

# Ethical Issues in Health Care (PHL 344): Fall 2022

## *Abbreviated Syllabus*

MW 3:00-4:50 pm  
Computer Center 402  
Credit hours: 4



Professor Megan Dean  
She/her/hers  
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Office hours: TBA

This course introduces students to contemporary issues in health care ethics, also known as bioethics. Health care ethics is an interdisciplinary field; however, philosophical analysis plays a central role. Students will engage with bioethical and philosophical writing as well as popular media to explore three central questions: How should we do bioethics? What makes a good clinical encounter? And, what makes a good healthcare system? Specific topics will include informed consent, moral distress, resource allocation, medical racism, and disability. Throughout the semester there will be opportunities to consider how course material pertains to the Covid-19 pandemic.

### **Course goals**

In this course, students will:

- Engage with bioethical and philosophical writing as well as popular media to gain familiarity with key issues, theories, and debates in health care ethics;
- Develop an awareness and compassionate understanding of the contexts in which people make health care-related choices, engage in health-related practices, and provide health care to others;
- Build a conceptual “toolbox” using theories and insights from a variety of bioethical and philosophical traditions;
- Practice perceiving, analyzing, and evaluating complex health-related situations with sensitivity and precision from a variety of perspectives (ex., as patient, loved one, healthcare provider, administrator, member of community, etc.);
- Practice communicating bioethical concepts, analyses, and evaluations clearly and persuasively to others in and outside the classroom.

### **Course texts**

All texts and media (podcasts, films, blog posts, etc.) will be available on D2L.

### **Course structure**

This course will be held in person. However, most class materials and activities will also be made available on D2L. All reading materials will be distributed through the course website on [D2L](#). The professor will communicate with the class through D2L's announcements and by email. All assignments must be submitted through D2L.

\*Please note that this course requires regular group work and discussion. This course does not presume any philosophical background, but requires students to engage with challenging philosophical texts.\*

### Evaluations

- **[Class participation](#)**: 15%
  - Participation grade consists of 7.5% for completing reading questions and submitting them to D2L; 7.5% for participating in in-class discussions.
- **Reading quizzes**: 2% each x 10 = 20%
- **Take-home tests**: 15% each x 3 = 45%
- **Self- and peer-reviews**: 5% total
- **Media reflections**: 5% each x 3 = 15%

### Important dates

- **Quizzes**:
  - All quizzes are pop quizzes and can be given at any time during the semester. If you miss a quiz you will have until the last day of that Module to complete it. No late quizzes will be accepted after that time.
- **Tests**:
  - [Test 1](#) is due at midnight October 3
  - [Test 2](#) is due at midnight November 2
  - Test 3 is due TBA (depending on exam schedule)
- **Media reflections**:
  - [Module 1 reflection](#) is due midnight September 25
  - [Module 2 reflection](#) is due midnight October 28
  - [Module 3 reflection](#) is due midnight December 2
- **Self- and Peer-Reviews**:
  - [Review 1](#) is due at midnight October 9
  - [Review 2](#) is due at midnight November 13
  - [Review 3](#) is due at midnight December 4

**Absolute deadline for all work in this course: midnight December 14. We cannot accept any work for credit after that time.**

Detailed course schedule with readings

Date	Topic/Task	Readings
Aug. 31	<a href="#">Introduction day</a> (Click on the link for access to	No readings.

