination**

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

**XI. Course Policies: Grades**

**Late Work Policy:**

There are no make-ups for in-class writing assignments and take home exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Extra Credit Policy:**

If extra credit is granted, the additional points are added to the "individual paper outline" portion of the semester grade. You cannot earn higher than 100% on this grade; any points over 100% are not counted.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Rewrite Policy:**

Rewrites are entirely optional; however, only the final essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Essay Commentary Policy:**

Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Webcourses. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

**Group Work Policy:**

Everyone must take part in a group activities in class.

**XII. Course Policies: Technology and Media**

**Email:** Emails sent to the instructor will be answered weekdays in a 48 hour window, and in a 72hour window if on weekends weekends.

**Webcourses:** All materials will be given through webcourse, so you should log in at least once a week or twice before classes to respond to be able to respond timely the quizzes. All assignments should be uploaded through webcourse as well.

**Laptop Usage:** Laptop usage in this class is acceptable exclusively for note-taking.

**Classroom Devices:** Video-recording is not allowed; audio recorders are acceptable if for personal instructional use only - no further dissemination is permitted.

**Course Wiki:** There is an option to build a 'knowledge base' or communal notes about our course content, which can count for extra credit. Think of this as a repository of all the class information, the kind of thing you could study from. This can be housed on a 'wiki', or a webpage that any of you can update. Email me your request to be added as a member of that wiki, if you are interested. As instructor, I have access to the logs and history that show how much each individual contributes to the wiki.

**XIII. Course Policies: Student Expectations****Inclusion, Safety, and Disability Accommodation at UCF:**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact: Title IX – EO/AA - <http://www.eeo.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)

Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)

Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)

Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>

UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu) Ombuds Office - <http://www.ombuds.ucf.edu>

**Attendance Policy:**

Regular attendance is expected.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classes. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**XVI. Essay and Project Assignments**

**Individual and group assignments**

**Individual assignments:**

Journaling (weekly): Students shall write individually on their experiences, reflections, with comments based on broad reading of the text of the day.

Paper Outline (one time): An outline for your essay should be presented, including: possible thesis, argument, plus the supporting literature, max of two-pages double space font 12 (be brief). The objective of this assignment is to help to prepare students to succeed in his/her final paper, setting up his/her



research. I would expect all students to come at least once during the semester to check their project with me during office hours, so that I can support you individually.

The final individual paper: It is the result of the research project presented in the outline, the final individual essay should be around 6-8 pages long.

Take-home exam: A one-time take home exam will be provided for evaluating the fundamentals learned prior to entering

**Group Assignments:**

All students will work in group assignments in class, to develop a longitudinal, active perspective on their topic.

**Basis for Final Grade:**

Students will be graded by means of participation, group and individual g assignments, and a final research paper, as follows:

**Assessment:**

Take home exam (individual) 15% Group assignment 20% Paper Outline (individual) 15%  
Final research paper 40%

Schedule (revisable):

Week	Theme	Readings	Groups - Activities
1 8/23 - 25	<p>MODULE 1 What is ethics?</p> <p>Medical ethics &amp; moral philosophy</p> <p>The “good life” Value theory, normative theory, metaethics</p> <p>Intrinsic and instrumental values, personal preferences</p>	<p>Landau, Russ Shafer. <i>The fundamentals of ethics</i>. (excerpts) First edition. Oxford University Press, 2010.</p>	<p>Group selection:</p> <ol style="list-style-type: none"> <li>1) Race &amp; Medical Ethics</li> <li>2) Gender, Sexuality and Reproduction in Medical Ethics</li> <li>3) Public Health Ethics (inclusive of Pharmaceutical ethical issues)</li> <li>4) End of life issues in Medical Ethics</li> <li>5) Mental Health and Medical Ethics</li> </ol> <p>All groups will consider issues of autonomy, beneficence, nonmaleficence and justice in their topics</p>

