

SYLLABUS

PHIL-3360-M01

Medical Ethics

Spring 2016

M,W: 16:00-17:15

Room 1, Padre Rubio Hall

3 Credits

Prerequisites: PHIL-1050;

PHIL-2050

Renzo Llorente, Ph.D.

Rm. 311, San Ignacio Hall

Office Hours:

M, W: 10:10-10:50; 13:30-

15:00; F: 10:10-10:50;

F: 13:00-14:00; & by

appointment.

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Tel.: ext. 231

Description:

An introduction to the analysis of ethical problems arising in medicine, nursing and the life sciences.

Objectives:

This course will acquaint students with some of the major debates within the field of medical ethics, with the aim of developing their ability to use moral reasoning for the clarification and analysis of ethical questions that arise in medicine, nursing and the life sciences.

After successfully completing PHIL 336, a student will i) understand and ii) be able to explain (for the purposes of exposition or analysis):

- the four basic principles that tend to inform debates in medical ethics;
- some of the fundamental ethical issues that arise in connection with reproduction, including surrogate mothering and prenatal testing for disabilities;
- the essential moral considerations regarding the practice of organ donation and medical experimentation involving non-human animals;
- the most important philosophical arguments for and against the sanctity of life doctrine, euthanasia, and the moral distinction between “killing” and “letting die”;
- the most important moral criteria concerning resource allocation in the provision of health care;
- the duties and obligations of health-care professionals with regard to confidentiality, truth telling, and informed consent; and
- some of the ethical issues of special concern to nurses.

Required texts:

Helga Kuhse and Peter Singer (eds.), *Bioethics: An Anthology*, Second Edition (Oxford: Blackwell Publishing, 2006). The book is available at the campus bookstore. Students may also be expected to read additional short texts distributed as photocopies in class. Aside from these required texts, some supplementary on-line resources will also be suggested during the course of the semester. In addition, students may find it useful to consult two general interest philosophy journals available in the University library: *Philosophy Now* and *The Philosophers' Magazine*.

Course requirements:

Besides the regular reading assignments from *Bioethics: An Anthology*, the course requirements are as follows: two exams (a midterm and final); one short paper (approximately 7-8 pages); occasional in-class exercises (e.g., quizzes); regular attendance; and participation in class discussions. With regard to participation, it will be assumed that students have completed reading assignments before class, and will be prepared to participate in class discussions.

Grading:

>The final course grade will be based on four partial scores: two exam grades, a grade for the paper, and one for in-class work (including participation). These four grades will be weighed as follows:

In-class work	=	20%
Midterm exam	=	25%
Paper	=	30%
Final exam	=	25%

Please bear in mind that *poor attendance will adversely affect a student's grade for in-class work (which includes class participation)*. In addition, only **two** unexcused absences are permitted; for each additional unexcused absence the final course grade may be lowered by one-third.

>The grading scale is as follows: 93 and above = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+

73-76 = C
70-72 = C-
60-69 = D
0 -59 = F

Tentative Course Outline / Schedule

Reading assignments should be completed by the date listed. (For example, the essay by Titmuss, "Why Give to Strangers?," should be read *before* our meeting on February 3.) All readings can be found in *Bioethics: An Anthology*. (The number in parentheses after the title of the reading refers to its chapter number in *Bioethics*.)

Please bear in mind that this schedule is subject to modification.

January

13 General Introduction to "Medical Ethics"

18 "Introduction" (Kuhse and Singer)

Issues in Reproduction

20 Purdy, "Surrogate Mothering: Exploitation or Empowerment?" (7)

25 "Surrogate Mothering" (cont.); Dodds & Jones, "A Response to Purdy" (8)

26 Last Day to Drop a Class Without a Grade of W and /or Add a

Class Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options

27 Purdy, "Genetics and Reproductive Risk: Can Having Children be Immoral?" (11)

February

1 Asch, "Prenatal Diagnosis and Selective Abortion: A Challenge to Practice and Policy" (12)

Organ Donation & Experimentation with Animals

3 Titmuss, "Why Give to Strangers?" (50) Radcliffe-Richards, et. al., "The Case for Allowing Kidney Sales" (52)

8 Singer, "All Animals are Equal" (64)

10 "All Animals" (cont.); Frey and Paton, "Vivisection, Morals and Medicine: An Exchange" (65)

15 "Vivisection" (cont.)

Life and Death Issues (the sanctity of life doctrine, euthanasia, killing vs. letting die, assisted suicide, etc.)

17 Glover, "The Sanctity of Life" (25)

**Registration for Summer 2016
Sessions begins**

22 "The Sanctity of Life" (cont.)

24 Declaration on Euthanasia: Sacred Congregation for the Doctrine of the Faith (26)

29 **MIDTERM EXAM**

March

2 Rachels, "Active and Passive Euthanasia" (28)

7 "Active and Passive" (cont.); Nesbitt, "Is Killing No Worse Than Letting Die?" (29)

9 "Is Killing No Worse" (cont.);

11 **Last Day to Drop a Class and Receive a Grade of W**

14 Kuhse, "Why Killing is Not Always Worse—And Sometimes Better—Than Letting Die" (30)

16 Hill, "The Note" (39); Callahan, "When Self-Determination Runs Amok" (40)

21 **No class (Spring Vacation)**

23 **No class (Spring Vacation)**

28 Lachs, "When Abstract Moralizing Runs Amok" (41)

Resource Allocation

30 Harris, "The Value of Life" (46)

April

4 Veatch, "How Age Should Matter: Justice as the Basis for Limiting Care to the Elderly" (47)

Confidentiality, Truth Telling, and Informed Consent

6 Siegler, "Confidentiality in Medicine: A Decrepit Concept" (66) **Registration for
Fall 2016 Semester begins**

11 Collins, "Should Doctors Tell the Truth?" (68)

13 Higgs, "On Telling Patients the Truth" (69) **>PAPER DUE**

18 Elliot, "Amputees by Choice" (72)

20 Macklin, "The Doctor-Patient Relationship in Different Cultures" (75)

Special Issues Facing Nurses

25 Kroeger Mappes, "Ethical Dilemmas for Nurses: Physicians' Orders versus Patients' Rights" (76)

27 Newton, "In Defense of the Traditional Nurse" (77)

May

2 Holiday (University Closed)

4 **FINAL EXAM—15:30**

Additional Information

**The use of cell (mobile) phones will not be permitted during class.

**Papers are due at the *beginning* of class on April 13; any paper received after this time will be considered late. The grade for a paper submitted after the deadline may be lowered by 1/3 for each day late. (Papers submitted on April 13 but after the beginning of class may be considered one day late.)

**In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the

completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

****Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.**

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: http://spain.slu.edu/student_life/docs/SLUMadridSexualMisconductPolicy.pdf.

**Saint Louis University, Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including exams and submitted papers, may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.