

CE-2012
3.0 units
Intersession 2018

HEALTH ETHICS
(Draft syllabus 10-20-17)

Health and medicine lie at the intersection of thea/x/ologies, morals, and our bodies. This course provides a foundation in bioethics and the complexities of health, illness and health care. Students develop the ability to apply ethical theory and biopolitical knowledge to key health issues, such as end-of-life decision-making, patient-provider relationships, responsible research, genetic/reproductive technologies, the care of vulnerable populations, organ donation, and crisis medicine. The course includes a significant “laboratory” component, in which students develop and lead hands-on analysis of key concepts and ethical problems in order to produce valuable arguments for bioethical debate as well as pastoral leadership. The course ends in an exam, which takes the place of any post-intensive work to be completed.

Meets every weekday between Friday and Saturday, January 16-20, 2018, 9:00pm-12:00 pm; 1:00pm to 5:00pm in the Chapel (main floor) at Starr King School for the Ministry. One or two field trips may encompass the lunch hour, but break times will be provided in the schedule.

PREREQUISITE: Students are expected to have taken an introductory course in ethics, have significant undergraduate philosophy or ethics experience or some equivalent educational experience in a related field. Acceptance to the course will be determined on a case-by-case basis.

I. Faculty Details

Instructor: Megan Dowdell, mdowdell@sksm.edu

Office Hours: You may request a 20-minute appointment to discuss course assignments using the following link: www.calendly.com/megan-dowdell

E-mail Communication Policy: Questions by e-mail are welcomed. E-mails sent after 6pm or on the weekend may not receive an immediate response. The instructor does not accept text messages from students. Subject lines of e-mail messages should clearly indicate whether you have a question or request for appointment. Please do not hesitate to contact fellow students for assistance as well.

II. Student Learning Outcomes

At the close of the course and successful completion of all course requirements, students will be able to:

- Investigate the moral dimensions of health, illness, and medicine and appraise emotional responses, relevant features, and senses of right and wrong;
- Articulate foundational concepts and key theo-ethical perspectives on multiple ethical concerns related to health, illness, and health care;

- Place ethical problems in health and medicine in historical, philosophical, and medical contexts;
- Apply ethical principles to real-life congregational, community, and global health issues;
- Integrate historically marginalized voices and critically evaluate dominant perspectives on controversial topics in health ethics;
- Develop a moral position and prophetic message on a health ethics issue for religious professionals and faith communities, as well as their communities of accountability

III. Sources for Learning

We enter the field of health ethics through multiple doorways: (1) traditional/dominating theoretical frameworks, such as the principles approach to biomedical ethics; (2) narrative and lived experience; and (3) rich and diverse contemporary scholarship on ethics and health concerns for today's world. The sources for learning include a diverse set of perspectives from North American and global scholars from these bodies of knowledge. The required books will be significantly supplemented with electronic readings to focus each unit and include diverse voices.

a. Required Texts for Purchase:

Tom **Beauchamp** and James **Childress**, *Principles of Biomedical Ethics, Seventh Edition*. New York: Oxford University Press, 2012. ISBN: 0199924585 (\$35.08 on Amazon)

- From Ch.1: Moral Norms, “Common Morality as Universal Morality” and “Particular Moralities as Nonuniversal”;
- from Ch.10: “Common Morality Theory” (Tuesday)
- Ch. 4: Respect for Autonomy (Tuesday)
- Ch. 5: Nonmaleficence (Wednesday)
- Ch. 6: Beneficence (Wednesday)
- Ch. 7: Justice (Friday)
- Ch.8: Professional-Patient Relationships (Tuesday)

Rosemarie **Tong**, *Feminist Approaches to Bioethics*. Boulder: Westview Press, 1996. ISBN 0-8133-1954-4 (\$30.86 on Amazon – may be difficult to find)

- Prologue (pp.1-8) (Tuesday)
- Ch. 2: Feminist Approaches to Ethics (pp.37-52) (Tuesday)
- Ch. 4: Feminist Approaches to Bioethics (pp.75-98) (Tuesday)
- Ch. 6: Nonfeminist and Feminist Perspectives on Abortion” (pp.125-155) (Thursday)
- Ch.7: “Nonfeminist and Feminist Perspectives on Artificial Insemination and In-Vitro Fertilization” (pp.156-186, especially pp.173-186) (Thursday)
- Ch. 8: “Feminist and Nonfeminist Perspectives on Surrogacy” (pp.187-213) *Recommended – Chapter 5, “Nonfeminist and Feminist Perspectives on Contraception and Sterilization” and Chapter 9: “Feminist and Nonfeminist Perspectives on Genetic Screening, Diagnosis, Counseling, and Therapy”* (Thursday)

