

Phil 4336: Applied Ethics for the Health Sciences

Spring 2021

Marquette University

Section 101: Tuesday, 2:00 pm - 3:40 pm (Online via MS Teams)

Instructor: Robert Kyle Whitaker, PhD

Online Office Hours (MS Teams): Thursday: 12:30 pm - 2:00 pm, & Friday: 1:45 pm - 3:15 pm; or by appointment

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Course Description

This course introduces students to issues in professional ethics for students in the College of Health Sciences. The course is designed to provide a bridge to ethical topics covered in the professional phase of study. We will explore a wide variety of topics including dignity of life, codes of medical ethics; the nature of the patient-medical provider relationship, confidentiality, the determination of patient competence, critical patient care, and justice in health care.

Required Materials

- § Textbook: Rosemarie Tong, *New Perspectives in Health Care Ethics: An Interdisciplinary and Crosscultural Approach*. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. ISBN: 0130613479
- § Additional required readings will be available as .pdf files on D2L and in Perusall (see below).
- § A computer with a good internet connection, and familiarity with D2L, Teams, and Perusall.

COVID-19 Guidelines

This course will meet **online only on Tuesdays at 2:00 pm CST**. All class meetings will be recorded and posted on D2L for reference.

We will meet synchronously via Microsoft Teams (you'll need to download the application if you don't already have it installed on your device). **To join a class session, click the link posted as the top News Item in the D2L site.** I will also email this link to the class at the beginning of the semester. We will use the same link all semester. There will also be a **separate link posted as the second News Item for office hours.** Again, we'll use the same link all semester. For office hours, there is a "waiting room" just in case you try to join while I'm with another student. So if I don't let you in right away when you click the link, just wait a few minutes. If you encounter issues using Teams, please contact the MU IT Help Desk for assistance: <https://www.marquette.edu/its/help/>; (414) 288-7799; helpdesk@mu.edu. Additional information is available here: <https://www.marquette.edu/remote-learning/microsoft-teams.php>.

Additionally, the University understands that at this time you may be facing some obstacles that would make it difficult to meet your academic goals. Please use the Student Resources page (<https://www.marquette.edu/coronavirus/student-resources.php>) on the Marquette COVID-19 Response webpage (<https://www.marquette.edu/coronavirus/>) for information and resources on basic needs such as housing, food, financial aid, and medical and mental health. The webpage also offers information on official

University communications, access to technology, and student services. Visit the Marquette COVID-19 Response Page regularly as information may change as the semester rolls out.

What to do if you get sick or encounter a sick person (per University guidelines):

- a. Confirmed COVID-19 diagnosis and in isolation: Student **must not** be in non-residence campus buildings, but is expected to participate in all assignments to the extent possible based on severity of symptoms. Students are expected to inform instructor of quarantine or isolation dates and to communicate regularly about their ability to participate during that time. Medical documentation is NOT required for return to the classroom. Students are to contact the Office of Disability Services in the event they are not able to participate in coursework due to COVID-19 or symptoms of COVID-19 to explore if a reasonable accommodation can be afforded.
- b. Symptomatic in isolation and need testing or awaiting results: Student **must not** be in non-residence campus buildings, but is expected to participate in all assignments to the extent possible based on severity of symptoms and seek out a COVID-19 test through the Marquette University Medical Clinic (414-288-7184). Same guidance as above for documentation and accommodation.
- c. Confirmed COVID-19 exposure and in quarantine: Student **must not** be in non-residence campus buildings, but is expected to participate in all assignments. Should symptoms develop, students should seek out COVID-19 testing through the Marquette University Medical Clinic (414-288-7184). Same guidance as above for documentation and accommodation.
- d. For all isolation or quarantine: **You do not need to contact me unless your ability to complete course assignments is impaired.** Just continue participating online as you are able.

In the event that Marquette moves entirely online due to COVID-19, we will continue with our online activities as usual, but will likely move to an asynchronous meeting format.

