

## SAMPLE SYLLABI

### PHI305: HEALTHCARE ETHICS

**Class Information:** Days, Time, Location

**Instructor Information:**

Lauren O'Dell

Email: laurenkodell@gmail.com (preferred to Canvas messages)

Office Hours: Days and Time, and by appointment

Location: Office Code

**Course Description:** This course will look at theories, topics, and controversies from all levels of modern health care ethics. While much of the discussion will be centered around the ethical obligations that one has as a healthcare provider, we will also approach topics that relate more to issues found in public discourse and in the national health care system. We will also explore ethical dilemmas as they come up through the life cycle. As this is a survey course we will not focus on any one issue extensively, but we will instead explore the key philosophical arguments and consensus positions for the main theories and concepts in health care ethics. We will also consider how these theories and concepts play out in the clinical setting as we discuss real and hypothetical cases.

**Course Objectives:**

The goals of this course are:

1. To provide knowledge of the central theories of healthcare ethics as well as their origins and problems.
2. To enhance skills in critically assessing arguments related to healthcare ethics.
3. To improve critical thinking, research, and writing skills.
4. To give you a better understanding of the role ethics plays in our healthcare system and your obligations both as a patient and a provider.

**Learning Outcomes:**

By the end of the course, you should be able to:

1. Describe and critically evaluate the main elements, attractions, and criticisms of various ethical theories as they relate to healthcare ethics including, but not limited to, consequentialism, virtue ethics, cultural relativity, and deontology.
2. Discuss the various ethical dilemmas that arise in the lifecycle from conception to death.
3. Discuss the challenges involved in maintaining a cohesive treatment plan that accounts for patient autonomy.
4. Engage in various questions in philosophy regarding healthcare ethics.
5. Analyze the implications of cultural relativism, utilitarianism, deontology, etc.
6. Discuss healthcare provider responsibility and duty from a moral standpoint.
7. Analyze arguments against and in favor of various moral positions.
8. Describe and critically analyze different types of healthcare systems.

9. Identify and critically analyze key issues in contemporary healthcare ethics.

**Grading, Assignments and Attendance:**

Grades will be assigned as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	<60%

The course grade will be calculated as follows:

Participation***	20%
Exam I	20%
Exam II	20%
Exam III	20%
Final Exam	20%

**Participation\*\*\*:** This course is discussion-based and so heavy emphasis will be placed on in-class participation and group work. The grade will be based on attendance, in-class discussion contributions, a formal group presentation, and peer review of group work effort. Minor in-class assignments or homework may also contribute to this grade as deemed appropriate. Note that if in-class participation standards are not being met, daily reading assignments will be given as stated below. Also, attendance will be taken daily. Only five classes can be missed without penalty. See attendance policy for more details.

**\*\*\*Reading Assignments:** Students are expected to complete all readings prior to the class time for which they are assigned. If discussions about the reading seem to be lacking (i.e. people are not reading), daily reading assignments will be added to the coursework. To ensure understanding, students will compose a one-page paper before class, analyzing what they feel are the most important points in the text and forming a position on them. Exercises in class may include group discussions, partner exchanges, or even presentations to the class about what you wrote. These will be graded pass/fail.

**Exams:** There will be three subject exams. The exams will be in-class, closed book exams that will consist of multiple choice, short answer, and essay questions that relate to content that has been covered in class. Each will count for 20% of the final grade.

Exams may only be missed for excused reasons (as defined by S.R. 5.2.4.2). If you miss an exam for an excused absence, you will be asked to take the exam with me at a mutually agreed upon time outside of class. If you miss the exam for an unexcused reason, you will not have an opportunity to make up the exam.

**Final Exam:** The final exam will be a research paper, 8-12 pages in length and will require the use of scholarly sources. It will be due on the last day of classes. Topics must be approved by me. A paper proposal, bibliography, outline, and rough draft will all be expected at various dates throughout the semester. No late take-home exams will be permitted. They must be turned in on time unless discussed with me 48 hours before the exam due date.

**Sustainable Classroom Policy:** The University of Kentucky strives to build classrooms that are ecologically sound, socially just, and economically viable, now and for the future. Sustainable classrooms prepare students and empower the campus community to support sustainable development in the Commonwealth and beyond.

This is a sustainable classroom. Here your instructors aim (1) to create the healthiest, most collaborative and innovative learning environments possible, (2) to reduce your costs and improve your intellectual development through thoughtful resource conservation and waste reduction, (3) to foster a culture of involvement in sustainability through education and engagement, and (4) to enable UK students, faculty, our campus, and our Commonwealth to become more sustainable through the use of University resources.

Sustainability starts with you taking care of yourself so that you can be at your best in this class. Do the readings and homework assignments. Come to class. Join in the discussion. Get enough sleep, water, food, and coffee beforehand. If you are facing challenges securing classroom materials, food, or housing, and this is affecting your performance in class, please contact the Dean of Students, Nicholas Kehrwald, at [nkehrwald@uky.edu](mailto:nkehrwald@uky.edu) or 859-257-3754. Furthermore, please notify your instructor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

**Required Course Texts:**

The Elements of Moral Philosophy 7th Ed. By: James Rachels (referred to as *EMP* in reading schedule) **Rent on Amazon: \$10.87 (2021)**

Any required reading that is not from these books will be provided for you or can be found via the library resources.

