PHIL 321

Medical Ethics

Meeting Times: 100% online asynchronous

Course Instructor: Leah McClimans

Instructor Email: lmm@sc.edu

Virtual Office Hours: By appointment

Course Description: The aim of this course is two-fold In the first instance this course aims to introduce students to some key concerns in medical ethics. We will consider topics such as informed consent, patient autonomy, end-of-life decision-making, quality of life and elective reductions. Secondly, the course aims to provide students with some of the practical reasoning skills needed to solve the dilemmas and communication problems that characterize contemporary medical ethics.

There are no prerequisites for this course.

Learning Outcomes: Upon successful completion of Philosophy 321, students will be able to:
- Identify the sources and functions of values in the clinical and research context of medicine;
- Demonstrate an understanding of the importance of values and ethics for doctors, patients, and researchers in contemporary society;
- Demonstrate ability to reflect on how personal values shape personal and community ethics and decision making in the clinical and research contexts;
- Reflect on how the concepts of the person and justice play a role in moral reflection at the beginning and end of life;
- Reflect on the wider context of justice in contemporary society as it bears on issues of public health.

All learning outcomes in this Distributed Learning course are equivalent to the face-to-face (F2F) version of the course.

Required Materials: Required materials are available on Blackboard.

Course Format: This is a fully online course. Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. Regular Internet access is essential for successful completion of the course.

The typical class structure will consist of learning modules, which include:
- Short Video/PowerPoint Lectures
- Readings and occasional movies/documentaries
- Discussion Board Posts

- Reading quizzes
- Response papers to medical ethics dilemmas
- Translation exercises
- Preparation for mid-term and final exams

Course Structure: This is an entirely Web-based course. You will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last module or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

Course Communication: I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email.

Generally, I will reply to emails within 5 hours and will provide feedback on assignments within 24 hours. This said, I may not answer emails as quickly over the weekends as I don't work regular hours on Saturday or Sunday.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues or arrange an appointment to discuss them (if you can't make my virtual office hours).

Announcements will be posted to this course on Blackboard whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. **It is your responsibility to ensure that your email account works properly in order to receive email.**

Below is how you check your email address in Blackboard:
- Access blackboard.sc.edu
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, check your account (myaccount.sc.edu). For more information on setting your preferred university email, please see the How To Change Your Primary University Email Address (https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) Knowledge Base article.

Module Schedule: All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on a Monday and will end on Friday.

This is a fast-paced three week course. In order to complete all of the module assignments, you will spend about 6.5 hours per day on the course material for a total of approximately 98 hours of course-related activities using Blackboard. These activities include reading and reflecting on the texts, posting to the discussion board, taking reading quizzes, preparing response papers and translation exercises, and studying for the mid-term and final.

Here is a typical list of a day's responsibilities might include:

- Read assigned text(s) for week. Watch lecture online.
- Post discussion board comments or take a reading quiz
- Prepare response to medical ethics dilemma or translation exercise
- Study for mid-term or final

Technology Requirements: Online lectures will be provided via Panopto. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The online lectures, links to articles, assignments, quizzes, and the syllabus are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:
- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the [Service Desk](#).

Minimal Technical Skills Needed: Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support: If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the Self-Service Portal (https://scprod.service-now.com/sp) or visit the Carolina Tech Zone (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at UofSC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

Graded Assignments: Students will be required to complete 1) five discussion board postings, 2) five reading quizzes, 3) five short papers responding to a medical ethics dilemma, 4) five translation exercises, 5) one mid-term exam and 6) one final exam.

1. Reading responses posted to discussion board: Each student is required to post five reading responses on blackboard throughout the semester. These should be **at least one paragraphs long** and focus on a particular issue, concept or argument that they find intriguing, problematic or in need or explication. Reading responses are opportunities to raise questions or provide examples about the readings for the week.

    - Posts are due by 11.59pm on the day they are due.
    - Everyone is urged to read these posts; come to class prepared to discuss them. Online comments are welcome!

2. Students will be required to take five reading quizzes throughout the semester. These quizzes will be available on Blackboard.

3. Students will complete five 1–2-page responses to a medical ethics dilemma. These responses must:

    a. Identify the ethical issue(s) involved.
    b. Outline a course of action for the clinician to take in response to the dilemma.

        i. This course of action may involve requesting meetings with people, looking for additional information, ordering tests, acknowledging the difficulties involved.

4. Students will complete five translation exercises. These exercises will ask students to take a medical ethics issue and translate it for different audiences, e.g. senior citizens, a kindergartener, your parents, using a range of media, e.g. tiktok video, infomercial, song.

5. The mid-term and final exams will be timed exams on Bb consisting of short answer questions and multiple choice. The mid-term will focus on the first half of the course and the final will focus on the second half.