Course Objectives and Assessment

By the end of the course:

- (1) The student will be able to present and discuss principles relating to the rights of patients (e.g., autonomy and informed consent, beneficence and non-maleficence, confidentiality and truthfulness), the obligations these generate for medical providers, and possible limitations of these principles.
- (2) The student will be able to present, discuss, and provide reasons for and against prominent models and conceptions of the nature of the patient-medical provider relationship.
- (3) The student will be able to present, discuss and provide reasons for and against positions taken regarding a number of ethical problems relating to the issue of the dignity of life (e.g., end of life care, euthanasia, physician-assisted suicide, abortion).
- (4) The student will be able to present, discuss, and provide reasons for and against different views regarding the putative goals of healthcare, as informed by several essential concepts (e.g., health and disease, wellness and illness, curing and healing).

These objectives will be assessed via two exams, weekly discussion posts, Perusall engagement, and in-class discussion.

Communication

The primary method of communication between us will be email, using Marquette email addresses. I expect that you will read and, if necessary, respond to any emails I send you in a timely manner. I will attempt to do the same. If you have not heard back from me within 24 hours, feel free to send a follow-up.

Additionally, please recognize standard email etiquette. Initial emails to me should contain (minimally) a subject, greeting and closing. Here's a template to use for communication with all of your professors:

“Hello Dr./Professor [professor's last name],

[Your message]

Sincerely,

[Your full name]”

Subsequent replies in an email chain do not need to follow this format.

Additionally, I recommend that you review Marquette's “Netiquette” guidelines for conducting yourself in an online professional environment, found here: <https://www.marquette.edu/online-programs/netiquette.php>

Course Requirements

Course Composition:

Perusall	10%
Discussion Posts	60%
Midterm Exam	15%
Final Exam	15%

Grading Scale:

A	94 – 100	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	60 – 66.9
B-	80 – 82.9	F	... – 59.9
C+	77 – 79.9		

Perusall: For the required readings (beginning with Week 2), we will be using a program called Perusall, which enables collaborative discussion between classmates within the assigned texts themselves. Links to the Perusall site for each required text will be included in D2L, alongside downloadable .pdf copies of those same texts. **For each reading assignment in Perusall, each student will be expected to make at least three comments (“annotations”).** (Note: this is three *per day’s assigned reading*, not *per reading*—some days will have more than one required text, but you are still only required to make at least three annotations for all of the assigned readings for a single day.) These can be questions about particular sections of the text, thoughts you have about what is being said, or responses to the comments of classmates. **At least one of these three comments should be a question for class discussion, and at least one should be a response to another classmate’s question. All comments are due by midnight the night before each class** (so, Monday evening). Perusall will automatically grade your comments from 0-3 points, with 0 representing a superficial reading of only a portion of the text, and 3 representing a deep reading of the entirety of the text. Comments should be spaced throughout the document to increase this score. **We will not be tied to Perusall’s scores; I will use them only as a baseline, and we will adjust as needed based on what the class thinks is fair.** To make a comment, simply highlight a portion of text, and type in the box that appears. Collectively, Perusall comments throughout the semester constitute **10%** of the final course grade.

Class meetings: While attendance at the synchronous Teams meetings is not strictly required and no part of the grade will be based solely on attendance, attendance is strongly encouraged and will almost certainly help you to succeed in the class. The **class meetings will be mostly discussion of the assigned texts**, which you will be expected to have read and commented on within Perusall prior to class. I ask that you keep your **camera on** for the duration of the class (unless you have a legitimate excuse that you communicate to me beforehand). I understand that there are reasons some students may have for occasionally leaving their cameras off, but keeping them on when possible encourages participation and helps our class to feel a bit more like we’re in person. Regardless, **all students who attend class will be expected to participate in discussion.** Each class will begin with me briefly setting up the topic to be covered that day, and then we will begin discussion.

