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


(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):


Brock, D. *Large Scale Ethics*. Harvard Gazette. At http://news.harvard.edu/gazette/story/2013/05/large-scale-ethics/


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.


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.

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

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<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings/Activity</th>
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<tbody>
<tr>
<td>1 8/23</td>
<td>MODULE 1</td>
<td>Tuskegee/Guatemala video</td>
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<td>Introduction: What is medical ethics? Can physicians be moral experts?</td>
<td>Inquiry on graduate projects, argumentation preparation</td>
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<td>Medical ethics &amp; moral knowledge in theory and practice; metaethics, descriptive and normative ethics</td>
<td>Seminar research goals debriefed and discussed</td>
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<td>2 8/30</td>
<td>MODULE 1</td>
<td>Sugarman, Chapter 1. The many methods of medical ethics</td>
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<tr>
<td></td>
<td>Medical ethics &amp; moral knowledge in theory and practice; metaethics, descriptive and normative ethics</td>
<td>Sugarman et al, Chapter 2 A quarter of century of empirical research in biomedical ethics</td>
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<td>3 9/6</td>
<td>MODULE 1</td>
<td>Degrazia &amp; Beauchamp. Chapter 3. Ethical Principles and common morality</td>
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<td>Common morality, practical ethics vs applied ethics</td>
<td>Principilism, Belmont Report</td>
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<td>Beauchamp &amp; Childress (Excerpts) Principles of Biomedical Ethics</td>
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<td>John Arras, Theory and Bioethics, Stanford</td>
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<td>4 9/13</td>
<td>MODULE 1</td>
<td>Gracia. Chapter 4. Philosophy: Ancient and Contemporary Approaches</td>
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<td>Philosophical and theological approaches to medical ethics</td>
<td>Cahill, Lisa. Chapter 5. Religion and Theology</td>
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<td>5 9/20 SLM</td>
<td>TAKE HOME EXAM - MODULE 1</td>
<td>Write a small essay on the philosophical and inter/multidisciplinary background of medical ethics. Preset and discuss at least one method of your interest. Make connection with a possible research interest for a final project/</td>
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<td>Normative, practical (&amp; applied) ethics approaches to medical ethics</td>
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<td>Virtue theory</td>
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<td>AMA New Medical Code June 2016</td>
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<td>Week</td>
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<td>9</td>
<td>MODULE 3 - NONMALEFICENCE</td>
<td>Abortion debates, restrictive vs. permissive theories Public health debate, ELSI; Assisted reproduction cases</td>
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<td>10</td>
<td>MODULE 3 - NONMALEFICENCE</td>
<td>Brain Death, voluntary euthanasia, palliative care Hastings Center Guidelines for End-of-Life Care</td>
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<td>12</td>
<td>MODULE 4 - BENEFICENCE</td>
<td>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)</td>
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<td>13</td>
<td>MODULE 4 - BENEFICENCE</td>
<td>Narrative Bioethics, 2012 Exploring Bioethics (intro), 2009</td>
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<td>Week</td>
<td>Theme</td>
<td>Readings/Activity</td>
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| 14 - 11/29 | MODULE 5 - JUSTICE | ACA  
Ezekiel, Reinventing American Health Care  
| 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