

## Syllabus for U22 Philosophy 233 – Biomedical Ethics

<b>Fall 2016</b>	<b>Instructor:</b> Katie Rapier <b>Office:</b> Wilson 114 <b>Office Hours:</b> Monday 4-5PM; Wednesday 1:30-2:30PM <b>Email:</b> <a href="mailto:krapier@wustl.edu">krapier@wustl.edu</a> (24 hours to reply) <b>Classroom:</b> Seigle 303 <b>Class Hours:</b> Mondays 6-8:30PM
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### Course Website:

<http://www.katierapier.com/biomedical-ethics-fall-2016>

### Course Description:

This course will feature a wide range of ethical questions related to medicine. The course will involve discussion of the assigned reading(s) scaffolded by lecture. Students will learn to apply philosophical reasoning to practical problems, including: patient autonomy, health insurance, psychiatry, and issues of life/death. We will engage with a variety of ethical principles, namely: autonomy, responsibility, obligation, and values.

### Learning Objectives:

(1) To learn the basics of philosophical argument in order to (2) engage writings on ethical problems in healthcare (including but not limited to professional codes of conduct, defining disability, and the politics of healthcare), (3) and to propose and evaluate practical solutions to these problems.

### Required Materials:

Veatch, Haddad, and English: *Case Studies in Biomedical Ethics: Decision-Making, Principles, & Cases, Second Edition*. (Bookstore: <http://goo.gl/082whX>) (Amazon: <http://goo.gl/ms83Ml>)

Skloot: *The Immortal Life of Henrietta Lacks* (Bookstore: <http://goo.gl/082whX>) (Amazon: <https://goo.gl/KGo5cJ>)

**(I encourage you to purchase this book or request it via MOBIUS/Olin Library before the first day of class)**

Other weekly readings will be posted on the course website. You are expected to print these readings and bring a copy to class.

## Assessment

Participation: Students are expected to come to class prepared to discuss the readings, assigned activities, and case studies. You will need to bring copies of the daily reading to each class – printed or electronically. Participation will be assessed by contributions to the class discussion. Please be mindful of other students to allow everyone an opportunity to express their opinions.

Reflection Essays: Students will be responsible for completing 5 reflection essays throughout the course. Reflection essays should be approximately 2 pages long (1 ½-2 ½), double-spaced. Students must choose at least one set of readings from each major section (Morally Relevant Consent, Defining Disability, and Politics of Healthcare) but are otherwise welcome to write about any of the topics discussed in class. **Reflection essays are due at the beginning of class and should discuss the readings assigned for that day.** Students may focus primarily on one reading or discuss all of the readings for that day equally. If you choose to focus on one reading be sure to include a brief discussion of how the other readings relate. You should cite the daily readings using APA or Chicago style.

Essays will be graded based on (1) demonstrated knowledge of the readings and (2) thoughtful engagement. Students may choose to critically analyze an argument in one of the reading and discuss how it relates to past class readings and/or other assigned readings for the day, discuss an argument that you do not fully understand and why it seems perplexing, or use some other organization structure that accomplishes the two goals discussed above. We will discuss examples in class.

Final Exam: The final exam will consist of brief essay prompts on several topics. Essays may ask you to engage with both sides of an issue, respond to an argument discussed in class, or develop your own ideas about an ethical debate. Students will be given potential essay questions two weeks prior to the exam.

### Grade Calculation:

Participation: 15%

Reflection Essays: 35%

Final Exam: 50%

## Attendance and Lateness Policy

Reflection essays on the daily readings are due at the beginning of class. Students should turn in a paper copy of their essay. Missed exams cannot be made up unless the student discusses options with the instructor prior to missing class. *Absolutely no late work will be accepted.*

## **Academic Integrity**

“In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.”

Quoted from Washington University’s Undergraduate Student Academic Integrity Policy. All violations of this policy will be reported to the academic integrity officer. Particularly relevant to this course, exams and reflection essays will be monitored for cheating and plagiarism, respectively. Exams are not open book. Students should not collaborate on exams or reflection essays. We will review the policy in class and students are encouraged to refer to the policy on the University’s website: <http://wustl.edu/policies/undergraduate-academic-integrity.html>.