Discussion will proceed as follows: the questions that receive the most responses within Perusall will be our discussion topics for that class period. During class, the student(s) whose questions were chosen will briefly explain and motivate the question and then choose a classmate to respond. Once that classmate has had their say, they’ll choose another classmate to go next, and so on until everyone has spoken. If a student chooses to pass, they must still pick the next speaker. We’ll repeat this process for each chosen question. Time permitting, we’ll then have some time for free discussion if anyone has more to say. At the end of this, we’ll reflect on the discussion and consider how we might improve future discussions. To make things work smoothly, please use the hand raise feature on Teams when the discussion begins and then put your hand down after you have spoken. Additionally, please keep your **microphone muted while you are not speaking** to help eliminate background noise.

Recorded Lectures: I will upload lectures for each required reading *after* the class in which we discuss that reading. These lectures will be aimed at explaining the arguments of the readings in more detail, and making the more difficult bits more accessible. I highly recommend viewing these lectures after our class discussions and in preparation for exams. They will be on D2L under “Content” → “Recorded Lectures.”

Discussion Posts: Each week, beginning with Week 2, you will **create a discussion post** in response to the reading for that week (see D2L under “Communication” → “Discussions”). You will then **reply to one of the posts of your fellow classmates**. The **initial post will be due by end of day on the Wednesday** following class; the **follow-up post will be due by end of day on the following Friday**. You will receive **ten points** for each of these posts (post + reply), which together constitute **60%** of the final grade.

Discussion posts and responses should be crafted as follows:

Content: The goal of a discussion post is to raise a point for class discussion based on the reading for the week. This might take any of the following forms:

- a question
- a point of confusion or need for clarification
- a suggestion for how to interpret a text or how to resolve an issue we’ve been grappling with
- an insight prompted by the text that might advance our thinking as a class about the issue under investigation

The goal of a response to a classmate’s discussion post is to civilly engage with their content in a way that:

- attempts an answer to their question, or else complicates it in an interesting way
- resolves expressed confusion or provides clarification
- provides an alternative interpretation of the text or issue under consideration
- takes issue with a stated argument or point raised

Structure: The **initial discussion post** should be **two paragraphs** in length:

- The first paragraph should briefly summarize the part of the reading or the issue on which you are focusing.
- The second paragraph should contain a brief explication of your point for discussion. In this paragraph, you need to either pose a question or set of questions about the issues raised in the reading, or take a position of either agreement or disagreement with a part of the reading and explain your reasons, or identify aspects of the reading that are confusing or challenging and indicate why, try out a possible interpretation, etc.

The **response to a classmate’s discussion post** should be **one paragraph** in length, and does not need to restate the issue from the text, unless you are disagreeing with a classmate’s interpretation of the reading.

Evaluation: In order to receive full credit, a discussion post and/or response must:

- adhere to the length requirements.
- demonstrate serious engagement with the reading for class, and with the thoughts of your classmates. For example, in a discussion post, it is not sufficient to merely write a summary, just as in a response, it is not sufficient to merely ask a question.
- contain no serious grammatical errors, typos, etc. which affect the meaning and readability of the post (be sure to proofread!).

Midterm Exam: There will be an **open-notes D2L midterm exam** after the Week 4 meeting, covering the content of the first three classes. You will have from **Wednesday, Feb. 17 through Friday, Feb. 19** to complete it. The exam will include 15 multiple choice and 15 true/false questions. It is worth **15%** of the final course grade.

Final Exam: There will be an **open-notes D2L final exam** after the Week 7 meeting, covering the content of weeks 5-7. You will have from **Wednesday, March 17 through Friday, March 19** to complete it. The exam will include 15 multiple choice and 15 true/false questions. It is worth **15%** of the final course grade.

Study guides will be provided for these exams (see D2L under “Content” → “Study Guides”). You will have **two hours** to complete them once they are started. **Do not open these exams in D2L until you are ready to take them, as they cannot be reopened or made up once they are started.** If you are owed ODS accommodations, those will be granted for these exams to the extent possible.

Late Work/Make-Up Work Policy: Five percentage points will be deducted from an assignment grade for each late day (including weekends). For example, a student who has earned an 85% (B) on an assignment but who has turned it in a day late may receive a maximum grade of 80% (B-). There will be no make-up opportunity for missed exams, except in extraordinary circumstances.

