PHL 215W: Healthcare Ethics SU810

Summer 2023: 5 July – 17 August
Online course via D2L

Instructor Information

Name: Jenelle Salisbury
E-mail: jenellesalisbury@delta.edu

Contact

Contact me via e-mail any time and I will aim to get back to you within 24 hours. If you'd like to discuss course content, I am always happy to do so. I also highly encourage you to try to meet with me at least once over the semester!

To have a virtual meeting with me:

- Feel free to just hop in my zoom room any time and wait 5 minutes to see if I am available (think of it like the virtual version of stopping by my office to see if the door is open). Join my personal meeting room by opening zoom and entering ███████████████████ ███████████

- Or, you can schedule an appointment with me in advance by using this Calendly link, or by simply sending me an e-mail with some times that work best for you.

Textbook

Lewis Vaughn, *Bioethics: Principles, Issues, and Cases*, 5th edition. ISBN: 0197609023

Course Information

This is an *online* course, which means that it will take place entirely online, primarily through Delta's D2L e-learning website. Be prepared to check in regularly for announcements through our D2L page.

This course will include online lectures, discussions, assignments, and quizzes. These course materials can be accessed through our D2L course site. Login at https://elearning.delta.edu/d2l/home. All readings for the course can be found in our textbook and/or provided online. This is an **accelerated** course – this means we cover the same amount of material as a typical semester, but in less than half the amount of time. Be prepared to work hard.

We will be utilizing two different digital tools in addition to D2L to aid in our learning this semester. **Packback** will be used instead of traditional discussion boards to foster a sense of curiosity and community. We will also use **Perusall** to encourage active and collaborative engagement with certain readings. More information about how to use Packback and Perusall will be provided below.

Expectations:

Students are expected to take an *active* role in their learning. It is your responsibility to do the readings, digest them, and **ask when you have questions**. It is important to manage your time well and to keep up with the schedule for assignments and discussions. Most importantly, taking an active role in your learning means thinking critically about course content, asking questions, participating in conversations, and engaging with the material. The online mode of instruction presents challenges for this type of material, so I highly encourage you to reach out to meet individually to talk about course content. I am more than happy to meet one-on-one with students.

Learning Outcomes:

This course is designed as an introduction to the philosophical field of "ethics," particularly as it applies to issues in a healthcare context. We will be reading and critically analyzing both ancient and contemporary philosophical works, discussing them as a group, and discussing, workshopping, and debating ethical topics. Your instructor is there to help guide you through these texts, and to help you in clarifying and articulating your own viewpoints on the issues we will address. Some of our specific learning outcomes include:

- Students will obtain a basic understanding of the tradition in philosophy for addressing ethical questions.
- Students will gain an appreciation for the complexity (and importance) of careful moral reasoning.
- Students will improve their written and verbal communication skills.
- Students will be better equipped for ethical decision-making and civil discourse about controversial issues.
- Students will develop the ability to formulate and evaluate arguments to support positions on different sides of ethical issues studied in the course, orally and in writing.
- Students will clarify, distinguish, apply, and evaluate the use of the basic vocabulary and concepts essential to critical thinking in healthcare ethics, orally and in writing.
- Students will use decision-making strategies (including ethical principles) to address ethical problems of health care professionals, orally and in writing.
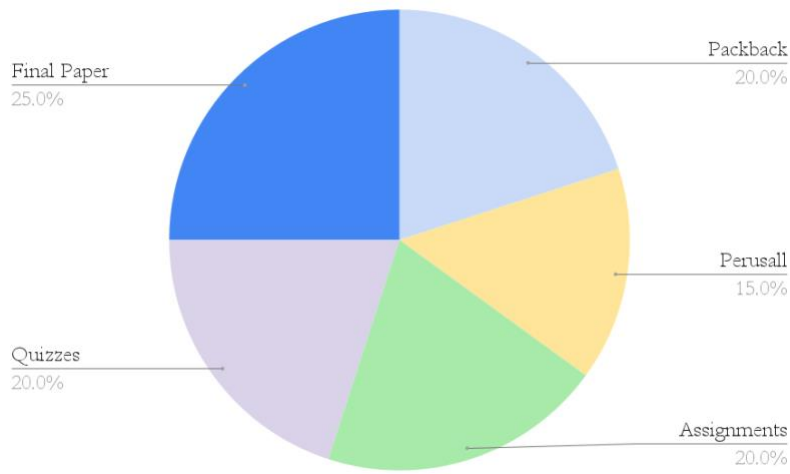
Grading Scheme