If a student is suspected of an academic integrity violation, the instructor will contact the appropriate authorities within the student’s degree program.

### **Accommodations for Students with Disabilities:**

Students with disabilities can request different kinds of accommodations. To learn more, please visit: <http://cornerstone.wustl.edu/disabilityresources.aspx>  
If you need accommodations, please follow the instructions on the website and contact the instructor as soon as possible.

**Accommodations Based Upon Sexual Assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. If you need to request such accommodations, please direct your request to Kim Webb ([kim\\_webb@wustl.edu](mailto:kim_webb@wustl.edu)), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

**Bias Reporting:** The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: [brss.wustl.edu](http://brss.wustl.edu)

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: [shs.wustl.edu/MentalHealth](http://shs.wustl.edu/MentalHealth)

## Schedule

\*All assignments are subject to change. Please check the course website regularly.

### **Monday, August 29th:**

Introduction, Syllabus Overview, "How to Write a Reflection Essay," and How Should We Discuss Ethics?

\*Please take the following brief survey:

(<https://www.surveymonkey.com/r/YRSLD7B>)

**Reading:** Jim Pryor, "What is an argument?"

(<http://www.jimpryor.net/teaching/vocab/argument.html>); "How to read a philosophy article" (<http://www.jimpryor.net/teaching/guidelines/reading.html>);

*Optional* (but strongly encouraged) Veatch, Haddad, & English: Part 1 – "Ethics and Values in Medical Cases," (pgs. 17-62)

**Case Study:** "How to Write a Reflection Essay" (*distributed in class*)

### **Monday, September 5th:**

NO CLASS – LABOR DAY

### **Monday, September 12th:**

Morally Relevant Consent - Introduction

**Reading:** Veatch, Haddad, & English: Chapter 6 – "Autonomy" (pgs. 105-124); Chapter 16 – "Experimentation on Human Subjects" (pgs. 349-378)

**Case Study:** Selections from Skloot: *The Immortal Life of Henrietta Lacks* – Prologue and Part One (pg 1-86)

### **Monday, September 19th:**

Morally Relevant Consent – Codes of Ethics

**Reading:** Tyson, "Modern Hippocratic Oath"

(<http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html>); Veatch, Haddad, & English: Chapter 4 – "Benefiting the Patient and Others" (pgs. 65-88); Read one code of ethics from Veatch, Haddad, & English Appendix (pgs. 427-428, will assign in class on August 31<sup>st</sup>)

**Assignment\*:** Print a code of professional medical ethics and bring to class for discussion (\*we will discuss details on September 12<sup>th</sup>)

**Case Study:** Skloot, *The Immortal Life of Henrietta Lacks* – Part Two (pgs. 89-176), "All That's My Mother" (pgs. 259-267), Afterword (pgs.315-328).

*Optional* – read entire book; Reinventing the Hippocratic Oath (in class activity)

### **Monday, September 26th:**

Morally Relevant Consent – Gender Reassignment in Children

**Readings:** Giordano, "Ethics of Management of Gender Atypical Organisation in Children and Adolescents," (<http://goo.gl/Bl1z21>)

**Case Study:** Boghani, "When Transgender Kids Transition, Medical Risks are Both Known and Unknown" (<http://goo.gl/R4NoL8>)

**Monday, October 3rd:**

Morally Relevant Consent – Assisted Suicide

**Readings:** Veatch, Haddad, & English: Chapter 9 – “Avoidance of Killing” (stop before reading “Killing as Punishment” pgs. 164-191)

**Case Study:** Optional film: *Still Alice (2014)* – can watch and write reflection essay discussing film

**Monday, October 10th:**

Defining Disability – Introduction

**Readings:** Selections from Wendell, *The Rejected Body* (<https://goo.gl/DYVVID>); Swain & French, “Toward an Affirmation Model of Disability.”

