

## Philosophy 221.02

# Health Care Ethics

3 credit hours

"Health Care Ethics" is offered every Spring Semester

Counts towards a philosophy major or minor

Course is GE/LAD (Humanities)

Prerequisites: None

Instructor: Matt Stolick, Ph.D. (Philosophy--University of Tennessee-Knoxville, 1998)

Office: 334 Frazer Street, upstairs office

Office Hours: 10:30-12:00 T/TH or by appointment

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### Course Information:

Time: 12:30-1:45pm Tuesday/Thursday; Room: TLTC 003

Required Textbooks:

Beauchamp & Childress, *Principles of Biomedical Ethics*. 6<sup>th</sup> ed.

Edson, *W;t*

### Course Description from Undergraduate Catalogue:

Designed to familiarize students with kinds of ethical situations and questions they can expect to encounter as health care professionals, and to provide students with skills and information to enable them to make competent ethical decisions in clinical situations. Topics will include practitioner-patient relationships, treatment and informed consent, confidentiality, end-of-life choices, intraprofessional and interprofessional conflicts, and business concerns and conflicts. Intended primarily for students entering the Physician Assistant Program or studying in other health care related fields, the course is open to all who are interested in the subject.

### Three Overarching Goals of the Course:

#### GOAL 1. Further the mission of the University of Findlay

OUR MISSION: The mission of The University of Findlay is to equip our students for **meaningful** lives and **productive** careers.

#### GOAL 2. Meets the Mission and Goals of the General Education Program:

Mission Statement: The General Education Program at The University of Findlay will offer students a broad-based **foundation of knowledge** and skills that will help them become life-long learners as **members of a profession** as well as members of the global society.

#### GOAL 3. Meets the goals of the philosophy department:

- Φ To cultivate self-knowledge.
- Φ To develop critical thinking skills.
- Φ To complement other specializations.
- Φ To strengthen career preparation.

## Learning Objectives for Health Care Ethics:

You will be able to do the following by the end of the semester:

- Use/apply principles, rules, and virtues in justifying or condemning specific actions
- Articulate five basic theories of morality (including the strengths, weaknesses of each): utilitarianism, Kantianism, Liberal Individualism, Communitarianism, virtue ethics
- Explain the nature of autonomy, including the nature of autonomy, measuring capacity to make an autonomous choice, the meaning and justification of informed consent, standards of disclosure, therapeutic privilege, and three major standards of substitute decision making
- Explain the meaning of the concept of nonmaleficence, the moral relevance of the distinction between withdrawing and withholding treatment and between ordinary and extraordinary treatment as well as the basic concepts of futility and quality of life
- Explain the meaning of the concept of beneficence, including an appreciation for the moral seriousness of acting paternalistically towards patients as well as what is to be considered in weighing risks and benefits of treatment options for individual patients
- Explain the concept of justice, including basic theories of justice, sides to the debate over the right to health care, moral considerations for the allocation of health care resources (including concept of rationing and criteria used)
- Explain and better understand the profound and intimate nature of the health care relationship, including an appreciation for the import of veracity, protecting privacy and confidentiality, fidelity
- Explain the inherent conflict of interest for the dual role of researcher/physician
- Better articulate and understand your own personal values and principles

### *Grading/Course Requirements:*

**100 points - First Case Presentation:** On one of the four principles. A case is a morally controversial health care situation (one from your specialty area, e.g., pharmacy, OT, PT, PA). Situations should include a place/context, characters/people involved, rights, interests and/or values of one party conflicting with those of another party. Parties involved can include pharmacists, physicians, PA, OT, PT, insurance company, clinic personnel, and a wide variety of patients. To be turned in at the beginning of class on the day of your case presentation are two things: i) case scenario (via e-mail to me no later than 10:00am the day of your presentations). ii) typed, single-spaced case and your analysis. Analysis should explain most relevant moral issues involved, then resolve the case.