	resources needed for today's class)	
Sept. 5	<b>HOLIDAY -- NO CLASS</b>	
7	<a href="#">Module 1: How should we do bioethics?</a> (Click on the link for access to all Module 1 class resources)	Beauchamp, Tom. " <a href="#">The 'four principles' approach to health care ethics.</a> " Chapter 1 in Ashcroft, Dawson, Draper, and McMillan, eds., <a href="#">Principles of Health Care Ethics</a> . - Pro tip: These links take you to an e-book in the MSU library system, which isn't always reliable. It may take you to entire book rather than the right chapter; if so, just look for the chapter within. You may also need to click on a "PDF" icon and download it to see full chapter.
12		<a href="#">Fiester, Autumn. "Why the Clinical Ethics we Teach Fails Patients."</a>
14		Arras, John D. " <a href="#">A case approach.</a> " Chapter 12 in Kuhse and Singer, eds., <a href="#">A Companion to Bioethics</a> .
19		Brody, Howard. " <a href="#">Narrative ethics.</a> " Chapter 20 in Ashcroft, Dawson, Draper, and McMillan, eds., <a href="#">Principles of Health Care Ethics</a> .
21		Little, Margaret Olivia. " <a href="#">Why a feminist approach to bioethics?</a> "  • Or try <a href="#">this link instead</a>
26		Khan Academy, " <a href="#">Prejudice and discrimination based on race, ethnicity, power, social class, and prestige</a> "; " <a href="#">Health and Healthcare disparities in the US</a> "; and " <a href="#">Intersectionality</a> " (This is a series of short videos from their Social Inequality and medicine series) Roeder, " <a href="#">America is Failing its Black Mothers</a> "
28	Module 1 wrap up day/citation workshop	No new readings  OPTIONAL resources (to help you prepare for your take-home test): <a href="#">The OWL at Purdue's Chicago Manual of Style (CMOS) Author-Date Guidelines</a> ; <a href="#">CMOS Author Date Powerpoint Presentation</a> (click through the slides, focus on slides #17-34); and browse through <a href="#">The CMOS Online "Author-Date: Sample Citations"</a>
Oct 3	<b>TEST DUE TODAY -- NO CLASS</b>	

5	<a href="#">Module 2: What makes a good clinical encounter?</a> (Click on the link for access to all Module 2 class resources)	<a href="#">Emanuel, Linda and Emanuel, Ezekiel. "Four models of the physician-patient relationship."</a>
10		<a href="#">Lorber, Judith. "Good patients and problem patients: Conformity and deviance in a general hospital."</a>
12		<a href="#">Halpern, Jodi. "Empathy and patient-physician conflicts."</a>
17		Mason, Neil C. <a href="#">"Consent and informed consent."</a> Chapter 39 in Ashcroft, Dawson, Draper, and McMillan, eds., <a href="#">Principles of Health Care Ethics</a> .
19		Elliott, C. <a href="#">"Patients doubtfully capable or incapable of consent."</a> Chapter 45 in Kuhse and Singer, eds., <a href="#">A Companion to Bioethics</a> .
24	<b>FALL BREAK -- NO CLASS</b>	
26		<a href="#">Kukla, Quill R. "How do patients know?"</a>
31	Module 2 Wrap up Day	No new readings
Nov. 2	<b>TEST DUE TODAY -- NO CLASS</b>	
7	<a href="#">Module 3: What makes a good health care system?</a> (Click on the link for access to all Module 3 class resources)	Hoffer, Edward P. "America's Health Care System is Broken" Parts <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> . (Click on the numbers for each part of the reading)
9		Wikler, Daniel and Sarah Marchand. <a href="#">"Society's Allocation of Resources for Health"</a> Chapter 30 in Kuhse and Singer, eds., <a href="#">A Companion to Bioethics</a> .
14		Gawande, Atul. <a href="#">"Overkill"</a> ( <a href="#">Alternate copy here</a> )

16		Roberts, Dorothy. Chapter " <a href="#">Medical stereotyping</a> " from <i>Fatal Invention</i> <ul style="list-style-type: none"> <li>Link to entire book here (FYI only one person can access this book at a time--please download what you want to read and exit out of the library site ASAP): <a href="#">Fatal Invention</a></li> </ul>
21		<a href="#">Ubel, Peter, Loewenstein, George, and Jepson, Christopher. "Whose Quality of Life?"</a>
23	Catch-up day	No new readings
28		Wendell, Susan. Chapter 4, " <a href="#">The Flight from the Rejected Body</a> " from <a href="#">The Rejected Body</a> . (Heads up: this is a long reading; if you are short on time focus on p. 93 to the end.)
30		Little, Maggie and Anne Drapkin Lyerly, "The Limits of Conscientious Refusal: A Duty to Ensure Access"
Dec. 5		<a href="#">Correll-Yoder, Natalie. "Moral distress"</a> ; <a href="#">Rushton, Cynda. "What is the cause of moral distress in healthcare professions?"</a> OPTIONAL: Walton, Mary K. "Sources of moral distress." Chapter 5 in Ulrich, Grady, eds., <a href="#">Moral Distress in the Health Professions</a> .
7	Module 3/course wrap-up day	No new readings

\*This syllabus is subject to change. Check back regularly for updates.\*