ONE OF THE FOLLOWING (Kindle versions OK):

Wendy **Cadge**. *Paging God: Religion in the Halls of Medicine*. Chicago: University of Chicago Press, 2013. ISBN: 0226922111 (\$28.98 on Amazon, \$15.66 on Kindle)

Atul **Gawande**, *Being Mortal: Medicine and What Matters in the End*. Picardo, 2015. ISBN: 1250081246 (\$11.40 on Amazon, \$9.99 on Kindle)

Rebecca **Skloot**, *The Immortal Life of Henrietta Lacks*. New York: Random House, 2011. ISBN: 9781400052189 (\$12.80 on Amazon, \$10.99 on Kindle)

Byock, Ira. 2004, 2014. *The Four Things that Matter Most: A Book About Living*. New York, NY: Atria Books. ISBN 978- 1476748535 (\$20.87 on Amazon, \$12.99 on Kindle)

b. Optional Books (Recommended Books for MA/PhD students)

Steinbock, Bonnie, Alex John London, and John D. Arras (Eds.). 2013. *Ethical Issues in Modern Medicine: Contemporary Readings in Bioethics*. Eighth Edition. New York: McGraw-Hill Companies. ISBN 978-0073535869 (\$37.06 to rent on Amazon)

Jonsen, Albert. *The Birth of Bioethics*. New York: Oxford University Press, 1998. ISBN 978-0-19-517147-1 (\$48.97 on Amazon, Used options available)

c. Additional Required Resources:

The instructor will supplement the required course books by assigning required articles, case studies, and other electronic media relevant to each unit of the course.

d. Independent Research:

Students are expected to independently research topics relevant to the course, using the GTU electronic and print holdings and subscriptions as well as popular U.S. and global media available on the Internet. Students should come to the intensive with a working knowledge of the GTU's resources and how to use them, and if possible, preliminary searches on course topics and areas of specific interest.

e. Embodied Knowledge

The last (or in some ways, the first!) source of learning: the personal, lifelong experience of having/being a body in relationship with other bodies as human beings. Embodied experience is a form of expertise in itself and ought not to be discounted. As students are confronted with multiple forms of knowledge and a variety of views on important issues related to health and illness, personal histories (our own and through narratives and literature) can offer pause and help one to think critically in dialogue with scholarly, professional, and sacred sources. Students are expected to approach texts and resources with the goals of interpretation, analysis, and response, while engaging embodied experience as a valuable component of learning; *however*, personal sharing (anecdotes, stories, and raw opinions) is no substitute for serious study and engagement. Everyone will be reminded, gently and often, to *bring it back to the text*.

Note: Areas of health ethics address experiences of pain, trauma, and violence. These experiences live in personal, family, and collective histories as well as religious communities and traditions. Processes of grief, healing, and recovery are not linear and can provoke a wide range of responses (or non-responses) and needs. This course values honesty, compassion, and community, **but it does not gather for a therapeutic purpose**. All students, regardless of personal history, are encouraged to seek out external sources of support, comfort, and restoration in preparation for the course, according to their personal needs.

IV. Course Expectations

The course is designed as an interdisciplinary seminar and laboratory.

1. **Attendance:** Each student is expected to come to each course meeting on time and ready to begin at 9:00am. If you are sick or have to miss class, please send the instructor an e-mail prior to the session. If you miss a unit, it is your responsibility to review what has been missed and stay up-to-date with the material. The first day of the intensive sets the foundation of health ethics and the rest of the week; missing any of the intensive will put a student at a significant disadvantage. If you miss more than three (3) units, I suggest you withdraw from the course. Repeated lateness will negatively impact your evaluation in the course.

Bring to Class: Your laptop or tablet, assigned texts, and reading notes. All phones must be completely off during the class meetings.

2. **Reading and Note-taking:** Each student is expected to read all required reading in full, and come to the intensive sessions prepared to discuss the assigned texts and cases that are indicated in each unit of the course schedule or by the instructor. Please see the PDF handout on the website about “good note-taking for ethics” for the instructor’s suggestions on how to be a successful note-taker. Good notes will help you analyze, evaluate, and apply what you have read and discussed. This course will engage these issues with the goal of theo-ethical reflection, intellectual depth, and professional discernment in a dialogue among scholars and leaders.
3. **Participation:** Student involvement and leadership in course discussions is essential to the study of health ethics. Plan to speak and speak often.
4. **Leadership:** Beginning on Day 2, at least two students will be assigned as discussion leaders for class meetings (marked with an asterisk in course schedule). The discussion leaders will have the following responsibilities:
 - a. Create 3-5 discussion questions for class. You may review these with the other discussion leader assigned to your section or with the instructor by email. You will have an opportunity to guide the discussion for a portion of the session.
 - b. After the session, student leaders will complete a 2-page write-up (see below) of the new insights from the seminar discussion and case analysis process, which will be sent to the whole class. These write-ups are evaluated on a full/partial or no credit basis, and contribute to the final group exam.