**Course Schedule**

<i>Topic</i>	<i>Primary Readings</i>	<i>Additional Readings</i>
Course Introduction and Syllabus	Syllabus	
<b>Unit I- Ethics and Philosophical Background</b>		
Reason and Argument, What to Expect	<i>Almossawi: An Illustrated Book of Bad Arguments.</i> <a href="https://bookofbadarguments.com/">https://bookofbadarguments.com/</a> (Links to an external site.)	
Minimum Concept of Morality	<i>EMP</i> Ch. 1 (pgs. 1-13)	
Culture and Religion	<i>EMP</i> Ch. 2 (pgs. 14-31); Ch. 4 (pgs. 49-63)	
Deontology and Kant	<i>EMP</i> Ch. 9 (pgs. 125-135); Ch. 10 (pgs. 136-145)	

Virtue Ethics	<i>EMP</i> Ch. 12 (pgs. 157-172)	
Utilitarianism	<i>EMP</i> Ch. 7-8 (98-124)	
Principlism and Pluralism	<i>Ross</i> : What makes right acts right? from <i>The Right and the Good</i>  <i>Clouser and Gert</i> : A Critique of Principlism	<i>Beauchamp</i> : The 'four principles' approach to health care ethics. In <i>Principles of health care</i> (Ch. 1)
<b>Exam I</b>	See Study Guide	
<b>Unit II- Ethics of Healthcare</b>		
Informed Consent	<i>Kettle</i> : Informed consent: its origins, purpose, problems and limits  <i>Healthwood</i> : The problem with defective desires  <i>Blumenthal-Barby</i> : Between reason and coercion  *Group Presentations 1-2	<i>Wertheimer and Miller</i> : There are (still) no coercive offers
Capacity and Competence	<i>Buchanan and Brock</i> : Deciding for Others (pgs. 22-41)  *Group Presentation 3	
Surrogate Decision Making	<i>Buchanan and Brock</i> (pgs. 56-92) <i>Kuczewski</i> : Whose Will Is It Anyway?  *Group Presentations 4-5	KY Living Will Directive (Canvas)  KY AD for Mental Health Treatment (Canvas)
Medical Futility	<i>Gampel</i> : Does professional autonomy protect medical futility judgments?  *Group Presentation 6	
Case Review	Case Posted to Canvas for Discussion	
<b>Exam II</b>	See Study Guide	
<b>Unit III- Advanced Topics</b>		
Conscientious Objection	<i>Cantor and Baum</i> : The Limits of Conscientious Objection-May Pharmacists Refuse to Fill Prescriptions for Emergency Contraception?  <i>Brock</i> : Conscientious Refusal by Physicians and Pharmacists: Who Is Obligated to Do What, and Why?  *Group Presentation 7	
Withholding and Withdrawing Care	<i>Rachels</i> : Active and passive euthanasia. <a href="http://rintintin.colorado.edu/~vancecd/phil1100/Rachels.pdf">http://rintintin.colorado.edu/~vancecd/phil1100/Rachels.pdf</a>  <i>Sulmasy</i> : Killing and Allowing to Die: Another Look  *Group Presentations 8-9	
Physician	<i>Thomasma</i> : When physicians choose to participate in	

Assisted Suicide and Euthanasia	the death of their patients	
Determining Death	<i>Miller and Truog</i> : The incoherence of determining death by neurological criteria  *Group Presentation 10	KRS 446.40 "Determination of Death" (Canvas)
Transplants	<i>Veatch</i> : Donating hearts after cardiac death: Reversing the irreversible  <i>Taylor</i> : Autonomy, constraining options and organ sales  *Group Presentation 11	<i>deSante, Caplan, Hippen, Guilano, and Lantos</i> : Was Sarah Murnaghan treated justly?
Case Study	Case Posted to Canvas for Discussion	
<b>Exam III</b>	See Study Guide	
<b>Unit IV- Trends in Healthcare Ethics</b>		
Pediatrics	<i>Hendrix, Sturm, Zimet, and Meslin</i> : Ethics and Childhood Vaccination Policy in the United States  <a href="https://www.livescience.com/62893-transgender-kids-puberty-blockers-hrt-hormones.html">https://www.livescience.com/62893-transgender-kids-puberty-blockers-hrt-hormones.html</a>	
Mental Health	<i>Bowman</i> : Ethics and Mental Health: The Patient, Profession and Community	
Provider Wellbeing	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3596203/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3596203/</a>	
Genetics	<a href="https://www.nytimes.com/2018/11/26/health/gene-editing-babies-china.html">https://www.nytimes.com/2018/11/26/health/gene-editing-babies-china.html</a>  <a href="https://www.technologyreview.com/s/612997/the-crispr-twins-had-their-brains-altered/">https://www.technologyreview.com/s/612997/the-crispr-twins-had-their-brains-altered/</a>	
Class Choice	TBD	
<b>Final Exam Due</b>		