Each of our graded course components is designed in pursuit of assessing the appropriate level of proficiency for the course's learning outcomes. Class **discussions** on Perusall and Packback will keep you on track with doing readings and engaging in meaningful conversations with your peers about them. Other **assignments** (such as reflection papers, journal entries, or case study analyses) will

build your skills applying learned principles to cases and/or evaluating an author's argument(s). Periodic **quizzes** will assess your understanding of concepts, theories, and arguments that we discuss and read about. Your **final paper** will enable you to synthesize what you have learned to explain and evaluate opposing perspectives on an ethical topic.

Grades will be updated in the gradebook in D2L periodically, and weighted according to the following scheme:

- Packback participation – 20%
- Perusall annotations – 15%
- Assignments – 20%
- Quizzes – 20%
- Final Paper – 25%

Final Paper 25.0%

Packback 20.0%

Perusall 15.0%

Assignments 20.0%

Quizzes 20.0%

At the end of the semester, grades will be rounded to the nearest 1.0 and sent to the registrar under the following scheme:

Weighted Total	Letter Grade	Evaluation
94-100	A	Excellent
90-93	A-	Excellent
87-89	B+	Good
84-86	B	Good
80-83	B-	Good
77-79	C+	Average
74-76	C	Average
70-73	C-	Average
67-69	D+	Poor
60-66	D	Poor
0-59	F	Fail

Workflow

Every course assignment can be accessed through our D2L page under Course Content. It is placed such that the expectation is for you to work in order, completing each module and then moving on to the next. Within each learning module, you will have access to a range of learning materials including video lectures and readings. Watch the associated video lectures and turn to the textbook as a reference for clarifying any key points and terms. Take notes as you would in an in-person class. As you take notes, you should pay attention to what sparks your curiosity about that week's course material, and also take note of what you find confusing. You can use these thoughts as starting points for your class participation on Packback and Perusall. It is your responsibility to keep close track of the course calendar and schedule for Packback and Perusall deliverables. As an accelerated course, we will move quickly.

You can work ahead on doing most readings and assignments in order to suit your schedule and to plan ahead. Note that each unit only opens up once the quiz for the previous unit has been attempted. The only assignment you cannot work ahead on are your discussion boards on Packback. These should be done in real time – this means each Packback should be done in the time window after the deadline for the previous Packback, and before the deadline for the next Packback. This way, we will all be discussing the same topics during the same general time window. On the schedule which you can find in the "Overview" page on D2L, I have marked these time windows. I recommend printing that document, or saving it to your computer and bookmarking it if you do not have a printer.

See the schedule below for more information.

Course Schedule

Week	Dates	Reading(s) * indicates optional reading	Assignment(s)
Week 1 -Course Intro -Moral Reasoning -Principles of Medical Ethics -Moral Theory	7/5-7/11	Chapter 1 (p 3-13, 19-30)	-Packback discussions intro (#1) -Perusall #0: syllabus annotation -Perusall #1: fallacy annotations -Argument exercise (A#1) -Packback content discussions #2
Week 2 -Utilitarianism -Kantianism -Aristotelian Virtue Theory -Care Ethics	7/12-7/18	Chapter 2 (focus 40, p. 42, 49-50, 55) *Utilitarianism*, John Stuart Mill (p. 59-61) *The Moral Law*, Immanuel Kant (p. 62-67) *Nicomachean Ethics*, Aristotle (p. 67-78)	-Perusall #2: Utilitarianism annotations (extra credit) - Perusall #3: Kantianism annotations - Packback discussions #3: theory - Theory application assignment (A#2) - Perusall #4 Aristotle annotations - Packback discussions #4: Virtue & Caring - **Quiz #1**
Week 3 -Paternalism & Patient Autonomy -Truth-telling & Confidentiality	7/19-7/25	Chapter 3 (p. 97-110) *Bouvia v. Superior Court* (p. 156-160) Chapter 4 (p. 170-180)	- Packback #5 (Paternalism & Patient Autonomy) - Assignment #3 - Packback #6 (Truth-Telling & Confidentiality) - **Quiz #2**
Week 4 -Informed Consent -Human Research	7/26-8/1	Chapter 5 (p. 200-212) *The Concept of Informed Consent*, Ruth R. Faden and Tom L. Beauchamp (p. 212-217)* *Canterbury v. Spence* (p. 234-237)*	- Paper topic brainstorm discussion board (Assignment #4) - Packback #7 on Informed Consent

