

Healthcare Ethics

Spring 2020

Phil. 308 T3

York College of the City University of New York

Kim Adams, PhD, Instructor
Office hours: Wednesdays 2-4pm
and by appointment.

Please note that this syllabus has been modified for distant learning during COVID-19.

We will not be holding online discussion sections for this class. Instead there will be a reading, a link to a video lecture on YouTube, an audio recording of that same lecture, and a worksheet in the Course Materials folder on Blackboard for each of the remaining weeks in the semester. The worksheet will take the place of our weekly quizzes. It is your responsibility to do the reading, watch or listen to the lecture, and complete the worksheet each week. Worksheets are due at **9pm on Friday** each week.

Bulletin Course Description:

Philosophy 308. (*Lib Arts*) Healthcare Ethics. 3 hrs.; 3 cr.

Prerequisites:

1. *PHIL 102 or PHIL 103 or PHIL 121.*
2. *WRIT 301 or WRIT 302, or WRIT 303.*

This course examines ethical issues embedded in the organization, practice, and delivery of healthcare in the United States. Special emphasis is placed on the experience of healthcare providers, patients, and families.

Readings

All course readings will be available on Blackboard, with the exception of the following book:

Jones, J. (1993). *Bad Blood: The Tuskegee Syphilis Experiment*. New York: The Free Press.

You should still be able to order the book through the college bookstore or other places online.

Due to the current pandemic, this book is also available online through the National Emergency Library.

Attendance

Per York College's attendance policy, I will take attendance at the beginning of each class. If you fail to show up to class, your attendance grade will suffer. If you must miss class due to illness or religious observance, please let me know *in advance*. In case of illness, your absence will be excused once you have provided me with a doctor's note. True presence involves not only physically being there, but also a strong sense of attention being paid, an absence of electronic devices that disturb others, and a consistent attitude of respect toward your fellow learners. Please take notes by hand, on paper, unless there is a compelling reason for you to do otherwise.

Contact

Please don't hesitate to reach out to me with questions or concerns regarding the material, or your progress within the course. Please be reasonable, however, and do not expect my attention on demand. I will not respond to emails immediately, nor will I respond late at night or on weekends.

Assignments:

Below is an overview of the assignments for this course. All assignments are due at 5pm on the due date, no exceptions. Please submit assignments directly to me via email, formatted as a PDF. All assignments must be completed to pass the course.

Assignment 1 : Informed Consent Brochure

Students will work together in groups to produce an informed consent brochure that meets the ethical standards put forward in the course reading and the legal standards of New York State. Each group will be asked to focus on the specific needs of a designated patient population in designing their brochure. We will discuss and plan this assignment in class prior to the due date.

Assignment 2: Op-ed Writing Assignment

Students will individually write an op-ed style essay on a topic of importance in the field of healthcare ethics. Based upon the principles of bioethics and the specific topics covered in the course readings, students will choose a newsworthy subject, write a brief pitch, and compose a full-length op-ed piece for the course. Bonus points for submitting your op-ed to newspaper, magazine, or online media site.

Exams and Quizzes:

This course has two exams: a midterm and a final. The midterm covers material from the beginning of the course until the exam date. The final exam is comprehensive. Details regarding the structure and format of the exams will be discussed in class prior to the exam date.

In addition to the formal exams, there will be a one question quiz on the week's reading at the beginning each class meeting. The purpose of these quizzes is to ensure that you have completed the reading assignment, and are ready to participate in class discussion. Please arrive to class on time, if you miss the quiz, you will not be able to make it up.

Grades

Attendance and participation – 15%

Reading quizzes – 15%

Assignment 1 – 17.5 %

Assignment 2 – 17.5 %

Midterm – 15 %

Final – 20%

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Center for Students with Disabilities for further information. They are located in AC-1G02 and can be reached by email at csd@york.cuny.edu or phone at 718-262-2191. The center's website is <https://www.york.cuny.edu/student-development/csd> Students who are requesting academic accommodations are advised to reach out to the disability center as early as possible in the semester for assistance.

Academic Integrity

Academic integrity is necessary for the successful completion of this class, your studies at York College, and your academic career. Please understand that I follow York's academic integrity policy to the letter. It is available online at <http://www.york.cuny.edu/academics/academic-affairs/academic-integrity>. Academic integrity is not simply about cheating or breaking rules. Rather, it is a positive thing: the development of habits and character traits that allow us to thrive in our academic lives with integrity.