Extra Credit: I have included several **recommended readings** in the schedule. These are clearly marked as “Recommended” and appear in a slightly smaller font size. You are not required to read these for class, but if you choose, you may read them and write a short (**2-3 paragraphs, double-spaced**) response **summarizing the main argument of the reading.** The goal is not to critique the reading, but simply to restate in your own words the central argument that the author is making. Each of these responses will be worth a maximum of **1 final percentage point.** You may write a maximum of **two** responses during the semester. These may be turned in to the **D2L dropbox** any time prior to **March 16**—they do *not* need to be turned in when they are listed in the schedule.

Grading: A word on rounding grades: I will not round assignment grades. For final course grades, my policy is that a student must meet three conditions to have a grade rounded up: 1. The grade is within a half percentage point of the next higher letter grade, 2. The student completed all of the course assignments, including extra credit, and 3. The student was engaged and applied serious effort throughout the semester.

Reading: The reading for this course is at times difficult, and there is a fair amount of it. It is crucial that you keep up with the reading schedule and engage the material (especially since the lectures and all assignments are based on the readings). This means setting aside adequate time to complete the reading *before class*. If something from the reading is unclear, you may always ask about it in Perusall, bring it up in class, or discuss it with me during office hours. Remember that reading philosophy is a skill like any other, and you will get better at it with practice.

Academic Dishonesty: The College of Arts and Sciences and the Philosophy Department policies on academic dishonesty will be enforced. Ignorance of these policies is not an excuse. Please refer to them for more details or contact me with particular questions in order to avoid any problems. The College’s policies can be found in the Undergraduate Bulletin and online here:

<http://bulletin.marquette.edu/undergrad/academicregulations/>. More information on what counts as academic dishonesty as well as tips on how to avoid it can be found here: <http://libguides.marquette.edu/plagiarism>, and here: <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>.

Disabilities: Students with documented physical or learning disabilities wishing to have special accommodations should contact the Office of Disability Services as soon as possible. This office is also handling all COVID-19-related concerns. They can be reached by phone at (414) 288-1645 or online here: <http://www.marquette.edu/disability-services/>. The University policy on accommodation of disabilities can be found here: <http://bulletin.marquette.edu/undergrad/personalresourcesandfacilities/#disabilityservices>.

Conduct: Disagreement is a basic feature of philosophy and all other academic discourse. In this class, we will be discussing important and controversial issues. We may be engaging in discussions which challenge some of our most deeply held beliefs, and disagreement is sure to arise. For this reason, it is vital for each student, and myself, to always conduct ourselves with generosity and sensitivity toward one another and our authors. I reserve the right to steer discussions in whatever way I deem most appropriate to the day's lesson, and I will not tolerate rude, disrespectful, or offensive comments. If you are unsure whether something you plan to say or do could possibly be offensive, always talk to me before sharing it with the class.

Tentative Schedule

All readings should be completed by the date assigned.

