

Humanities Seminar: “Ethical Issues in Health & Medicine”

Health Professions LEAP 1140, Sections 2 & 3
MWF 8:35 am – 9:25 am, and 9:40 am – 10:30 am, GC 1560
Spring 2020 Syllabus

Instructor: Rebecca Larsen, Ph.D.

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Office hours: Tuesdays and Fridays between 1:30 pm – 3:00 pm and by appointment

Instructional Librarians: Nena Schvaneveldt & Donna Baluchi

Office: Health Sciences Library

Email: Nena.Schvaneveldt@utah.edu, Donna.Baluchi@utah.edu

Peer Advisors: Kyleigh Schatz & Morgan Davis

- Section 2 (8:35 am – 9:25 am): Kyleigh Schatz, 701-560-2260, kyleighasch@outlook.com
- Section 3 (9:40 am – 10:30 am): Morgan Davis, 385-237-7629, u112787@utah.edu

Requirements fulfilled by this course: General Education: Humanities Exploration (one of two required Humanities courses).

Prerequisites: none

Credits toward graduation: 3 hours out of 122 needed for graduation

***LEAP 1060:** By attending the library sessions folded into the regularly scheduled class time for this course for the academic year (5 sessions fall semester and 5 sessions spring semester) students will be eligible to receive one hour of university credit for LEAP 1060 with a grade of “credit” (CR) at the end of spring semester, if they have registered in advance for the one-credit course. In other words, this credit hour is not automatic and must be purchased like any other university credit.*

Text:

Pence, Gregory E. *Medical Ethics: Accounts of Ground-Breaking Cases*. 8th ed., McGraw Hill, 2016. ISBN-13: 978-1259907944 (LooseLeaf version).

Films:

- *Extreme Measures* (1999) with Hugh Grant and Gene Hackman. The DVD is available in the Marriott library but must be watched in the library. The film is streamed with Amazon Prime, and perhaps Netflix.
- *The Deadly Deception* (1993) Nova program, producer WGBH Boston, available on YouTube

Scope and objectives of the course:

We will examine communities of health professionals as they make decisions regarding a number of ethical issues. The **overall objective** of the course is to increase your understanding of the intricacies and ramifications of these ethical issues, to help you think critically about them, and to introduce you to a number of different and sometimes contradictory ethical theories and practices that may help to address them. These issues include:

1. The need to be sensitive to others' cultural practices;
2. The distribution of health care among various populations, including non-dominant ethnic and racial populations, and connections of these patterns to financial concerns;
3. The nature and obligations of the physician-patient relationship and of the relationship to patients of hospital personnel, nurses, families and others;
4. Issues of confidentiality of medical conditions and records;
5. The ethics of research on human subjects;
6. Definitions of death and decisions regarding end of life issues, including physician-assisted suicide and euthanasia;
7. The morality of abortion, stem-cell research, genetics-based diagnoses and therapies, genetic enhancement, human cloning, and other reproductive choices and technologies.
8. The challenge of making affordable, high quality health care available to all.

Beyond contributing to this overall objective, other **course objectives** are:

1. To continue last semester's project of learning to use a research library effectively and productively;
2. To improve your ability to read, understand, analyze, and evaluate complex ethical arguments and to apply ethical theory to issues in the nature and delivery of healthcare;
3. To learn to construct a cogent and convincing written ethical argument with a clear thesis and effective support; and
4. To improve your ability to defend an ethical position orally and by means of debate.

COURSE REQUIREMENTS

Individual Assignments

	170 points
• Position Papers (3 x 25)	75 points
• Essay on <i>Extreme Measures</i>	25 points
• In Class Quizzes (3 x 15 pts)	45 points
• Midterm	25 points

Team Research Project

	190 points
• Library assignments (5 x 4 points)	20 points

- Team Assign #1 -- Overview of topic 10 points
- Team Assign #2 -- Thesis Statement 15 points
- “Team” Assign #3 -- Annotated Bibliography 40 points
- Team Assign #4 -- Debate Outline 10 points
- Team Assign #5 -- Handout for Debate 10 points
- Individual Final Letter 40 points
- Team Debate Presentations 40 points
- Evaluation of team debates 05 points

TOTAL SEMESTER POINTS = 360 POINTS

GRADING POLICY

I do not grade on a curve. Grades are assigned by percentages.

