**Medical Ethics**

PH202-FY

Instructor: Ting Cho Lau

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Office Hours: Parker 205

MW - 1:30-3:30, Tue 3-5

Meeting Time: MW 11:20-12:50

Classroom: Main Hall 26

**§1 Course Description and Objectives**

Description: This course will examine ethical issues in medicine with a firm foundation in basic moral theories (e.g., consequentialism, deontology, virtue ethics, CST, etc.). While the course focuses on issues and topics relevant to clinical practice, it is also a humanities course focused on developing a deeper understanding of our ethical judgments.

The course will cover a variety of topics ranging from standard bioethics topics (e.g., provider-patient relationship, research on human subjects, abortion, euthanasia, etc.) to more recent and specific topics (e.g., gene editing and human enhancement, use of PEDs in professional sports, xenotransplantation, etc.). Students will also be responsible for researching and presenting on at least one bioethics topic that was not covered in class.

Objectives:

* Develop a working knowledge of basic moral theories
* Apply moral concepts to topics and case studies in reading, writing, and oral communication
* Understand basic bioethical issues with a sensitivity to diverse perspectives
* Investigate and formulate a substantive opinion on a bioethics topic not already covered in class

**§2 Materials**

* All course materials provided online

**§3 Assessment and Grading**

Your final grade is determined by the following components:

*Participation (10%)*

* 10% - In class participation

*Moral Theories Quiz (10%)*

* Short answer quiz covering basic moral theories discussed in class

*Argument Map/Outline + Response (10% x 2)*

* Create a 2-page argument map/outline of a selected paper/passage with responses

*Case Study Letter (15% x 2)*

* Write a 3 page (double-spaced) letter to a hospital administrator or colleague justifying your course of action

*Final Exam (10% Oral Examination + 20% Written Examination)*

* Oral Examination - (Choose Article and Explain Thesis - Instructor asks follow up questions)
* Written Examination - (Cumulative Written Examination)

**§4 Policies**

*Mutual Respect*:

* Please show mutual respect and cordiality. Try not to interrupt and seek to listen to others before speaking.
* I aim to grade and return assignments within two weeks after submission. If you wish to challenge a grade, wait until at least the next session we meet. Advice: These meetings go best for you if you have an attitude open to improvement.
* We will discuss sensitive topics and I aim to provide warnings ahead of time. If you have any concerns before, during, or after a class session, feel free to contact me.

*Late Policy*:

* Due dates are given to help facilitate grading and feedback. Aim to turn in assignments by those dates. Extensions can be granted if reasonable requests are communicated at least two days before the due date. If there is no prior communication and the assignment is late, **10% is taken off within the first two days that it is late. After that, an additional 10% is taken off for every two additional days that it is late.**

*Attendance Policy*

* Excused absences will not entail automatic reductions but frequent absences will affect your participation grade. I will take attendance

**Extra Credit Versus Active Participation:** Sometimes a student who is not doing well academically in the course will request an extra credit assignment, usually near the end of the semester, when it becomes clearer that the student’s calculated course grade is falling below their expectations. The course instructor does not accept extra credit assignments, in part because allowing one student extra credit would not be fair to the other students in the course and allowing extra credit for all the students in the course could result in late-semester, unscheduled, quickly prepared assignments that the course instructor must evaluate during the busiest time of the semester for both students and the course instructor. There is also no substantial, peer-reviewed, published evidence that such extra credit by itself significantly enhances student understanding of the course material.

We do know, however, that, when one mentally engages the subject matter by actively participating in the course throughout the semester, conceptual understanding increases (for example, Freeman S, Eddy SL, McDonough M, Smith MK, Okoroafor N, Jordt H, Wenderoth MP. June 10, 2014. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences* 111[23]: 8410-8415). There are several examples of active participation. For this course, the most highly recommended act showing active participation, and the most effective action one can take to better understand the course material, is direct communication with the course instructor whenever the confusion surfaces.

**§5 Institutional Information, Support, and Additional Policies**

*Writing Center:*

The Wagner Writing Center provides support for undergraduate and graduate writers of all abilities, in all disciplines, as they cultivate academic and professional writing skills that will serve them for a lifetime. Good writing reflects the work of Wagner College’s community of thinkers, readers, and researchers; the center’s mission is to foster individual growth as a writer through interaction with friendly, highly trained tutors. Writing Intensive Tutors (WITs) can provide feedback at any stage of the process from brainstorming and outlining to drafting and revising. In addition to helping with papers, WITs can also assist with the planning and visual design of slide presentations, the scripting and layering of sounds for podcasts, and storyboarding and pre-production for video projects. The Writing Center is located on the first floor of the Horrmann Library. Look for the glass-walled meeting space, directly to the right of the library entrance. The Writing Center offers both in person and synchronous virtual sessions. We provide one-on-one and small group tutoring, free of charge, for Wagner students working on any writing assignments. Make an appointment: [wagner.mywconline.com](http://wagner.mywconline.com/)

*Diversity and Inclusion:*

The instructors of this course value equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the instructors prohibit and will not engage in any discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, or disability. The instructors are committed to provide all students with an excellent course experience within an atmosphere of mutual respect and trust, and expect that all students abide by the policies of Wagner College concerning academic integrity, anti-harassment and anti-discrimination as described in the Student Handbook and on the website of the college.

*​​Religious Observances:*

If you experience a scheduling conflict or need accommodations for a religious observance, please provide the professors with your request **by the end of the second week of the course**. Contact the professors to discuss your request and identify appropriate options.