Grading

10%	Reading Responses Posted to Discussion Board
10%	Reading Quizzes
20%	Responses to Medical Ethics Dilemma
20%	Translation Exercises
20%	Mid-Term Exam
20%	Final Exam

Grade Scale:

90% – 100%: A	87% – 89%: B+	80 %– 86%: B	77% – 79%: C+
70% – 76%: C	67% – 69%: D+	60% – 66%: D	0 – 59%: F

Late Work Policy: Late submissions of the reading responses, quizzes, responses to medical ethics dilemmas and the translation exercises will receive a 10-point penalty for every 24-hour period that the assignment it is late, and no assignment will be accepted for credit once it is more than 5 days late.

Be Careful: The clock on your computer may be different than the clock in Blackboard. If the clock is different by one second, you will be locked out of the assignment or quiz. Plan accordingly. I recommend that you submit your assignments, quizzes, and exams well before deadline.

Incomplete Grades: Incompletes will be granted only in accordance with university policy.

Attendance Policy: Because this class is 100% online, there is no required attendance in the usual sense. However, there will be required assignments each module with real and enforced deadlines. Therefore, if an illness or other type of emergency means that you cannot turn in an assignment or otherwise keep up with the work, you will need to contact me as soon as you are able. I do not accept doctors' notes. Please do not send me personal

health documents of any kind. If you have a serious circumstance and communicate with me in a timely and proactively manner, I will work with you to make arrangements for you to quickly catch up on missed work.

Class Conduct/Netiquette: Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in my class.

Our Discussion Board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:
- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- **Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.**
- **When sending an email, please include a detailed** <u>subject line</u> **that includes your first and last names and the course number and section (Ex. Ginger Kirkpatrick-ENGL 101-Section 706) in the message and sign** the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Strictly avoid profanity
- Re-read, think about, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

Academic Integrity: The *Carolina Community Student Handbook* outlines the Honor Code for the University. Please review that information. You are expected to practice the highest possible standards of academic integrity. Please be fully aware of what encompasses cheating, plagiarism, lying, and other forms of academic dishonesty. Rewording any section of another author's work without citing them, copying and pasting from the internet, and giving your answers to another student are additional examples of academic dishonesty that some students are not aware of, but that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be dealt

with according to the procedures as set forth in the Honor Code. *Breaches of academic integrity will, at a minimum, result in the failure of that assignment and referral to the Office of Academic Integrity and may result in failure of the course. Remember that the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."*

Generative AI: It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

Students with Disabilities: Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center (SDRC), 1705 College Street, Close-Hipp, Ste 102, Columbia, SC 29208; Phone: 803-777-6142; Email: sasds@mailbox.sc.edu and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible, preferably within the first week of class.

Copyright/Fair Use: I, as the instructor, will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected not to distribute any of these materials or any coursework (whether graded or ungraded).

Course Schedule
Due dates and exact schedule will vary depending on format and semester the course is offered.

	Day	Topic	Coursework	Due Today
1	12/30	Introduction to the class	Start here! Introduction to the course.	• Introduce yourself assignment
2	12/31	Module 1: Introduction to Bioethics	Read: • Lepore. 2009. "The politics of death" New Yorker, 22 November • Brandt, 1978 "Racism and Research: The Case of the Tuskegee Syphilis Study" Hastings Center Report 8(6) 21-9. Watch: • Ms. Evers Boys (movie) • Online Lecture x 1	• Post reading response to discussion board • Translation exercise due: Translate the development of medical ethics to a group of senior citizens with an info commercial

	Day	Topic	Coursework	Due Today
	1/2	Module 1: Introduction to Bioethics: Four principles approach and beyond	Journal of Medical Ethics 29(5) selected articles: • Gillon, "Four Scenarios" • Beauchamp,"Methods and Principles in Biomedical Ethics" • Gardiner,"A Virtue Ethics Approach to Moral Dilemmas in Medicine" • Harris, "In Praise of Unprincipled Ethics" Strong, "Specified Priniciplism" Watch: • Online lecture x 1	• Take reading quiz • Translation exercise due: Translate the four principles approach in medical ethics to your parents using a cartoon.
4	1/03	Module 2: Key Concepts in Medical Ethics: Patient-Physician Relationship	Read: • Emanuel and Emanuel. 1992. Four models of the physician-patient relationship" JAMA. 267: 2221-6. • Shorter. 2013. History of the doctor-patient relationship. pp. 783-800. Watch: • Online lecture x 1	• Post reading response to discussion board • Translation exercise due: Translate the patient-physician relationship to teens using a short video • Review for mid-term
5	1/6	Module 2: Key Concepts in Medical Ethics: Autonomy and Informed Consent	Read: • Faden and Beauchamp. 1986. A history and theory of informed consent'. OUP pp. 76-84, 132-140, 241-256. • O'Neill 2003. "Some limits to informed consent" Journal of medical ethics 29(1). Watch: • Online lecture x 1	• Take online quiz • Translation exercise due: Translate autonomy and informed consent to a group of kindergarteners in song • Review for Midterm

