

MEDICAL AND HEALTHCARE ETHICS/BIOMEDICAL ETHICS

Course Description/Rationale

This course explores methods and principles of medical ethics along with a series of pressing topics in the realms of medicine, healthcare, and bioethics. Major topics covered include health disparities, beginning and end of life decision-making, genetic and reproductive technologies, and caregiver-patient relationships. The theoretical frameworks employed include philosophical ethics and theological-ethical perspectives in Catholic and Protestant Christianity. This course should prove valuable for students pursuing careers in chaplaincy, healthcare fields, and ministry or social work settings with significant health-related care needs.

Learning Objectives

In this course, students will:

1. Study central moral theories as they pertain to biomedical ethics and healthcare practices
2. Assess U.S. and global health/healthcare issues
3. Practice reading, writing, and research skills for ethical evaluation and argumentation
4. Nuance the formulation and articulation of one's methodological approach and moral argumentation

Learning Outcomes*

Through assignments and class participation, students will demonstrate the ability to:

1. Articulate ethical theories and ethical principles, both non-religious and religious, as these are applied to problems in medical and healthcare practices
2. Draw connections between the medical-ethical issues studied, current events, and the student's personal and professional interests
3. Employ ethical analysis to critique the arguments of authors and to defend the student's own position on ethical problems

*Reflective of overall degree program learning outcomes listed under <http://www.drew.edu/theological/academics>.

Required Texts

*Beauchamp, Tom and James Childress, Principles of Biomedical Ethics (Oxford University Press 6th Ed; 2008), ISBN-13: 978-0195335705

*Vigen, Aana Marie, Women, Ethics, and Inequality in U.S. Healthcare: 'To Count among the Living' (Palgrave MacMillan, 2006), ISBN-13: 978-1403973061 [*Available in paperback, September 2011*]

Choose one:

Alvord, Lori and Elizabeth Cohen Van Pelt, The Scalpel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing, Bantam Press (2000), ISBN-13: 978-0553378009

Skloot, Rebecca, The Immortal Life of Henrietta Lacks, Broadway Press (2011), ISBN-13: 978-1400052189

White III, Augustus A., Seeing Patients: Unconscious Bias in Health Care, Harvard University Press (2011), ISBN-13: 978-0674049055

Available On Reserve:

Ott, Kate, A Time to Be Born: A Faith-Based Guide to Reproductive Technologies, (Religious Institute, 2009)

Ott, Kate, Age of AIDS: A Faith-based Guide, (Religious Institute, 2008)

Suggested Texts

Cahill, Lisa Sowle, Theological Bioethics (Georgetown University Press, 2005)

Verhey, Allen et al, On Moral Medicine: Theological Perspectives in Medical Ethics (Eerdmans, 1998)

Attendance and Deadline Policy

Active and responsible participation in class discussions is an essential component of this course. You may miss one class in the semester with no grade penalty. Two missed classes (excused or not) will affect your grade. If you miss 3 or more classes you must drop the class.

Complete assigned reading and written work on time. If you cannot meet course deadlines, you may request an extension before the due date. If that deadline is not met or you do not renegotiate the due date, your assignment will not be accepted. No extensions will be given on the day an assignment is due. If assignment feedback indicates that you need assistance with writing, we will discuss resources for writing assistance before submitting subsequent assignments.

Class Policies

Electronics: All electronic devices must be turned off during class. With one exception, laptop computers can be used to take notes. I expect all students to put their laptops away when asked, for the benefit of discussions. I reserve the right to ask any student to put a laptop away without explanation.

Snow policy: If class is officially cancelled because of the Seminary closing due to snow, you are expected to check your email for an alternate assignment to be completed by the following class period.

Break: Due to the length of the class period, a break will be taken during the second hour. Please do not leave the building grounds during this break.

Seminary Policies

See Seminary Policies in your handbook regarding:

Academic Integrity - <http://www.drew.edu/theological/academics/policies-regulations/academic-integrity>

Inclusive Language - <https://uknow.drew.edu/confluence/display/Handbook/Inclusive+Language>

Accommodations for Students with Disabilities -

"Academic Accommodations: Should you require academic accommodations, you must file a request with the Office of Disability Services (BC 119, extension 3327). It is your responsibility to self-identify with the Office of Disability Services and to provide faculty with the appropriate documentation from that office at least one week prior to any request for specific course accommodations. There are no retroactive accommodations."