Schedule of Readings

Section I – Principles of Healthcare Ethics

Week 1 – January 28 – Introduction

In class reading:

Farber Post, L. & Bluestein, J. (2015). “Ethical Foundations of Clinical Practice.” In *Handbook for Health Care Ethics Committees*. 2nd Edition. Baltimore, MD: Johns Hopkins University Press, 3-16.

Week 2 – February 4 – Autonomy

Miller, BL. (1981). “Autonomy and the Refusal of Lifesaving Treatment.” *Hastings Center Report*, 11(4): 22-28.

Week 3 – February 11 – Decision Making

Appelbaum, PS. (2007). “Assessment of Patients’ Competence to Consent to Treatment.” *New England Journal of Medicine*, 357(18): 1834-1840.

Pope, TM. (2012). “Legal Fundamentals of Surrogate Decision Making.” *CHEST*, 141(4): 1074-1081.

Week 4 – February 18 – Informed Consent

Ripley, A. et al. (2015). “Improving the Informed Consent Conversation: A Standardized Checklist that is Patient Centered, Quality Driven, and Legally Sound.” *Journal of Vascular & Interventional Radiology*, 26(11):1639-46.

Joffe, S. and Truog, R. (2009). “Consent to Medical Care: The Importance of Fiduciary Context.” In Miller, F. and Wertheimer A. eds. *The Ethics of Consent: Theory and Practice*. Oxford: Oxford University Press, 347-374.

February 28 – Assignment 1 – Informed Consent Brochure – Due at 5pm!

Week 5 – February 25 – Nonmaleficence

Beauchamp T. and Childress J. (2001) “Nonmaleficence.” In *Principles of Biomedical Ethics*. 5th Edition. Oxford: Oxford University Press, 113-164.

Week 6 – March 3 – Beneficence

Beauchamp T. and Childress J. (2001) “Beneficence.” In *Principles of Biomedical Ethics*. 5th Edition. Oxford: Oxford University Press, 165-224.

or

Yeo M. et. al. (2010) “Beneficence.” *Concepts and Cases in Nursing Ethics*. 3rd Edition. New York: Broadview Press, 103-139.

Week 7 – March 10 – Justice

Rogers W. and Braunack-Mayer A. (2008) “Justice and Resource Allocation in General Practice.” *Practical Ethics for General Practice*. 2nd Edition. Oxford: Oxford University Press.

Week 8 – March 17 – No Class, Reorganization period for distant learning in response to COVID-19
Week 9 – March 24 – Take Home Exam

Section II – Real World Test Cases

Week 10 – April 7 – Truthfulness / Autonomy

Surbone, A. (2006). “Telling the truth to patients with cancer: What is the truth?” *Lancet Oncology*, 7(11), 944-950.

Wang, L. (2019) *The Farewell*. Film.

Worksheet due April 10

Week 11 – April 14 – The Ethics of Quarantine

Cetron, M and Landwirth J. (2005). “Public Health and Ethical Considerations in Planning for Quarantine.” *Yale Journal of Biology and Medicine*, 78(5): 329-334.

Foucault, M. (1995) *Discipline and Punish: The Birth of the Prison*, translated by A. Sheridan. New York: Vintage Books. (excerpt posted on Blackboard)

Worksheet due April 17

Week 12 – April 21 – Healthcare Rationing / Procedural and Distributive Justice

New York State Department of Health / Task Force on Life and the Law (2015) “Ventilator Allocation Guidelines.” (Excerpts posted on Blackboard)

Caplan, A. (2020) “Getting Ready to Confront the Unthinkable”

Op Ed assignment posted

Worksheet due April 24

Week 13 – April 28 – Brain Death / Decision Making

Aviv, R. (2018) “The Death Debate.” *New Yorker*. February 5.

Goodwin, M. (2018) “Revisiting Death: Implicit Bias and the Case of Jahi McMath.” *The Hastings Center Report*, 48(S4):S77-S80.

Worksheet (including Op-Ed pitch) due May 1

Week 14 – May 5 – Research / Non-maleficence

Jones, J. (1993). *Bad Blood: The Tuskegee Syphilis Experiment*. New York: The Free Press. (Selections posted on blackboard)

Worksheet due May 8

Week 15 – May 12 – Birth Control / Beneficence

Jajima-Pena, R. (2015) *No Más Bebés*. Film.

Optional Reading: Davis, A. (1981) “Racism, Birth Control, and Reproductive Rights.” In *Women, Race and Class*. New York: Random House, 353-367.

No Worksheet this week! Work on your Op-Ed and study for the final.

May 15 – Assignment 2 – Op-Ed Writing Assignment – Due at 5pm!

May 22 – Final Exam due! N.B. The final take home will not be timed like the midterm!