**200 points: Morality Exam**

An Exam focused on the main points from Chapters 1, 2, and 9. Primarily fill in the blank, short answer, true and false questions.

**200 points: Principles Exam**

An exam focused on four chapters of respect for autonomy, nonmaleficence, beneficence, and justice.

**240 points: Reading Assignments** (8 at 30 points each): In class work examining student comprehension of basic concepts and ability to recognize these in clinical situations. Will generally be 20-30 minutes and short answer, short essay format.

**160 points: Final Case Presentation** Same format as first case presentations except in analysis section, where all four principles will be used. Resolution of case has student specify one principle as most importantly involved, definitive of the case and which leads to your resolution of the case.

**100 points: W;t Book Review** An approximately 1-2 page, typed and single-spaced statement of the main point of the book along with your personal response to this main point and the book as a whole (as a future health care worker or simply yourself if no future health care occupation)

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**1000 total points**

**Grading Scale:****A = 930 and above****A- = 929 to 900****B+ = 899 to 880****B = 879 to 820****B - = 819 to 800****C+ = 799 to 780****C = 779 to 720****C - = 719 to 700****D+ = 699 to 680****D = 679 to 620****D - = 619 to 600****F = 599 and below*****Teaching Methodologies:***

This class will involve a discussion of the reading from the syllabus and case presentations. For each chapter of the text I will prepare concise outlines/handouts to guide our discussions. Days of case presentations will have us consider approximately 8 cases a day, with each student reading the case and offering it up to the class for analysis and resolution. Open discussion of relevant points will be strongly encouraged along with honest responses to questions, issues and situations being considered. I think of myself as ideally a facilitator of discussions in class who essentially aims to make this course interesting and substantive. I aim to offer the opportunity in this class for you to develop your ability to respond in morally defensible ways. This works best by participating, articulating your arguments in response to various issues and cases we will explore.

***Course Policies/Practices:*****Attendance**

Attendance is strongly encouraged for understanding the issues, developing the ability to articulate and argue for positions regarding ethical issues and more basically discovering better your core beliefs. As a future professional it also begins and strengthens your development of virtuous traits of character (e.g., honor, fidelity, promptness).

**Lateness-** If you come to class late then you are responsible for all points made and material missed. Please let me know of any reason why you might be routinely late for class.

**Late work-** Only accepted when accompanied by a "legitimate excuse". Legitimate excuses generally involved an emergency situation, athletic event, communicable sickness. Communicate with me as soon as possible before or after missing class providing your legitimate excuse so as to arrange an extension. Without a legitimate excuse late work, make up RAs (reading assignments) will be neither offered nor accepted.

**Make-Up Assignments-** Make-up assignments, extensions, permitted ONLY FOR a legitimate excuse, arranged on an individual basis.

**Plagiarism-** The work you do should be your own. Plagiarism includes copying in any substantial way another student's assignment. Always cite those authors whose thoughts and ideas you use. Also, be careful of passing off statements from other authors without giving proper credit. The negative consequences of being found guilty of plagiarism will include failure of the assignment, possibly failure of the course and report to the Vice President for Academic Affairs.

**Cheating-** Cheating will result in at least failure of that particular assignment, if not failure of the course and a meeting with the Vice President for Academic Affairs for immediate review of the incident.

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**Classroom Behavior-** I encourage and attempt to model responsible and respectful classroom conduct. Consider *The University of Findlay Undergraduate Catalogue*: The following are among the responsibilities recognized as incumbent upon every student: Responsibility for conducting himself or herself in a manner which **helps to create and maintain a learning atmosphere** in which the rights, dignity, and worth of every individual in the University community are respected.

**Extra Credit** - Upon discretion of the instructor.

**Disability Statement:** If you are a student with a disability it is your responsibility to register with the Office of Disability Services and your instructor at least two weeks prior to a needed service so reasonable accommodations can be made.

**Schedule** of assignments and exams will be provided on the first day of class.