Week	Theme	Readings	Groups - Activities
<b>2</b> <b>8/30 - 9/1</b>	<p>MODULE 1</p> <p>Can we be moral experts?</p> <p>Descriptive ethics: Moral reasoning, metaethics and value theory applied to medicine, a role for empirical data</p> <p>Trolley problems: Doing Harm vs Allowing Harm</p>	<p>Peter Singer, "Moral Experts"</p> <p>Vaughn, "Moral reasoning"</p> <p>Trolley problems: Doing Harm vs Allowing Harm</p>	Groups schedule to meet during the semester - a google calendar is made for coordination
<b>3</b> <b>9/6 - 8</b>	<p>MODULE 1</p> <p>Professional ethics and medical identity</p>	<p>"Being Good"</p> <p>moral perception, trolley cases</p> <p>Peter Singer, Moral Experts, pp. 3-3</p> <p>Milgram experiment</p> <p>Tuskegee/Guatemala video</p> <p>as89virtue ethics theory (ethical particularism)</p> <p>competencies</p> <p>Beauchamp, Professional-Patient relationships, 302</p>	<p>Group 1 - extra material to discuss Tuskegee (contact instructor)"Being Good"</p> <p>Nancy Krieger, Discrimination and Health, pp. 36-75</p> <p>Epistemic and ethical medical challenges: unconscious bias, prejudice and discrimination</p>
<b>4</b> <b>9/1-3</b>	<p>MODULE 1</p> <p>Professional ethics and medical identity</p>	<p>Pellegrino, Codes, Virtues and Professionalism</p> <p>Tom Beauchamp and James Childress, Principles of Biomedical Ethics</p> <p>Epistemic and moral virtues of medical doctors and health care providers</p>	
<b>5</b> <b>9/20</b>	<p>TAKE HOME EXAM</p> <p>MODULE 1</p>		
<b>6</b> <b>9/27 - 29</b>	<p>MODULE 2 - AUTONOMY</p> <p>A principle based, practical, case-based approach to medical ethics: Principlism</p>	<p>Tom Beauchamp and James Childress, Principles of Biomedical Ethics</p> <p>trolley cases, principlism</p>	Group 5 – Autonomy and mental health

Week	Theme	Readings	Groups - Activities
<b>7</b> <b>10/4 - 6</b>	MODULE 2 - AUTONOMY  What is the proper object and scope of medical ethics? From healthcare to health policy	principlism,  physicians participation in executions, dual loyalty	Group 4 – Provider's autonomy, end of life issues
<b>8</b> <b>10/11 - 13</b>	MODULE 2 - AUTONOMY  Confidentiality, truth-telling	Clinical: judgment and decision-making Policy: The ethics of Nudge  Pharmaceutical industry & public health	Group 3 – leads discussion
<b>9</b> <b>10/18 - 20</b>	MODULE 3 - NONMALEFICENCE  Reproductive medical ethical issues	Abortion debates, restrictive vs. permissive theories Public health debate, ELSI; Assisted reproduction cases LGBTQ health	Group 2 leads reproductive choice and sexual rights discussion, cases in both clinical and public health realms Group 3 discusses mental health and sexual identity
<b>10</b> <b>10/25</b> <b>SMDM</b> <b>(no class on the 23<sup>rd</sup>)</b>	MODULE 3 - NOMALEFICENCE  End of life issues Execution Prisoners safety - delivery in prisons	Brain Death, voluntary euthanasia, palliative care	Group 4 – leads Good death debate; Group 5 – decisional capacity and mental health
<b>11</b> <b>11/1 – 3</b>	MODULE 3 - NONMALEFICENCE  Enhancement vaccination LGBTQ health	Ethical Issues in Human Enhancement, Nick Bostrom, Rebecca Roache, 2007 (Oxford)	Group 3 – leads the discussion on the ethics of vaccination, ethics of enhancement
<b>12</b> <b>11/8 - 10</b>	MODULE 4 - BENEFICENCE  Justice and health care	What is the special moral importance of health? Daniels, (Cambridge) healthcare Delivery and resource allocation, Buchanan (Oxford) Introduction, "Measuring justice", Brighouse and Ingrid Robeyns, (Cambridge)	Group 3 – leads discussion on public health justice; Group 1 – leads discussion on population vulnerability

Week	Theme	Readings	Groups - Activities
13 11/15 - 17	MODULE 4 - BENEFICENCE	Narrative Bioethics, 2012 Exploring Bioethics (intro), 2009	Group 2 Narrative Bioethics, 2012 Exploring Bioethics (intro), 2009
14 11/22 - 24	MODULE 5 - JUSTICE	Ethics of organ transplantation - SWAP model debrief – All groups	Thanksgiving November 24th
14 - 11/29 – 12/1	MODULE 5 - JUSTICE	Allocation of Resources in Health Care and Public Health - Medical Ethics & Public Health Ethics  Affordable Care Act Symposium	1 or more groups present cases with instructor. Integrated Clinical and Public health Jonathan Mann (Harvard Medicine & Human Rights paradigm)  ACA Symposium - all groups present on their areas
15 - 12/06	Final Exam Day - different schedule 7 - 9:50pm	Student Symposium Final paper due	No group work - your individual presentation