Percentages	Letter Grade
94% and above	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D
Below 60%	E

DESCRIPTION OF ASSIGNMENTS

Essay on *Extreme Measures* -- This is a two-page (double-spaced) paper exploring utilitarian and deontological interpretations of the film, *Extreme Measures*. (25 points)

Position Papers – Three times during the semester I will post on Canvas a topic for which you are to write an essay taking a position on an ethical dilemma. The due dates for the position papers are posted in the syllabus schedule below and on Canvas. For example, your first position paper addresses the question. “Should Adolescents Be Allowed to Make Their Own Life-and Death Decisions?” You will read the views of two authors who take opposite positions on this question. After reading both arguments, you will post your own position on this issue using information from the reading and from lectures. Your position should be two to three pages (double spaced). (3 x 25 = 75 points)

Midterm -- There will be one midterm given during the semester, worth 25 points. It will cover the lectures, discussion and readings up to the day of the midterm. There will be a study guide posted a week before the exam. The exam will be given in class. A ***make-up midterm will only be allowed in the most extreme cases.***

Quizzes -- There are three quizzes scheduled during the semester. These quizzes will focus on the ethical issues involved with the particular topic covered in that section of the syllabus (usually covers one chapter of the textbook). Each quiz is worth 15 points.

Team Research Project ---This part of the course consists of several assignments. Early in the semester you will be placed in a team with other students. Your team will draw from a hat one of the following topics along with your team's position of "for" or "against" the statement.

1. Physicians and ethicists need to reconsider what it means to be brain dead.
2. Federal funding for embryonic stem cell research should be supplied without regulations or restrictions on that research.
3. Preimplantation genetic diagnosis should be available nationwide without regulation or restriction.
4. States should prevent elective abortion of babies with Down syndrome.

Team Research Assignments:

- *Team Assignment #1 -- Summary of Topic* – Each team member will complete a minimum of a two-page double-spaced essay on the the team's topic, including definitions for relevant terms, and a description and explanation of the ethical issues involved. Wikipedia and other online encyclopedias may be used as sources for this assignment ONLY. (10 points)
- *Team Assignment #2 - Thesis Statement* – As you begin your research you will compose a thesis statement to help direct you in your research. We will learn how to construct a powerful thesis statement when required to take a position on a topic. More instructions on how to compose a powerful thesis statement will be discussed in class. (15 points)
- *"Team" Assignment #3 -- Annotated Bibliography* – Each student will submit, on Canvas, an annotated bibliography consisting of eight sources. Four sources will cover the pro side of the argument and four sources will cover the con side of the argument. Sources ***MUST*** be scholarly, in MLA format, and be able to pass the CRAP test. The quality of the source will strongly be considered. Complete instructions will be provided. (5 pts x 8 annotations = 40 points)

- Team Assignment #4 -- Debate Outline – Each team will complete an outline of the arguments and information they plan on using for the debate. The outline will include references. An example “Debate Outline” will be posted on Canvas. (10 points)
- Team Assignment #5 – Team Handout for Debate Presentation – Each team will complete a one-page handout for the audience to follow during the team’s debate presentation. This handout will include definitions, main arguments and any graphs or a tables that are crucial to support and understand the team’s position. (10 points)
- Team Debate Presentation – Each team will argue their side of the debate in a team presentation in class. (40 points)
- Final Letter – Your final letter is a formal argument based on the topic you and your teammates have studied during the team debate project. You will use the research you have acquired as a team and any extra research you have done individually to write a letter either to a newspaper or to an elected government official in an attempt to convince them/him/her of your position. You do not have to take the position your team was assigned to for the debate. In other words, you can write a letter arguing for either side of the issue. This is an individual effort. The letter is due during finals week. (40 points).