	Day	Topic	Coursework	Due Today
6	1/7	Module 2: Key Concepts in Medical Ethics: Confidentiality	Read: • Applebaum. 2002. "Privacy in Psychiatric Treatment: Threats and Responses" American Journal of Psychiatry, 159: 1809-18. • Seigler. 1982. "Confidentiality in Medicine—A Decrepit Concept" NEJM. 307: 1518-21. Watch: • Online lecture x 1	• Post reading response to discussion board • Translation exercise due: Translate confidentiality in medical ethics to a 18th century landowners in Europe using flashcards. • Review for Midterm
7	1/8	Module 2: Key Concepts in Medical Ethics: Truth Telling	Read: • Bok. 1988. "Lying and Lies to the Sick and Dying" in Ethical Issues in Professional Life, Callahan (ed) OUP, pp. 141-50. • DeVita. 2001. "Honestly, do we need a policy on truth?" Kennedy Journal of Ethics. 11: 157-64. Watch: Online lecture x 1	• Take reading quiz • Review for Midterm
8	1/9	Module 3: Futility and Non-Beneficial Treatment	Read: • Brett and McCullough. 2012. "Addressing requests by patients for nonbeneficial interventions" JAMA 307: 149-50. • Saunders. 2000. "Whose Facts Whose Values" in *When doctors say no, the battleground of medical futility*, Indiana University Press, pp. 1-41. Watch: • Online lecture x 1	• Medical ethics dilemma paper due • Midterm Exam

	Day	Topic	Coursework	Due Today
9	1/10	Module 4: Abortion	Listen: • Supreme Court Over Turns Roe Vs. Wade https://www.npr.org/transcripts/1107533615 • Ezra Klein podcast "Sex Abortion and Feminism as See From the Right" Read: • Ehrenreich 2004. "Owning Up to Abortion", NYT July 22. • Little. 1999. Abortion, Intimacy and the Duty to Gestate. Ethical Theory and Moral Practice, 2(3)295-312. Watch: • Online lecture x 1	• Medical ethics dilemma paper due • Post reading response to discussion board
10	1/13	Module 5: Organ Donation	Read: • Veatch. 1995. "Definitions of Death: Problems for Public Policy" in Dying Facing the Facts. Wass and Neimeyer (eds), chapter 16. • Jonsen. 2012. The Ethics of Organ Transplantation: A Brief History. AMA Journal of Ethics, 14(3): 264-68. • Truog. 2005. "The Ethics of Organ Donation by Living Donors" NEJM, 353: 444-46. Watch • Tales from the Organ Trade (documentary) • Online lecture x 1	• Medical ethics dilemma paper due • Take reading quiz • Review for Final
11	1/14	Module 6: Medical Aid in Dying	Read: • Callahan. 1992. "When self-determination runs amok" Hastings Center Report, 22(2)52-55. • Douglas. 2014. "Moral concerns with sedation at the end of life" Clinical Ethics, 40: 241. • Diaz. 2019. "Medical Aid in Dying is an Ethical and Important end-of-life care option", American Journal of Bioethics, 19(10): 8-9. Watch: • When My Time Comes (documentary) • Online lecture x 1	• Medical ethics dilemma paper due • Post reading response to discussion board • Review for final

	Day	Topic	Coursework	Due Today
12	1/15	Module 7: Justice and Healthcare	Read: • Pellegrino. 1999. "The commodification of medical and health care" Journal of Medicine and Philosophy, 24(3): 242-66. • Daniels. 2001. "Justice, Health and Healthcare" American Journal of Bioethics, 1(2): 2-16. Watch: • Online lecture x 1	• Medical ethics dilemma paper due • Take reading quiz • Review for Final
13	1/16	Module 8: Seriously Ill Infants	Read: • Singer. 2005. "Pulling back the curtain" LA Times, March 11 • Verhagen and Sauer. 2005. "The Groningen Protocol—Euthanasia in Severely Ill Newborns" NEJM, 352: 959-62 • Johnson. 2003. "Unspeakable Conversations" NYT Magazine, February 16. Watch: • Online lecture x 1	• Review for final
	1/17	Review	Read: Finals Guide on Bb under Assignments	• Review for Final
	1/18	Final Exam		• Final Exam