

**Medical and Bioethics**  
**PL 185**  
**Spring 2019**

**Course Description:** Biomedical ethics has Ancient roots, dating at least to Hippocrates in the 5<sup>th</sup> century BCE. Its moral foundations are typically held to rest on four separate—yet sometimes competing—values: autonomy, beneficence, non-maleficence, and justice. In the first few units of this course, we consider these values and their application to a range of healthcare practitioners. In the next set of units, we consider these values in specific contexts, including clinical medical ethics, informed consent, research ethics, and preventative care and testing. We then turn to more abstract philosophical discussion of abortion and end-of-life care before more broadly considering the structure and distribution of both healthcare and other scarce medical resources. The last few units cover topics that have emerged more recently in biomedical ethics, including diversity and pluralism, race, and globalization. The course concludes with optional modules on both mental illness and the opioid epidemic. No previous coursework in moral philosophy is required for this course; fundamental concepts will be explained as they become relevant.

**Professor:** Dr. Fritz Allhoff  
F 12:00-2:00; 269.387.4503 (w)  
[Office hours available by phone.]

**Course Website:** <https://educat.nmu.edu/>

**Course Readings:** All course readings are available in e-learning.

**Grading:**

Multiple Choice Quizzes	20 pts/module * 14 modules	280 pts
Short Essay Questions	30 pts/module * 14 modules	420 pts
Discussion Forums	20 pts/module * 14 modules	280 pts
Final Paper		420 pts

**Total: 1,400 pts**

**Readings:** For each module, complete the assigned video and readings (see below). Reading in philosophy is *very* difficult, both because philosophers often write technically and because the questions they seek to answer are not always ones with which we are familiar. It is therefore of critical importance that you invest heavily in the reading, both by going slowly and, sometimes, by going through it more than once. Understanding the reading is the key to success in this course.

**Quizzes:** For each module, you will complete a multiple choice quiz and short essay questions. The multiple choice quiz comprises ten questions—each worth two points—and has an allowance of thirty minutes. There are three short essay questions—each worth ten points—that have a combined allowance of ninety minutes. Short essay questions should be answered in two to three paragraphs each; that said, use your judgment on what sort of detail is required. You may use the assigned materials for both the multiple choice quiz and the short essay questions, but, because of the time limits, should prepare before you begin.

Quizzes open at 12:00 a.m. on Monday and close at 11:55 p.m. on Sunday. Note that they must be *completed* (i.e., not just started) by the expiration times. Also note that the correct answers do not display until after the quiz *closes* (i.e., not when you complete it).

**Discussion Forums:** For each module, you should make a post reacting to either the theme of that module or to particular readings within it. These posts should be *no fewer than 100 words*. You should also *respond* to at least two different posts from your classmates; you should generally reply to the original post, but may engage themes emergent in the discussion thread as well. These responses should be *no fewer than 50 words*. Your original post is worth 10 points and your reply posts are worth 5 points each.

The original posts must be submitted no later than Thursday at 11:55 p.m. during the module’s release period; the response posts must be submitted by the close of the module on Sunday at 11:55 p.m.

Note: for make-up modules (see below), you may complete two first posts and skip the reply posts—because fewer students might choose to do them and reply posts might therefore be more difficult. Or you may treat it like a normal week and do the reply posts; it is your choice.

**Make-up Modules:** Quizzes *cannot be re-opened for any reason, nor can be they be made available beyond the release dates provided below*. However, with the understanding that personal exigencies or technical difficulties sometimes arise, any missed module can be replaced with one of the two extra modules listed below (“Mental Illness” or “The Opioid Epidemic”). Make-up modules can also be used to *replace* modules *after* the modules (or some part thereof) are attempted (e.g., if you have technical difficulties or simply would prefer to replace a bad grade).

Moodle will calculate your final grade using the *fourteen highest scores* from each of the three graded components: discussion forums, multiple choice quizzes, and short essay quizzes. (These can be the top fourteen scores across *different* modules—it’s not forcing all three assignments to come from the same module.) Therefore, if you complete *more* than fourteen of any particular component, you start dropping your lowest scores—including assignments you didn’t do. As mentioned above, this is meant to be a generous accommodation to assist with anything that comes up throughout the semester.

**Final Paper:** By the end of the course, you will write a final paper on some module of your choosing. It should be *2,500 words ( $\pm 10\%$ )*; deviations from this range will be penalized. You should spend approximately half of the paper *summarizing* the key ideas from the module, and the other half *evaluating* those ideas. (Do not discuss *all* of the ideas in the module, but rather choose *some* ideas and develop a coherent and integrated essay around them.)