Library Assignments – The class will meet in room 1110 of the Marriott library four times for library class and each time the librarian will give you an assignment (5 x 4 = 20 points).The fifth library class will be your team’s opportunity to meet with Nena and/or Donna to help you prepare for your debate presentation.

Extra Credit—Throughout the semester there will be opportunities to earn extra credit. These will include but are not limited to: Writing Workshops, LEAP events on Campus, and other events on campus relevant to the health professions.

One extra credit point can be earned by attending each event. You can earn a total of 5 extra credit points. To earn the extra credit point for attending an event highlighted above **you must send a short (about 150 word) email to the peer advisor reflecting on the activity** (i.e., what you experienced and what you gained). All extra credit emails must be to the Peer Advisor by the end of the last week of class.

Attendance and Participation – Attendance and participation are an extremely important component of this class. The peer advisor will take roll every class period. **Each absence past 4 (explained or unexplained) will result in a one-step deduction from your overall semester grade.** In other words, five absences will turn an A into an A-, an A- into a B+, etc. Six absences will turn an A into a B+, a B into a C+, and so on. The only exception is if you have an official excuse due to a long-term illness, family emergency or a university-sanctioned event, such as athletics competition.

Plagiarism – Cutting and pasting text from online sources without proper citation is the most common form of plagiarism in college. In this class, such cutting and pasting will result in a failing grade for the assignment. The writing you submit for an assignment must be your work. You may consult other works to inform yourself and spur your thinking, but, if you borrow any language from other works, you **MUST** enclose it in quotation marks and indicate where it came from. We will work on proper MLA citations throughout the semester. **All position papers and team assignments will be submitted on Canvas and checked by Turnitin.**

Laptops and cellphones--- Cellphones are banned in my class. If I find you checking your phone, I will confiscate it. While laptops are an excellent way of taking notes, they also facilitate unwanted “multi-tasking” such as surfing the net, checking Facebook, or emailing friends. Should this become a problem, I will also ban laptops from class.

University ADA Statement:

The University of Utah seeks to provide equal access to its programs and services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD) to make arrangement for accommodations. This information is available in alternative format with prior notification.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).

*****Please Note** –The course syllabus and calendar are subject to change and modification at the discretion of and by the professor, with reasonable prior notice to the students of those changes and modifications. It is the student’s responsibility when absent to find out from their classmates or the peer advisor if there have been any changes made to the syllabus.

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COURSE Schedule

*Note: Readings should be completed **BEFORE** coming to class on the day they are listed on the syllabus.*

Week I -- Introduction to Theories of Ethics

Jan 6 -- [M]

- Introduction to the course
- Peer Advisor introduction

Jan 8 – [W]

- Begin discussion of theories
- Introduction to utilitarianism and deontological ethical theory

Reading:

- “Ethical Theory.” *Ethics & Issues in Contemporary Nursing*. (posted on Canvas)
- ANA “Short Definitions of Ethical Principles and Theories: Familiar Words, What Do They Mean? By the American Nurses Association (posted on Canvas)

Jan 10 – [F]

- Continue to discuss theories
- *Hand out Essay Assignment, to be posted on Canvas by 11:59 pm on Sunday, January 12th*

Reading:

- No new reading, please review, “Ethical Theory.” *Ethics & Issues in Contemporary Nursing*.

Over the weekend please watch the film, *Extreme Measures*, by checking out and watching the DVD in the library, or streaming the film using Amazon Prime, Netflix, etc.