Date	Text	Page #
Introduction		
Week 1 (1/26)	Intro to course Tong: Chapters 1-2: "Introduction" & "Ethical Theories and Principles in Health Care"	1-24
The Healthcare Professional - Patient Relationship		
Week 2 (2/2)	Tong: Chapter 2 (Continued) Tong: Chapter 3: "The Health Care Professional-Patient Relationship" The Hippocratic Oath <i>Recommended:</i> Emanuel and Emanuel: "Four Models of the Physician-Patient Relationship" <i>Recommended:</i> Ackerman: "Why Doctors Should Intervene" <i>Recommended:</i> Radiolab Episode: "The Buried Bodies Case"	24-34 38-59 61 78-86 73-77
Break		
Week 3 (2/9)	NO CLASS: MENTAL HEALTH DAY	
Autonomy, Truth-telling, & Informed Consent / Midterm Exam		
Week 4 (2/16)	Goldman: "The Refutation of Medical Paternalism" Blackhall, et al: "Bioethics in a Different Tongue: The Case of Truth-Telling" <i>Recommended:</i> Scheman: "Narrative, Complexity, and Context: Autonomy as an Epistemic Virtue" <i>Recommended:</i> Arras: "Antihypertensives and the Risk of Temporary Impotence: A Case Study in Informed Consent" <i>Recommended:</i> O'Neill: "Some Limits of Informed Consent" *Midterm Exam Available from Feb. 17 thru Feb. 19*	62-70 101-109 106-124 87-88 4-6
Health and Disease		
Week 5 (2/23)	Tong: Chapter 4: "Biological Givens or Social Constructions?" Amundson: "Against Normal Function" <i>Recommended:</i> Cooper: "What's Special about Mental Health and Disorder"	61-78 471-486 487-497
Competency, Deciding for Others		
Week 6 (3/2)	Burton: "A Chronicle: Dax's Case as It Happened" Buchanan and Brock: "Deciding for Others: Competency" Lindemann: "Holding on to Edmund: The Relational Work of Identity" <i>Recommended:</i> Dresser and Robertson, "Quality of Life and Non-Treatment Decisions for Incompetent Patients: A Critique of the Orthodox Approach" <i>Recommended:</i> <i>Star Trek: Next Generation</i> Episode: "Ethics" <i>Recommended:</i> Dax (YouTube clip of interview with Don "Dax" Cowart)	379-383 368-378 65-79 436-447
Euthanasia, Assisted Suicide, and Palliative Care		

<p>Week 7 (3/9)</p>	<p>Tong: Chapter 11: “Euthanasia, Assisted Suicide, and Palliative Care” “<i>A Life-or-Death Situation</i>” & “<i>Choosing to Die After a Struggle With Life</i>” (<i>New York Times</i> articles) “<i>On Love and Dignity and Dying</i>” (<i>The Jesuit Post</i>) <i>Recommended:</i> U.S. Bishops’ Pro-Life Committee: “<i>Nutrition and Hydration: Moral and Pastoral Reflections</i>” <i>Recommended:</i> Arras: “<i>Physician-Assisted Suicide: A Tragic View</i>” <i>Recommended:</i> Quill: “<i>Death and Dignity: A Case of Individualized Decision Making</i>” <i>Recommended:</i> Ghobrial: “<i>Marginalized Communities Concerned about Changes to Assisted-Dying Laws</i>” (<i>CityNews</i>)</p>	<p>262-285 429-435 477-483 473-476</p>
<p>COVID-19 / Final Exam</p>		
<p>Week 8 (3/16)</p>	<p>Who to Save:</p> <ul style="list-style-type: none"> • Emanuel, Phillips, Persad: “How the Coronavirus May Force Doctors to Decide Who Can Live and Who Dies” (<i>NYT</i>) • Pelser: “Ethics in a Pandemic Age” (<i>Psychology Today</i>) • “Playing God” (<i>Radiolab</i> - podcast episode) <p>Life Value vs. Economic Value:</p> <ul style="list-style-type: none"> • Porter & Tankersley: “Shutdown Spotlights Economic Cost of Saving Lives” (<i>NYT</i>) • Arena: “Saving Lives Will Also Save the Economy: A Present Value Analysis” (<i>Marquette Today</i>) <p>Trust & Misinformation:</p> <ul style="list-style-type: none"> • Friedman: “Coronavirus and the Crisis of Trust” (The Hastings Center) • Whitaker: “COVID-19: Who Should You Trust?” (<i>We Are Marquette</i>) <p>Anti-Asian Racism & Xenophobia:</p> <ul style="list-style-type: none"> • Tavernise & Oppel Jr.: “Spit On, Yelled At, Attacked: Chinese-Americans Fear for Their Safety” (<i>NYT</i>) • Yam: “Progress Is Why Viruses Aren’t Named after Locations Anymore, Experts Say” (<i>NBC News</i>) • Illing & Molina: “Why Pandemics Activate Xenophobia” (<i>Vox</i>) <p style="text-align: center;">*Final Exam Available from March 17 thru March 19*</p>	