(<https://goo.gl/3eiCQn>)

**Case Study:** Please visit the following website, register or continue as a guest, and complete the “Disability IAT.” You will not be asked to share your results in class (<https://implicit.harvard.edu/implicit/Study?tid=-1>)

Please take this survey evaluating your experience with the course so far:

(<https://www.surveymonkey.com/r/9BPVFPZ>)

**Monday, October 17th:**

NO CLASS – FALL BREAK

**Monday, October 24th:**

Defining Disability – Cochlear Implants and Blindness

**Readings:** Savulescu, “Refusing Cochlear Implants: Is it Child Neglect?”

(<http://blog.practicaethics.ox.ac.uk/2009/07/refusing-cochlear-implants-is-it-child-neglect>); Lane, “Ethnicity, Ethics, and the Deaf-World” (<http://goo.gl/f400J4>)

**Case Study:** Listen to *Invisibilia* “How to Become Batman” – available via iTunes or NPR Website (<http://www.npr.org/programs/invisibilia/378577902/how-to-become-batman?showDate=2015-01-23>)

**Monday, October 31st:**

Defining Disability – Mental Health

**Readings:** Appelbaum and Grisso, “The MacArthur Treatment Competence Study” (<http://goo.gl/wpVKQY>)

**Case Study:** Buchanan, “A Dutch Woman Suffering From Illness Chose to Die by Assisted Suicide” (<http://goo.gl/t3KwCx>); Chapin, “Why Do I Miss Being Bipolar?” (<http://goo.gl/DDNLDb>)

**Monday, November 7th:**

Politics of Healthcare – Introduction and Psychiatry

**Readings:** Veatch, Haddad, & English: Chapter 12 – “Mental Health and Behavior Control;” American Psychiatric Association, selections from *DSM-5*: “Definition of a

Mental Disorder”

(<http://dsm.psychiatryonline.org.libproxy.wustl.edu/doi/full/10.1176/appi.books.9780890425596.UseofDSM5#x12885.2884475>); “Cautionary Statement for

Forensic Use of DSM-5”

(<http://dsm.psychiatryonline.org.libproxy.wustl.edu/doi/full/10.1176/appi.books.9780890425596.CautionaryStatement>)

**Case Study:** Pace, Chaney, Mullins, and Olson: “Psychological consultation with primary care physicians: Obstacles and opportunities in the medical setting.”

(<https://goo.gl/yByQvk>);

### **Monday, November 14th:**

Politics of Healthcare – Psychiatry

**Readings:** Roberts, Battaglia, and Epstein – “Frontier Ethics: Mental Health Care Needs and Ethical Dilemmas in Rural Communities (<https://goo.gl/bCGwpx>)

**Case Study:** Ferguson, “Why People Take Antipsychotics For Depression”

(<https://goo.gl/mdPyh3>)

### **Monday, November 21st:**

Politics of Healthcare – Affordable Care

**Readings:** Veatch, Haddad, & English: Chapter 15 – “Health Insurance, Health System Planning, and Rationing” (pgs. 328-348); Munson – “The Affordable Healthcare Act: The New Health Care Law.” (<https://goo.gl/XWkdRo>)

**Case Study:** Singer – “Why We Must Ration Healthcare” (<https://goo.gl/uOUqu0>)

### **Monday, November 28th:**

Politics of Healthcare – Organ Donation

**Readings:** Veatch, Haddad, & English: Chapter 14 – “Organ Transplants” (pgs. 293-326); Radcliffe-Richards, et al: “The Case for Allowing Kidney Sales;”

(<https://goo.gl/qEyaB6>)

**Case Study:** Kahn and Delmonico: “The Consequences of Public Policy to Buy and Sell Organs for Transplantation;” (<https://goo.gl/8Lzk5A>)

\*Potential final exam essay questions distributed in class

### **Monday, December 5th:**

Wrapping Up – Lingering Questions and Final Exam Review

**Readings:** TBA

**Case Study:** TBA

### **Monday, December 12th:**

Final Exam in Class