<http://www.drew.edu/academicservices/disabilityservices>

Grading Rubrics

Grading for this course will be the average of all of the requirements and expectations weighted by their percentage noted below. The grading system is:

Excellent (A -,+) = outstanding to exemplary work, that demonstrates a command and clarity of argument. Excels beyond learning outcomes.

Good (B, -,+) = good to very good work, that demonstrates understanding and grasp of issues presented and evaluated. Exceeds learning outcomes.

Satisfactory (C, -,+) = accurate and acceptable work, that demonstrates completion of the assignment(s) without any additional effort. Meets learning outcomes.

Poor (D, -,+) = scant and generally insufficient work, in addition to tardiness in attendance and/or assignments. Meets over half of learning outcomes.

Failure (F) = inadequate work and participation, not meeting course requirements or learning outcomes.

Course Assessment

Participation (includes attendance and participation in discussions)	10%
Assessing Principles of Biomedical Ethics (3 entries)	30% (10% each)
The Role of People in Medicine and Healthcare Response Paper	20%
Final Project	40%

COURSE ASSIGNMENTS DESCRIPTIONS

Assessing Principles of Biomedical Ethics Case Study Response (3 entries)

Length – 500-750 words

Due by – 5pm on Sept 20, 27 and Oct 4

How to – Case studies are linked on Moodle to Forums. Each student will post a response to: what ethical issues from the case study are raised relating to the biomedical principle discussed on the assigned week? For example, how is the principle of autonomy at play in the cancer diagnosis and healthcare provided to Farhad Tabrizi in the case study on September 20? Each case study relates to all principles, but for the assignment you will focus comments on only the principles scheduled for discussion that day.

- Week 3/September 14 Autonomy
<http://www.scu.edu/ethics/practicing/focusareas/medical/culturally-competent-care/cancer.html>
- Week 4/September 21 Non-maleficence and Beneficence
<http://www.scu.edu/ethics/dialogue/candc/cases/tell.html>
<http://www.scu.edu/ethics/dialogue/candc/cases/patient.html>
- Week 5/September 28 Justice
Doctor Hotspot – <http://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/>

The Role of People in Medicine and Healthcare Response Paper

Length – 5-7 pages

Format – 12 pt font, double spaced paper

Due by – October 29

How to – This is a formal reflection paper (e.g. well written, logically reasoned, and includes ethical analysis) on the role of people (caregivers, patients, family) in creating a more just and ethical medical and healthcare system. Responses should reference readings in week 6, 7, and 8, especially highlighting your auto/biography book selection.

Final Project – 2 options

Current Issues Commentary

Length – 750-1000 words, per entry (4 total)

Due – Posts should be made between Oct 29 and Dec 3, there can be no less than 3 days between posts.

How to – Posts can be made on Moodle to the Current Issues Commentary Blog Forum

FOUR Posts provide an ethical analysis of current healthcare or medical issues found in the Tuesday Science Section of the New York Times (source stories can be up to 12 months old). Posts should be written for a public audience while also relying on course related material and discussions. All sources must be cited and/or linked. Posts need to demonstrate a constructive, creative, and critical ethical analysis in addition to being well written and engaging.

Guide book on . . . (medical/healthcare issue)

Length- 3000-4500 words

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Due – Dec 3

How to – Guidebook should resemble the format of the “Time to be Born” book on reserve.

The **guidebook** should be written for your specific denominational or non-profit context. That context should be acknowledged in the introduction. Also included in the guidebook must be sections relating to: science/tech relevant information translated into lay language; primary ethical concerns relating to the topic; denominational/religious tradition specific writings or background (with ethical analysis where necessary); transformational practices (e.g. pastoral care issues, cultural competency, congregational response, worship); and further resources. In other words, a finished product should be able to be presented within your context for immediate use by practitioners, be they pastors or social workers, youth leaders or hospice care assistants.

