

Phil 248: Foundations of Medical Ethics and Policy

Instructor: Aaron Rabinowitz
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1. Course Location and Meeting Times:

Class time: Fully online. Asynchronous lectures will be posted on Canvas. Synchronous lectures will be held through Canvas and scheduled based on student availability (9/1-12/10)

Office Hours: Online by appointment and after synchronous classes.

2. Course Description:

This course introduces students to the conceptual foundations of medical ethics, emphasizing how particular moral traditions and theories have influenced the development of policies and practices in health care and health research over time and in different settings around the world. The course combines lectures with small-group casework to encourage students to 'think-through' the moral and often practical challenges that arise in the practice of medicine, and health research.

3. Learning Objectives:

Upon successful completion of this course, students will be able to:

1. Identify the philosophical approaches that provide the foundations for modern clinical, research, and public health ethics
2. Illustrate how different values and belief systems influence health care and health-related research and how different stakeholders perceive these activities.
3. Trace the development of the ethics regulatory environment that guides modern-day research and the historical cases of research abuse that have shaped it.
4. Identify ethical issues in research protocol design and practical ways in which they may be resolved.
5. Apply ethical principles and regulatory requirements to case examples situated in clinical and research settings.

6. Apply critical reasoning skills to assess stakeholder interests, risks and benefits, and choose and defend a course of action.
7. Recognize ethical dilemmas and address them using enhanced communication skills and a commitment to ethical health practice and research.

4. Course Structure:

The course is divided into 11 units, each of which focus on a particular dimension of medical ethics and policy. Each unit includes:

- Assigned readings
- Quizzes
- In-class lecture and learning activities
- Related assignment

4. Course Materials:

Beauchamp, T. L., & Childress, J. F. (2012). *Principles of biomedical ethics* (7th Ed.) New York: Oxford University Press. ISBN-10: 0199924589 [you may purchase or rent either the 6th or 7th edition.]

Dimmock, M. & Fisher, A. (2017). *Ethics for A-Level*. Cambridge, UK: Open Book Publishers. <http://doi.org/10.11647/OBP.0125> (Links to an external site.) [This is a FREE .pdf download. A copy has also been posted to the Canvas site.]

Journal Articles and Case Analyses: Assigned journal articles and case analyses will be uploaded onto the Canvas site.

5. Course Topics and Learning Units:

Students should read the assigned readings in advance of the class date or unit under which they appear. Consider them 'preparation' for class discussion.

Assignments are due on the dates listed for each assignment. Assignments will not be accepted after the due date and time unless prior approval for a late submission has been given by Mr. Rabinowitz.

Course Units (Always consult Lesson Plans on Canvas for details on each unit.)

INTRO: Introductions and What to Expect

Wednesday, September 2

UNIT 1: Ethics, Morality and Their Place in the Biomedical Sciences and Health Policy

Tuesday, September 8 and Wednesday September 9 (Synchronous)

UNIT 2: Personhood and Moral Status; the Problem of Moral Status

Monday, September 14 - Wednesday, September 16

UNIT 3: Utilitarian Theories

Monday, September 21 – Wednesday, September 23 (Synchronous)

UNIT 4: Kantian/Deontological Theories

Monday, September 28 – Wednesday, September 30

UNIT 5: Other Theories Relevant to Medical Ethics: Virtue ethics, Feministic Ethics & the Ethics of Care, Communitarianism; Rights Theory

Monday, October 5 – Wednesday, October 7 (Synchronous)

MID-TERM: MONDAY, OCTOBER 12

UNIT 6: Moral Principles: Respect for Autonomy

Wednesday, October 14 – Wednesday, October 21 (Synchronous)

UNIT 7: Moral Principles: Nonmaleficence and Beneficence

Monday, October 26 – Wednesday, October 28

UNIT 8: Moral Principles: Justice

Monday, November 2 – Wednesday, November 4 (Synchronous)

UNIT 9: Vulnerability in Biomedical Practice and Research

Monday, November 9 – Wednesday, November 11

UNIT 10: Research ethics and the origins of modern day human subjects protections

Monday, November 16 (WEDNESDAY 18 SYNCHRONOUS)– Monday, November 23

Unit 11: Global health ethics: International research, development, and care

Monday, November 30 (WEDNESDAY 18 SYNCHRONOUS)– Wednesday, December 9 (Synchronous)

END-OF- SEMESTER: Ethics Design-A-Thon

TBD

Final Assignment 10 Due

GRADING

Grading Rubric

| | |
|----------------|-----|
| Participation: | 20% |
| Mid-term | 15% |
| Case analyses | 65% |

Assessment and Grading

A, B+, B, C+, C, D, and F

[NOTE: While students are encouraged to understand the strengths and weaknesses of their assessments and case analyses, grades are NOT negotiable. Make-up work or extra credit are not available options for improving one's grade, although the instructor is more than happy to work with students to improve their understanding of course concepts and their future performance.]

COURSE POLICIES AND EXPECTATIONS

Attendance

Students are expected to view all class lecture videos and are strongly encouraged to attend as many synchronous sessions as possible. Synchronous sessions will take place through the conferencing tool. All you have to do is click join on the Zoom and set up your mic and camera. If it becomes clear that a student is not keeping up with the lecture videos, I will deduct points from their final grade proportional to what they miss.

I will poll students at the beginning of the semester to determine the optimum synchronous meeting times that accommodate the widest range of schedules

and timezones. If no optimum time can be found we'll use the previously scheduled class time.

A note on in-class discussion:

Productive intellectual inquiry – the basic purpose of colleges and universities – requires respectful, constructive discussion that enables all parties to participate fully. Philosophy has an especially vital role to play in facilitating such inquiry, because philosophers have been developing and honing practices of critical discussion over many centuries: techniques for uncovering, justifying, and assessing assumptions lurking behind any claim, from the most obvious to the most controversial.

Philosophy is thus a valuable tool for self-reflection and for communal debate. This is especially true at a time when so much is being debated, in such heated terms. But like any tool, in order to work, it must be used well. In our community we expect all participants to observe basic norms of civility and respect. This means stating your own views directly and substantively: focusing on reasons, assumptions and consequences rather than on who is offering them, or how. And it means engaging other's views in the same terms. No topic or claim is too obvious or controversial to be discussed; but claims and opinions have a place in the discussion only when they are presented in a respectful, collegial, and constructive way.

Academic Integrity Policy

This course adheres to the university's Academic Integrity Policy and infractions are taken seriously. All students are required to review this policy, which has been posted to the Canvas site under 'Resources/Administration'.

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodation, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations you need as early in the course as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

[Just In Case Web App](http://codu.co/cee05e)
<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

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Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Course Evaluation