- c. Case study sessions will involve examining a case. The student discussion leaders will aid students in clarifying the conceptual frameworks useful for identifying/developing arguments. A reflection of the process and outcome of this case session should be included in the write-up
5. **Written Assignments:** Each student is required to complete all assignments prior to the assigned deadline and according to the guidelines provided. Unless otherwise stated, all written assignments must be in 12-point font, double-spaced, include 1” margins, and adhere to assigned page limits. All references should use Turabian/Chicago citation format and include a bibliography. Grammar, spelling, clarity, and organization count.
 - a. **Write-Ups:** Each student discussion leader will complete a 2-page write-up of the seminar and laboratory session; A full, detailed explanation of what is to be included in a write-up will be provided in-class. Grades of write-ups are included in the participation grade for the course.
 - b. **Advanced Care Directive and Process Memo:** See additional information on Moodle. Due by Wednesday, January 26 at 1pm. You will only turn in the process memo.
6. **Group Case Analysis Exam:** At the close of the week, a group case analysis exam will be offered that contains a live, moral debate on an issue covered through the course. Each student will have the opportunity to craft a moral argument as part of a small group. The exam is live, timed, open-note, and open-text. More details will be given in class.

Term Paper Alternative: Interested students, especially those pursuing the common M.A. or planning to continue on to doctoral study, have the option of a final 20-25 page moral position paper in lieu of the group case analysis exam in-class. Students who elect this option must speak to the instructor on Wednesday regarding their preliminary topic, produce a strong, concise proposal and list 3 sources by Friday lunch-time, and turn in a final, polished paper by February 8.

7. **Plagiarism:** Taking words from others’ work *and* taking ideas from others’ work are both considered plagiarism and will be reported. Refer to citation format guides for attribution assistance.

V. Pre-Reading for Day 1 and Day 2

There is substantial pre-reading. I recommend you do not wait until the night before to complete the reading, but do as much as you can prior to the start of the intensive. Then, you can use your time during the intensive to review your notes and complete any overnight written assignments.

Prior to Day 1, TUESDAY:

1. Log on to the Moodle classroom. Update your profile, if necessary and include a picture. Offer a posting in the “Introductions” forum to greet your fellow students and reflect on your goals and interests. Reply to one or more students if you have time.
2. Review the hand-out “Taking Scholarly Notes for Ethics” (in required reading folder).

3. Read the required readings from the required books, as well as the PDFs. Also, check out the recommended readings.

Your Choice Required Book

Beauchamp and Childress, *Principles of Biomedical Ethics*:

From Ch.1: Moral Norms, “Common Morality as Universal Morality” and “Particular Moralities as Nonuniversal”

Ch. 4: Respect for Autonomy

Ch.8: Professional-Patient Relationships

Tong, *Feminist Approaches to Bioethics*:

Prologue (pp.1-8)

Ch. 2: Feminist Approaches to Ethics (pp.37-52)

Ch. 4: Feminist Approaches to Bioethics (pp.75-98)

Koch, Philippa, “Epidemic as Metaphor: Meaning and Morality in our Narratives of Gun Violence” *Sightings 12/31/2015* (Attached to E-mail, PDF on Moodle)

Dorothy Roberts. “Starting with Women of Color” PDF on Moodle

4. Take the ethics personality “quiz” at the beginning of the chapter linked here:

<https://drive.google.com/file/d/0B0csnvGaYBFzeG1Gd1ROeE9RUTg/view>

Bring your scores and results to class. Reading the rest of the chapter is optional.