**** Sunday, 12 January, Essay Assignment due by 11:59 pm on Canvas**

Week II – Theory of Ethics

Jan 13 – [M]

- Watch film before coming to class: *Extreme Measures*
- Discuss film and ethical theories

Reading:

- Ch. 1- “Good and Bad Ethical Reasoning: Moral Theories and Principles.” *Medical Ethics. Accounts of Ground-Breaking Cases. 8th ed.*

Or if you do not have the text yet:

- Ch. 1 - “Ethical Reasoning, Moral Theories, Principles, and Bioethics.” *Medical Ethics. Accounts of Ground-Breaking Cases. 7th ed., which is posted on Canvas.*

Jan 15 -- [W]

Discussion of theories

Reading:

- No new reading – please review, Ch. 1 of *Medical Ethics. Accounts of Ground-Breaking Cases.*

Jan 17 -- [F]

- **Quiz #1 on ethical theories**

Week III – Team Project

Jan 20 -- [M]

- **No Class – Martin Luther King, Jr Day**

Jan 22 -- [W]

- Introduce team debate project
- Assign students to debate teams, teams select topics
- *Handout “Team” Assignment #1 – Topic Summary, due by 11:59 pm Feb. 3*

Jan 24 -- [F]

- **Library Class 1, Meet in Room 1110 of the Marriott Library (4 pts)**

Week IV – Requests to Die: Terminal and Non-Terminal Patients

Jan 27 - [M]

- Principles of beneficence, non-maleficence, autonomy
- *Handout Assignment for Position Paper #1, due Friday, Jan 31st before class*

Reading:

- Ch. 2 - “Requests to Die: Terminal and Non-terminal Patients.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Jan 29 - [W]

- Principles of beneficence, non-maleficence, autonomy

Reading:

- Ch. 2 - "Requests to Die: Terminal and Non-terminal Patients." *Medical Ethics. Accounts of Ground-Breaking Cases*

Jan 31 - [F]

- **Position Paper #1 due on Canvas by 8:00 am. Please bring a hard copy to class with you**

- Discuss ethical issues involved in requesting to die

Readings: no new readings

Week V - The God Committee - Just Distribution of Organs

Feb 3 -- [M]

- Principle of justice
- *Handout Assignment for Position Paper #2- creating a regulated market for organs, due Feb 10*

- **"Team Assignment" #1 due on Canvas by 11:59 pm**

Reading:

- Ch. 11, "The God Committee." *Medical Ethics. Accounts of Ground-Breaking Cases*

Feb 5 -- [W]

- Team members teach each other about their team debate topic
- *Handout Team Assignment #2 - Thesis Statement*

Readings:

- No new readings

Feb 7 -- [F]

- **Library Class 2, Meet in Room 1110 of the Marriott Library**

Week VI -- The God Committee - Just Distribution of Organs

Feb 10 - [M]

- **Position Paper #2 on creating a market for human organs, due on Canvas by 8:00 am, please bring a hard copy to class with you**

- Discuss ethics of setting a state-regulated market for organs

- Ethical principle—"Justice"

Reading:

- Ch. 11, "The God Committee." *Medical Ethics. Accounts of Ground-Breaking Cases*

Feb 12 – [W]

- Continue discussion of ethical issues involved with just distribution of organs
- Who gets to decide?

Reading:

- Review Ch. 11 - “The God Committee.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Feb 14 – [F]

- The Tuskegee Study & other studies with similar ethical issues
- *Handout Assignment for Position Paper #3, due Feb. 19*
- **Team Assignment #2 due by 11:59 pm on Canvas**

Reading:

- Ch. 9 - “Medical Research on Vulnerable Populations.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Note: Watch *The Deadly Deception* online (YouTube) and complete the position paper assignment before Wednesday (Feb. 19) class.

Week VII -- Medical Research on Vulnerable Human Subjects

Feb 17 - [M]

- **President’s Day Holiday, NO CLASS**

Feb 19 - [W]

- **Position Paper #3 on *The Deadly Deception* due on Canvas by 8:00 am**
- Watch *The Deadly Deception* before coming to class
- *Post Team Assignment #3 – Annotated Bibliography on Canvas*

Reading:

- Walter, Matthew. “Human Experiments: First Do Harm.” *Nature*. 2012. (Posted on Canvas)

Feb 21 - [F] –

- **Library Class 3 in Marriott Library, Rm 1110**

Week VIII -- Ethical Concerns with Regard to Babies

Feb 24 - [M]

