



PHI 5634: Medical Ethics

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

COURSE SYLLABUS

Instructor:	Luciana Garbayo	Term:	Fall 2016
Office:	Psychology Building, room 229	Class Meeting Days:	Tuesdays
Phone:	4078234347	Class Meeting Hours:	6:00 to 8:50pm
E-Mail:	Luciana.Garbayo@ucf.edu	Class Location:	Psychology Building Conference room 228b
Office Hours:	Thursdays 3:00 to 4:30pm		

I. Welcome!

II. University Course Catalog Description

5634: Medical Ethics: PR: Graduate 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 seminar, which aims at critically introducing medical ethics research to graduate 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, it is focused on refining approaches, evaluating cases and weighting judgments overall in clinical research, and health 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 in policy recommendations.

The course is divided as follows: we shall situate medical ethics regarding its object and scope and professional and philosophical standing, while focusing on discussing metaethics, moral reasoning, descriptive ethics and its methods. We shall discuss approaches to moral deliberation through normative and principled-based reasoning and its applications in both clinical and research settings, with practical and applied paradigms.

As a graduate level course, it shall run as a seminar, with students presenting their work and leading sessions.

IV. Course Objectives

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

1. Reflect on the challenges of moral perception and moral environment, linked to ethical and biomedical ethics problems;
2. Develop ethical arguments, consider their validity, soundness in the context of medical ethics disagreement;
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 and quality of life;
4. Explore the debate on the meaning and 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. Identify basic medical ethics inquiry methods - inclusive of interdisciplinary approaches - and apply them to the cases discussed;

7. Explore descriptive ethics while learning to use methods of medical ethics to develop particular studies;

8. Explore medical ethics and ethical decision-making in its 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.

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.** They 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.

VI. Course Credits

3 credits

VII. Required Texts and Materials

Sugarman, J. & Daniel P. Sulmasy (Editors). *Methods in Medical Ethics*. 2nd. Edition. Georgetown University Press, 2010.

(Other readings may be included in this category, upon discussion with class).

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

Recommended (optional):

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

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>

Beauchamp, T. "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.

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

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

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/NEJMbkrv0902956>

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.

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

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.

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.
Solomon, M. at al. *Exploring Bioethics*. (excerpts). NIH Bioethics Office, 2009.
Vaughn, L. *Bioethics: Principles, Issues and Cases*. (excerpts). 2nd. Edition. Oxford Univ. Press, 2013.
World Medical Association *Helsinki Declaration*. <http://www.wma.net/e/policy/b3.htm>.

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; 888-BIO-ETHX.

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.

XIV. 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 th 2016
Take Home Exam Deadline:	Sept 20 th 2016
Individual outline deadline:	Oct 23 rd 2016
Withdrawal Deadline:	Oct 31 st 2016
Individual Final Paper Deadline:	Dec 6 th 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.

Schedule (revisable):

Week	Theme	Readings/Activity
1 8/23	<p>MODULE 1</p> <p>Introduction: What is medical ethics? Can physicians be moral experts?</p> <p>Medical ethics & moral knowledge in theory and practice; metaethics, descriptive and normative ethics</p>	<p>Tuskegee/Guatemala video</p> <p>Inquiry on graduate projects, argumentation preparation</p> <p>Seminar research goals debriefed and discussed</p>
2 8/30	<p>MODULE 1</p> <p>Medical ethics & moral knowledge in theory and practice; metaethics, descriptive and normative ethics</p>	<p>Sugarman, Chapter 1. The many methods of medical ethics</p> <p>Sugarman et al, Chapter 2 A quarter of century of empirical research in biomedical ethics</p>
3 9/6	<p>MODULE 1 Common morality, practical ethics vs applied ethics</p>	<p>Degrazia & Beauchamp. Chapter 3. Ethical Principles and common morality</p> <p>Principlism, Belmont Report</p> <p>Beauchamp & Childress (Excerpts) Principles of Biomedical Ethics</p> <p>John Arras, Theory and Bioethics, Stanford</p>
4 9/13	<p>MODULE 1 Philosophical and theological approaches to medical ethics</p>	<p>Gracia. Chapter 4. Philosophy: Ancient and Contemporary Approaches</p> <p>Cahill, Lisa. Chapter 5. Religion and Theology</p>
5 9/20 SLM	<p>TAKE HOME EXAM - MODULE 1</p> <p>Normative, practical (& applied) ethics approaches to medical ethics</p>	<p>Write a small essay on the philosophical and inter/multidisciplinary background of medical ethics. Present and discuss at least one method of your interest. Make connection with a possible research interest for a final project/</p>
6 9/27	<p>MODULE 2 – Medical Ethics: Codes and Professionalism</p>	<p>Pellegrino. Chapter 6. Codes, Virtues and Professionalism.</p> <p>Virtue theory</p> <p>AMA New Medical Code June 2016</p>

Week	Theme	Readings/Activity
7 10/4	MODULE 2 – AUTONOMY	Hall & King. Chapter 8. Legal Methods. Sulmasy. Chapter 17. Research in medical Ethics: Scholarship in “Substituted Judgment”
8 10/11	MODULE 2 - AUTONOMY Patient autonomy I: confidentiality, truth-telling	Clinical: judgment and decision-making Policy: The ethics of Nudge, Liberal Paternalism Asch. Chapter 16. Economics and Decision Science Cases: Confidentiality, surrogate decision-making
9 10/18	MODULE 3 - NONMALEFICENCE Reproductive medical ethical issues	Abortion debates, restrictive vs. permissive theories Public health debate, ELSI; Assisted reproduction cases
10 10/25 SMDM	MODULE 3 - NOMALEFICENCE End of life issues Execution Prisoners safety - delivery in prisons	Brain Death, voluntary euthanasia, palliative care Hastings Center Guidelines for End-of-Life Care
11 11/1	MODULE 3 - NONMALEFICENCE Enhancement Vaccination LGBTQ health	Ethical Issues in Human Enhancement, Nick Bostrom, Rebecca Roache, 2007 (Oxford) Chapter 9: History, Chapter 10: Literature Exploring Bioethics (intro), 2009
12 11/8	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)
13 11/15	MODULE 4 - BENEFICENCE Ethics of organ transplantation	Narrative Bioethics, 2012 Exploring Bioethics (intro), 2009
14 11/22	MODULE 5 - JUSTICE	Ethical integration - Clinical and Public health practices – “Health & Human Rights” Jonathan Mann (Harvard Med) Brock, Scale Bioethics Thanksgiving November 24th

Week	Theme	Readings/Activity
14 - 11/29	MODULE 5 - JUSTICE	ACA Ezekiel, Reinventing American Health Care http://www.npr.org/2014/03/08/287242707/affordable-care-act-isnt-perfect-but-its-a-pretty-good-structure
15 - 12/01	MODULE 5 - JUSTICE	ACA Debate.
15 - 12/06	Final Exam Day - different schedule 7 - 9:50pm	Student Symposium Final paper due

Work contract: first day class discussion (autonoetic exercise)

XVI. Essay and Project Assignments

Individual assignments:

Project Outline (one time): A project outline for your essay should be presented, including: possible thesis, argument, plus the supporting literature. One of two pages suffice (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 my office hours, so that I can support you individually.

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

Academic Integrity

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

Diversity and Inclusion Statement

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 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

Disability Accommodation - Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu

Diversity and Inclusion Training and Events - 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

Ombuds Office - <http://www.ombuds.ucf.edu>