Class Schedule

Week 1/September 3 Introduction

Review of Syllabus and class expectations
What is medical and healthcare ethics?

Week 2/September 10 Biomedical Ethics, Healthcare, and Religion

Beauchamp and Childress – Chap 1; Campbell - 50 M; Vigen – Chapter 3
Suggested, Beauchamp and Childress – Chap 9

Week 3/September 17 Autonomy

Beauchamp and Childress – Chap 4; Hauerwas -53 M and Gustafson - 57 M; American Academy of Pediatrics Committee on Bioethics. Informed consent, parental permission, and assent in pediatric practice. Pediatrics 1995; 95(2):314-7. M (<http://www.cirp.org/library/ethics/AAP/>)

****Assessing Principles of Biomedical Ethics Case Study Response**

Week 4/September 24 Non-maleficence and Beneficence

Beauchamp and Childress – Chap 5, 6; Lysaught - 49 M, Thielicke – 103 M

****Assessing Principles of Biomedical Ethics Case Study Response**

Week 5/October 1 Justice

Beauchamp and Childress – Chap 7; Ramsey -96 M; (related to research) Vigen – Chap 1

****Assessing Principles of Biomedical Ethics Case Study Response**

Week 6/October 8 Moral Character of the Healer

Beauchamp and Childress – Chap 2, 8; Healthcare Chaplaincy Values NYTimes podcast -

<http://healthcarechaplaincy.org/userimages/17scienceupdatehandzo.mp3> (Takes a while to load, be patient.)

Reading Week

READ ----- **One of three Auto/Biography texts**

Week 7/October 22 U.S. Healthcare and Health Disparities

Vigen – Chapter 2, White – Chap 10, 11, 12 M

Week 8/October 29 Being Human – Patient and Person

Vigen – Chapter 4, Insights from Alvord, Skloot, and White texts, Stith - 25 M

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****The Role of People in Medicine and Healthcare Response Paper**

Week 9/November 5 End of Life: Death and Dying

Vigen – chapter 5 and 6; [Cultural Humility and Compassionate Presence at the End of Life](http://www.scu.edu/ethics/practicing/focusareas/medical/culturally-competent-care/chronic-to-critical-austerlic.html), at <http://www.scu.edu/ethics/practicing/focusareas/medical/culturally-competent-care/chronic-to-critical-austerlic.html> by *Sylvia Austerli*

Remember pieces on suffering and meaning of life read earlier in the semester!

Week 10/November 12 Beginning of Life: Dilemmas of Conception

Cahill – Chap 6; Harrison – 80 **M**, Farley – 82 **M**, Verhey – 42 **M**; Ott, Kate, [A Time to Be Born: A Faith-Based Guide to Reproductive Technologies](#) on reserve

Week 11/November 19 International Health(care) – Guest Speaker, Katey Zeh

Cahill – Chap 5; Healthy Families, Healthy Planet of the UMC - <http://umchealthyfamilies.org/facts-resources/videos>; Saving Mothers: A New Initiative to Address Maternal Mortality - <http://www.smartglobalhealth.org/blog/entry/saving-mothers-a-new-initiative-to-address-maternal-mortality/>; Interview with Peter Small on Promising Developments in TB Control - <http://www.smartglobalhealth.org/blog/entry/video-interview-with-peter-small-on-promising-developments-in-tb-control/>

Week 12/November 26 Visual Case Study

Watch Age of AIDS from PBS Frontline - <http://www.pbs.org/wgbh/pages/frontline/aids/>

Check out Age of AIDS guide book - <http://www.neac.org/files/documents/ageofaids.pdf>

Medical ethics on film: towards a reconstruction of the teaching of healthcare professionals by Angelo Volandes *Journal of Med Ethics*. 2007 November; 33(11): 678–680. **M**

Week 13/December 3 Resources for the Future

Presentation of final projects – Be prepared to give a 10 minute presentation on your final project. Please bring a handout or use the classroom technology to share what you learned in your final project with your classmates.

****Final projects due during this class period – All Contemporary Issue Entries must be posted on-line and full guidebooks handed-in.**