- Rights of the parents vs rights of the child, as protected by the state

Reading:

- Ch. 7 – “Impaired Babies and the Americans with Disabilities Act.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Feb 26 - [W]

- Ethics of research on babies and babies as donors, issue of consent

Reading:

- Ch. 12 – “Using One Baby for Another.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Feb 28 - [F]

- *Handout midterm study guide*

Reading:

- Review principles & cases in both Ch. 7 & Ch. 12 of *Medical Ethics. Accounts of Ground-Breaking Cases*

Week IX -- Review

Mar 2 - [M]

- Review for midterm
- Activity in class

Mar 4 - [W]

- **MIDTERM in class**

Mar 6 - [F]

- **Library Class 4 in Marriott Library, Rm 1110 (4 pts)**

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Week X -- SPRING BREAK March 8 - 15]
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Week XI – Ethical Issues of the Affordable Care Act

Mar 16 - [M]

- Begin discussion of system of health care in USA
- *Handout Team Assignment #4 – Debate Outline, due March 25*
- *Handout Team Assignment #5 – Team’s Handout for Debate Presentation, due April 3*

Readings:

- Ch. 17 – “Ethical Issues in Patient Protection and the Affordable Care Act.” *Medical Ethics. Accounts of Ground-Breaking Cases*
- Read “The Cost Conundrum” (2009) **OR** “Overkill” (2015) by Atul Gawande, *The New Yorker* (On Canvas)

Mar 18 - [W]

- Discuss the Affordable Care Act
- What are the ethical issues?

Reading:

- Ch. 17 – “Ethical Issues in Patient Protection and the Affordable Care Act.” *Medical Ethics. Accounts of Ground-Breaking Cases*,

Mar 20 - [F]

- Continue discussion of the ethical issues in the Affordable Care Act
- **“Team” Assignment #3 -- Annotated Bibliography due by 11:59 pm on Canvas**

Reading:

- Ch. 17 – “Affordable Care Act.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Week XII - Involuntary Psychiatric Commitment & the Ethical Issues in Treatment of Intersex and Transgender Persons

Mar 23 – [M]

- **Quiz #2 on the American system of health care**

Mar 25 -- [W]

Reading

- Ch. 13 – “Ethical Issues in Treatment of Intersex and Transgender Persons.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Mar 27 - [F]

- **Library Class 5 in Marriott Library**
- Teams meet with librarian, review research & debate outline

Week XIII – Involuntary Psychiatric Commitment

Mar 30 – [M]

- **Team Assignment #4 – Team Debate Outline due by 11:59 pm on Canvas**

Reading:

- Ch. 14 -- “Involuntary Psychiatric Commitment and Research on People with Schizophrenia.” *Medical Ethics. Accounts of Ground-Breaking Cases*

Apr 1 - [W]

- Complete discussion of ethical issues discussed in chapters 13 & 14

Reading:

- Review Ch. 13 and Ch. 14 of *Medical Ethics. Accounts of Ground-Breaking Cases*

Apr 3 - [F]

- **Quiz #3 on ethical issues related to involuntary psychiatric commitment & treatment of transgender and intersex persons**
- **Team Assignment #5 – Team’s Handout for Debate Presentation due by 11:59 pm on Canvas.** ** Note -- this due date is flexible depending on when the class begins team debate presentations

Week XIV - Team Project

Apr 6 - [M]

- Debate Workshop and preparatory team meetings

Apr 8 - [W]

- Team Debate Presentation

Apr 10 - [F]

- Team Debate Presentation

Week XV - Team Project

Apr 13 - [M]

- Team Debate Presentation

Apr 15 - [W]

- Team Debate Presentation

Apr 17 - [F]

- Team Debate Presentation

Week XVI

Apr 20 - [M] - LAST DAY OF THIS CLASS

- Team Debate Presentation, if needed

Final Exam Period (Apr 23 - Apr 29)

- **Apr 24 - [F] Final Letter is due on Canvas by 11:59 pm**