In addition to the assigned readings, you must have *at least five external sources* that you incorporate into your paper, and *at least ten footnotes*. Use whatever footnote format you are most comfortable with and include a bibliography at the end of the paper. Try to use authoritative, peer-reviewed sources as opposed to only websites. Wikipedia is not an acceptable source, though you may use it to get suggestions for other sources.

Because final grades are due immediately following the end of the course, *late papers will not be accepted*. Papers must be submitted through e-learning, not email.

**Technical Support:** For any technical support pertaining to the course, contact the [Center for Teaching & Learning](#). The professor is not able to provide technical support.

**Statement on Academic Honesty:** Students are responsible for making themselves aware of and understanding the policies and procedures in the [Undergraduate Handbook](#) that pertain to academic honesty. Students suspected of academic dishonesty will be referred for investigation; those found responsible are subject to failing grades for the assignment(s) and/or course.

**Disability Services:** Students needing accommodation for disabilities should coordinate with the [Disability Services](#). Such coordination should take place *in advance* of any requested accommodation; accommodations should not be assumed to be retroactive.

MODULE	TOPIC	READING	OPEN	CLOSE
1	Principles of Biomedical Ethics	<p>“Four Ethical Principles: Should We Prioritize Autonomy?” (<a href="#">video</a>)</p> <p>Beauchamp and Childress, <i>Principles of Biomedical Ethics</i> (excerpted)</p> <p>American Medical Association, “Principles of Medical Ethics”</p> <p>Case Study: “When Patients Refuse Treatment” (<a href="#">link</a>)</p>	1/14	1/20
2	Physicians and the Foundations of Medicine	<p>Reassessing the Value of Care for Chronic Health Conditions (<a href="#">video</a>)</p> <p>Tyson, “The Hippocratic Oath Today” (<a href="#">link</a>)</p> <p>Cullen and Klein, “Respect for Patients, Physicians, and the Truth”</p> <p>Dworkin, “Paternalism”</p> <p>Siegler, “Confidentiality in Medicine—A Decrepit Concept”</p> <p>U.S. Department of Health and Human Services, “Your Rights under HIPAA”</p> <p>Case Study: “Intra-Operative Exposure to Sporadic Creutzfeldt-Jakob Disease” (Potash)</p>	1/21	1/27

3	Nurses, Therapists, and Other Healthcare Providers	<p>“Nursing Ethics” (<a href="#">video</a>)</p> <p>Grace, <i>Nursing Ethics and Professional Responsibility</i> (excerpts)</p> <p>Atwal and Caldwell, “Ethics, Occupational Therapy, and Discharge Planning”</p> <p>Kuhse, “Advocacy or Subsistence for the Sake of Patients?”</p> <p>American Nurses Association, “Code of Ethics for Nurses”</p> <p>American Occupational Therapy Association, “Occupational Therapy Code of Ethics”</p> <p>Case Study: “Florence Nightingale” (<a href="#">link</a>)</p>	1/28	2/3
4	Clinical Medical Ethics	<p>“Clinical Ethics” (<a href="#">video</a>)</p> <p>Jonsen et al., “Case Analysis in Clinical Ethics”</p> <p>Fosarelli, “Medicine, Spirituality, and Patient Care”</p> <p>Hassoun, “Making Free Trade Fair”</p> <p>ProPublica, “Docs Who Get Company Cash Tend to Provide More Brand-Name Meds” (<a href="#">link</a>)</p> <p>Case Study: “Medical ID Cards and Privacy” (Munson)</p>	2/4	2/10

5	Informed Consent	<p>“Legal and Ethical Aspects of Medicine—Consent” (<a href="#">video</a>)</p> <p>Munson, <i>Outcome Uncertain</i> (excerpts)</p> <p>Beauchamp and Faden, <i>A History and Theory of Informed Consent</i> (excerpts)</p> <p>Katz, “Informed Consent—Must It Remain a Fairy Tale?”</p> <p>Case Study: <i>Canterbury v. Spence</i></p>	2/11	2/17
6	Biomedical Research Ethics	<p>“The Tuskegee Syphilis Experiment and Medical Ethics” (<a href="#">video</a>)</p> <p>Hellman, “Of Mice but Not Men”</p> <p>Marquis, “How to Resolve an Ethical Dilemma Concerning Randomized Clinical Trials”</p> <p>“Declaration of Helsinki”</p> <p>“Belmont Report”</p> <p>Case Study: “The Ethics of Clinical Research in the Third World” (Angell)</p>	2/18	2/24
7	Preventative Care and Testing	<p>“Angelina Jolie Effect” (<a href="#">video</a>)</p> <p>Purdy, “Genetics and Reproductive Risk”</p> <p>Davis, “Genetic Dilemmas and the Child’s Right to an Open Future”</p> <p>McMahan, “The Morality of Screening for Disability”</p> <p>Case Study: “Your Doctor Likely Orders More Tests than You Actually Need” (<a href="#">link</a>)</p>	2/25	3/3