Day 1 Recommended Readings:

Tong: Ch. 1 Nonfeminist Approaches to Ethics (9-37); Ch.3 Nonfeminist Approaches to Bioethics (pp.53-74)

Al Jonsen, “Great Issues of Conscience: Medical Ethics Before Bioethics” and “The Theologians: Rediscovering the Tradition,” *Birth of Bioethics* (PDFs on Moodle)

Aana Marie Vigen, “Preface: A White Woman’s Attempt to Listen,” *Women, Ethics, and Inequality in U.S. Healthcare: to count among the living* (PDF linked on Moodle)

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PRIOR TO WEDNESDAY:

1. Read the following required readings and check out the recommended readings, if possible.

Beauchamp and Childress: Ch. 5: Nonmaleficence, Ch. 6: Beneficence

Skloot: “Part 2: Death,” (89-178)

Daniel Callahan, "What Makes a Good Death"

http://practicalbioethics.org/files/members/documents/Callahan_13_1.pdf

Watch this short CBS video: <http://www.cbsnews.com/videos/documenting-a-good-death/>

Byock, "Completing Relationships" PDF

2. Write your personal care directive and post a process memo, following the instructions offered on Moodle (due Wednesday at 1pm)
3. Check our recommended readings if you have time:

Day 2 Recommended Readings:

Deciding for Others – **EIMM (from optional books for purchase above)**, "Deciding for Others: Competency" (pp. 332-342) and "Case Study Erring on the Side of Theresa Schiavo: Reflections on the Special Guardian Ad Litem" (pp. 369-373)

Choosing to Die - **EIMM**, "Case Study - Death and Dignity: A Case of Individualized Decision-Making" (pp. 437-440), "Voluntary Active Euthanasia" (pp.441-454), and "Physician-Assisted Suicide: A Tragic View" (pp.455-461)

Duty to Die? - **EIMM**, "Is There a Duty to Die?" (pp.483-493) and "'For Now Have I My Death': The 'Duty to Die' versus the Duty to Help the Ill Stay Alive" (pp.493-501)

Text book readings for Thursday, Friday, and Saturday are listed above. Additional PDFs and websites required for these sessions will be posted on Moodle.

VI. Course Schedule

Tuesday AM: Introduction to the Field of Health Ethics

Tuesday PM: Decision-Making and the Patient-Provider Relationship

Wednesday AM: Critical Care Decisions*

Beauchamp and Childress: Ch. 4: Respect for Autonomy; Ch. 5: Nonmaleficence, Ch. 6: Beneficence

Daniel Callahan, "What Makes a Good Death"

http://practicalbioethics.org/files/members/documents/Callahan_13_1.pdf

Watch this short CBS video: <http://www.cbsnews.com/videos/documenting-a-good-death/>

Byock, "Completing Relationships" PDF

Wednesday PM: Good Dying

Process memo on Personal Advanced Care Directive due by 1pm.

Thursday AM: Before and at the Beginning of Life *

Tong: Chapter 6, “Nonfeminist and Feminist Perspectives on Abortion” (pp.125-155); *recommended* – Chapter 5, “Nonfeminist and Feminist Perspectives on Contraception and Sterilization”

Thursday PM: Reproductive/Genetic Technologies*

Tong: Chapter 8: “Feminist and Nonfeminist Perspectives on Surrogacy” (pp.187-213); *recommended* - Chapter 9: “Feminist and Nonfeminist Perspectives on Genetic Screening, Diagnosis, Counseling, and Therapy” Chapter 7: “Nonfeminist and Feminist Perspectives on Artificial Insemination and In-Vitro Fertilization” (pp.156-186, especially pp.173-186);

- Hui, "Introduction," (and some pages about the ethic of personhood undergirding Hui's substantive arguments about ART and surrogacy) [PDF]
- Tong, Ch.8 Nonfeminist and feminist approaches to surrogacy," *Feminist Approaches to Bioethics* (pp.187-213, also PDF)
- "Gay Men, Christian Wombs," http://nymag.com/thecut/2012/12/gay-men-christian-wombs-the-new-surrogacy.html?utm_source=twitterfeed&utm_medium=twitter&utm_campaign=Feed%3A+nymag%2Ffashion+%28The+Cut+-+nymag.com%27s+Fashion+Blog+-+New+York+Magazine%29
- At least ONE of the following: Hui, "Artificial Insemination," "In-vitro Fertilization and Embryo Transfer," or "Surrogate Gestational Motherhood" [PDFs]

Friday AM: Responsible Research

Beauchamp and Childress: Chapter 7: Justice, pp.249-301 (review pp. 331-339)
The Immortal Life of Henrietta Lacks
Additional PDFs available soon.

Friday PM: The Religious Professional in the Interdisciplinary Team

Additional PDFs available soon.

Saturday AM: Students' Choice Topic!

Additional PDFs available soon.

Saturday PM: Wrap-Up and Exam

Additional PDFs available soon.

VII. Evaluation

Discussion	60 points
- Leadership	(10 points)
Group Exam	30 points
<u>Process Memo</u>	<u>10 points</u>
	100 points