*A Note on Disabilities:*

If you have a disability or believe you might have a disability, you are encouraged to contact your professors and Danae Choquette in Academic Advising and Accessibility (danae.choquette@wagner.edu) so that the necessary accommodations can be made ahead of time. For more information about accessibility services and the available accommodations, visit Wagner College’s Office of Academic Advising and Accessibility homepage (<https://wagner.edu/aaa/accessibility-services/>)

*Academic Honesty:*

All work turned in for this class must be your own, and if you make use of someone else's ideas or information, you must give them credit. You are not permitted to use Artificial Intelligence (AI) or other technology to do your work for you. Plagiarism and cheating represent serious violations of intellectual, ethical, and academic standards. The consequences for either can include assignment failure, semester failure, suspension, and in severe cases, expulsion. The Academic Honesty Committee (AHC), comprised of both faculty and student representatives, hears cases of academic dishonesty. In cases of academic dishonesty, the professor must turn the case over to the AHC for investigation. All students are expected to be aware of and abide by Wagner’s guidelines for academic integrity. More information can be found by going to<https://wagner.edu/campus-life/resources/>, clicking on “View Student Handbook,” and then going to the section called “Academic Honesty Policy.” Please read this article for a full discussion of plagiarism, and talk to your professor if you have any questions about it:<https://wagner.edu/cace/files/2015/11/Avoiding-Plagiarism-DOC.docx>

**§6 Schedule of Readings**

Some Comments

* Recommended readings are made available to students who want to learn more about the topic. Familiarity with them will not be assumed in class. However, if you want to lead a class discussion or write papers on a topic, you should do the recommended readings.
* I try to keep readings within 35 pages per meeting. If the reading goes beyond that, I will tell you where to focus and will also provide a summary or overview in class.
* MT = Timmons *Moral Theory*

| Week 1 Medicine and the Patient/Provider Relationship | * 8/26 Syllabus
* 8/28
	+ Kukla - What Counts as a Disease, and Why Does It Matter?
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| Week 2 Moral Theory | * Labor Day Break
* 9/4 Consequentialism - Timmon
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| Week 3 Moral Theory | * 9/9 Kantian Deontology - Timmons
* 9/11 Virtue Theory - Timmons
	+ Patient-Doctor Relationship (Part 3 of Ethical Directives)
	+ Guided Review Exercise
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| Week 4 Abortion | * 9/16
	+ Moral Theories Quiz
	+ Mary Anne Warren, “The Moral and Legal Status of Abortion,” Monist (1973): 43-61.
	+ Abortion Laws and Mifepristone (Last Week Tonight)
* 9/18
	+ Stephen Napier, “Abortion” - Chapter 6 of Uncertain Bioethics
	+ Ethical and Religious Directives - (Part Four)
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| Week 5 Euthanasia  | * 9/23
	+ Singer, Peter, “Chapter 7: Taking Life: Humans.” From *Practical Ethics*
* 9/25
	+ Stephen Napier, “Chapter 7: Euthanasia.” From *Uncertain Bioethics*.
	+ Ethical and Religious Directives for Catholic Health Care Services - (Part Five)
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| Week 6 Death | * 9/30
	+ Bostrom- The Fable of the Dragon Tyrant
	+ David Gems, “Is More Life Always Better?” Hastings Center Report 33(4) (2003): 31-39.
* 10/2
	+ https://www.youtube.com/watch?v=kw2H\_j81\_50
	+ Debate
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| Week 7 Disability and Xenotransplantation  | * 10/7
	+ SEP Article on Disability https://plato.stanford.edu/entries/disability/
* 10/9
	+ Rodger, Hurst, Cooper - Xenotransplantation - A Historical-Ethical Account of Viewpoints
	+ https://www.youtube.com/watch?v=xl06IscEg\_Y&ab\_channel=NYULangoneHealth
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| Week 8 Organ Markets  | * 10/16
	+ Brennan and Jaworski - Markets without Symbolic Limits
	+ PBS- Iran Kidney Markets https://www.youtube.com/watch?v=BiebEnhPitM&ab\_channel=PBSNewsHour
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| Week 9 Sports, Medicine, and Transgender Athletes | * 10/21
	+ Savalescu and Clayton - Why we should allow performance enhancing drugs in sports
* 10/23
	+ Gleaves and Lehrbach - Beyond Fairness: the ethics of inclusion for transgender and intersex athletes
	+ Pike - Safety, fairness, and inclusion: transgender athletes and the essence of rugby
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| Week 10 Race in Medicine and Pharmaceutical Research  | * 10/28
	+ PBS Newshour - “How racial biases in medical algorithms lead to inequities in care”
	+ Lorusso and Bacchini, “The indispensability of race in medicine”
* 10/30
	+ Joel Lexchin, “Those Who have the Gold Make the Evidence,” Science and Engineering Ethics (2012): 247–261.
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| Week 11 Human Enhancement | * 11/4
	+ Nick Bostrom and Anders Sandberg, “Cognitive Enhancement: Methods, Ethics, Regulatory Challenges,” *Science and Engineering Ethics* (2009): 311-341.
	+ Thomas Douglas, “Moral enhancements,” *Journal of Applied Philosophy,* 25(3) (2008): 228-245.
* 11/6 Debate Activity
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| Week 12 Ethics of Research Subject | * 11/11 The Immortal Life of Henrietta Lacks
* 11/13 Movie Discussion and Emanuel and Miller’s “The Ethics of Placebo-Controlled Trials - A Middle Ground
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| Week 13 Oral Examinations | * 11/18 Oral Examination
* 11/20 Oral Examination
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| Week 14 Oral Examinations | * 11/25 Oral Examination
* Break
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| Concluding Review | * 12/2 Conclusion
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