8	Abortion	<p>“Abortion and Personhood” (<a href="#">video</a>)</p> <p>Warren, “The Moral and Legal Status of Abortion”</p> <p>Thomson, “In Defense of Abortion”</p> <p>Marquis, “Why Abortion Is Immoral”</p> <p>Case Study: “But How Can We Choose” (Zaner)</p>	3/11	3/17
9	End-of-Life Care	<p>“Assisted Death and the Value of Life” (<a href="#">video</a>)</p> <p>Rachels, “Active and Passive Euthanasia”</p> <p>Brock, “Voluntary Active Euthanasia”</p> <p>Munson, “Advance Directives”</p> <p>Case Study, “My Right to Die with Dignity at 29” (Maynard)</p>	3/18	3/24
10	Distributing Healthcare	<p>“The Economics of Healthcare” (<a href="#">video</a>)</p> <p>Munson, “The Canadian System as a Model for the United States?”</p> <p>Nielsen, “Autonomy, Equality, and a Just Health Care System”</p> <p>Daniels, “Equal Opportunity and Health Care”</p> <p>Case Study: “A Brief History on the Road to Healthcare Reform” (Taylor; <a href="#">link</a>)</p> <p>Case Study: “Trump’s Health Care Bills” (Smith; <a href="#">link</a>)</p>	3/25	3/31

11	Scarce Resources	<p>“Ethical Reasoning in Health Priority-Setting” (<a href="#">video</a>)</p> <p>Rescher, “The Allocation of Exotic Medical Lifesaving Therapy”</p> <p>Zwolinski, “The Ethics of Price Gouging”</p> <p>Radcliffe-Richards, “The Case for Allowing Kidney Sales”</p> <p>Case Study: “Should Alcoholics Be Deprioritized for Liver Transplantation?” (Allhoff)</p>	4/1	4/7
12	Diversity & Pluralism	<p>“Culture and Healthcare: When Medicine and Culture Intersect” (<a href="#">video</a>)</p> <p>Hoop et al., “Ethics and Culture in Mental Health Care”</p> <p>Powell and Stein, “Legal and Ethical Concerns about Sexual Orientation Change Efforts”</p> <p>Lindemann, “The Woman Question in Medicine”</p> <p>Wendell, “Who Is Disabled?”</p> <p>Case Study: “Ethics and Culture in Mental Health Care” (Hoop et al., cont.)</p>	4/8	4/14
13	Race & Medicine	<p>Flint Michigan Water Crisis (<a href="#">video</a>)</p> <p>Byrd and Clayton, “Race, Medicine, and Health Care in the United States”</p> <p>Hoberman, “Black Patients and White Doctors”</p> <p>Hardeman et al., “Structural Racism and Supporting Black Lives”</p> <p>Krakauer and Troug, “Mistrust, Racism, and End-of-Life Treatment”</p>	4/15	4/21

14	Global Bioethics	<p>“How Pandemics Spread” (<a href="#">video</a>)</p> <p>Pogge, “Human Rights and Global Health”</p> <p>Fidler, “Negotiating Equitable Access to Influenza Vaccines”</p> <p>Singer et al., “Ethics and SARS”</p> <p>Thompson, “The Greatest Good”</p>	4/22	4/28
15	Mental Illness (Extra Credit)	<p>“Psychological Disorders” (<a href="#">video</a>)</p> <p>Melrose, “An Overview of Mental Illness”</p> <p>Levenson, “Psychiatric Commitment and Involuntary Hospitalization”</p> <p>Elliott, “Amputees by Choice”</p> <p>Case Study: “When the Patient Refuses to Eat” (Craig and Winslow)</p>	N/A	4/28
16	The Opioid Epidemic (Extra Credit)	<p>“Opioid Addiction Is the Biggest Drug Epidemic in U.S. History” (<a href="#">video</a>)</p> <p>de Kenessey, “People Are Dying because We Misunderstand How Those with Addiction Think” (<a href="#">link</a>)</p> <p>Leshnar, “Addiction Is a Brain Disease, and It Matters”</p> <p>Levy, “Addiction Is Not a Brain Disease (and It Matters)”</p> <p>Baker, “History of the Joint Commission’s Pain Standards”</p> <p>Case Study: “Pharmaceutical Payments to Physicians Associated with Greater Opioid Prescriptions” (<a href="#">link</a>)</p>	N/A	4/28
N/A		<b>Final Paper Due 5/3 at 11:55 p.m.</b>		