		Chapter 6 (p. 238-257) *Racism and Research: The Case of the Tuskegee Syphilis Study*, Allan M. Brandt (p. 281-293)*	- Perusall annotations #5 on Henrietta Lacks video - Packback #8 – Human research - **Quiz #3**
Week 5 -Ethics of Abortion -Reproductive Technology & Surrogacy	8/2-8/8	Chapter 7 (p. 305-322) *Roe v. Wade* (p. 378-383) *On the Moral and Legal Status of Abortion*, Mary Anne Warren (p. 346-357) *Why Abortion is Immoral*, Don Marquis (p. 334-346) *A Defense of Abortion*, Judith Jarvis Thomson (p. 323-334) Chapter 8 (p. 391-410) *Surrogate Mothering: Exploitation or Empowerment?*, Laura M. Purdy (p. 422-432) *Is Women's Labor a Commodity?* Elizabeth S. Anderson (p. 432-445)	- Perusall annotations on abortion readings (#6 required, #7, #8, and #9 extra credit) - Assignment #5: Argument Extraction - Packback #9 on Ethics of abortion - Perusall annotations on Surrogacy article (#10 (required) and #11 (bonus)) - Packback #10 (Reproductive Technology & Surrogacy) - **Quiz #4** - **Paper draft due**
Week 6 -Euthanasia & Physician Assisted Suicide -Justice in Health care	8/9-8/15	Chapter 10 (p. 551-568) *Death and Dignity: A Case of Individualized Decision Making*, Timothy E. Quill (p. 568-572) *When Self-Determination Runs Amok*, Daniel Callahan (p. 584-589)* *Legalizing Assisted Dying Is Dangerous for Disabled People*, Liz Carr (613-615)* Chapter 11 (p. 631-648) *Is there a Right to Health Care and, if So, What Does it Encompass?*, Norman Daniels (p. 763-769)* *The Right to a Decent Minimum of Health Care*, Allen E. Buchanan (p. 770-775)* *Rights to Health Care, Social Justice, and Fairness in Health Care Allocations: Frustrations in the Face of Finitude*, H. Tristam Engelhardt, Jr. (p. 776-783)* Chapter 13 (p. 725-739) *Racial/Ethnic Disparities in Obstetrical Outcomes and Care:*	-Perusall annotations #12, on Quill - Assignment #6 – reflections on Euthanasia & PAS -Paper topic peer review comments - Packback #11 -Perusall annotations #13 on an applied topic related to justice in healthcare -Packback #12 on justice in healthcare -**Quiz #5**

	Prevalence and Determinants, Bryant et. al	
End of Term	**FINAL PAPER DUE 8/16**	

Packback Questions:

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade.

There will be biweekly Tuesday & Saturday at 11:59PM EST deadlines for submissions. In order to receive full credit, you should submit the following per each deadline period:

- **1 open-ended Question** every deadline period with a minimum Curiosity Score of 70, worth 50% of each assignment grade.
- **2 Responses** every deadline period with a minimum Curiosity Score of 40, worth 60% of each assignment grade. Replies to replies count in the response category also
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.
- _Note: Only access Packback through D2L in order to ensure your grades sync properly. You must access each individual Packback assignment through the appropriate link._
- _Packback assignments must be done in real time – you cannot work ahead for future deadlines._

Your bottom two Packback scores will be dropped. You can use this to skip any two deadlines if you wish, or you may use it as a buffer in case you do not get top scores. Do not skip the first (introduction) deadline, as it is necessary to make sure the software is working for everyone (and for getting to know each other!).

Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68

Perusall Annotations:

We will also be using Perusall to aid in your active engagement with portions of course readings. See the above schedule for information on which weeks you are assigned annotations on Perusall. You can also see these deadlines on the course schedule and on your "to do" list. Immediately after each deadline, you will be able to see within Perusall the score that your annotations received. You will then have 1 extra day past the deadline to post additional comments for **partial** credit, and 2 extra days past the deadline to respond to existing comments and questions and still boost your score. *You cannot earn more credit for annotations after the deadline than you earned before it*, so I recommend trying to get full credit before the deadline and utilizing the extra two days as a grace period if you didn't happen to get full credit (but not planning to get all your points after the deadline, because you will not be able to).

Many Perusall assignments are extra credit, but I recommend attempting them all. It can be difficult for students to get full credit on every Perusall reading, and this will create a buffer for you.

You will be able to access Perusall directly from D2L, and it will automatically create an account for you if you access it via the link on D2L.

Policies

- I have a strict no-tolerance policy when it comes to **academic dishonesty and plagiarism**. If any of your written work is plagiarized, you will not only receive a 0 for that assignment, but the infraction will also be reported and may result in further penalties or a mark on your record. Do not consult online forums for your reflections or papers, as this may result in plagiarism whether accidental or intentional. Using AI to write your answers for you **is** considered academic dishonesty (see the next bullet point for more details)
- **Use of AI language models such as Chat-GPT** is discouraged as it often constitutes academic misconduct. Using Chat-GPT to produce your written assignments is considered plagiarism and constitutes academic misconduct. Suspected plagiarism in this form will be reported and may result in disciplinary action. Furthermore, submitting work generated by Chat-GPT as original work runs the risk of being false or misleading, which could lead to additional penalties. Therefore, students are expected to take full responsibility for their written assignments and ensure that they are original and properly cited. This software is only ever allowed as a *tool* for research

and brainstorming purposes, but you are never required to use it and it should never be necessary.

- **Late work policy** – Communication is important: if you e-mail me, I will usually accept work that is a day or two late with no penalty (unless it becomes a pattern). If you do not let me know, I will still accept assignments late for a 20% grade deduction per day. This does not apply to quizzes, which will not be accepted late except in the case of emergency. The final paper will also not be accepted late without documentation of a serious emergency.
- If you have an **extenuating circumstance** requiring the submission of late work, contact me ASAP. If your extenuating circumstance involves medical events, you can send your records to disabilityresources@delta.edu instead of to me, and they will tell me how to best accommodate you without me needing to see your medical records.
- You are expected to maintain regular **attendance** and participation in this virtual class by logging in every 1-3 days and checking Packback, Persuall, and/or discussion boards, responding to your peers, checking for announcements, watching video lectures, etc.
- **Be respectful** of your peers. Disagreement is okay and expected as we discuss potentially controversial ethical issues, and part of the goal of this course is to learn how to handle that disagreement in a productive and thoughtful manner.
- For your information, as your instructor and an employee of Delta, I am a **mandatory reporter** of any Title IX violations I am made aware of. Please be aware that there is not student-instructor confidentiality when it comes to Title IX violations.
- If you think that you might benefit from academic accommodations due to a disability, I recommend getting in touch with the school's disability resources center to help ensure your consistent access to reasonable accommodations throughout all your classes.
- Please don't ever hesitate to **ask questions**! I am here to help
- I strongly recommend meeting with me at some point via zoom. It is completely optional, but a great opportunity to connect with your instructor and get deeper feedback on your work. Even if you don't have any specific questions, you can simply drop by to check in on your progress, chat about course material, or even use it as scheduled time to work on an assignment. Feel free to reach out to make an appointment to meet in my personal zoom meeting room, or use my Calendly link above.
- Please review Delta's Student Resources and Responsibilities document for more information about school-wide policies and expectations

Statements from the Delta Office of Disability Resources

Delta College strives to make all learning experiences as accessible and inclusive as possible. Delta College is committed to providing reasonable accommodations for students who have any documented disability/situation/condition, either

permanent or temporary, that may create barriers and affect their overall academic success. This includes accommodations related to a documented acute medical event (Example: COVID-19, mental health crisis, surgery/procedure, etc.). Students experiencing an acute medical event or a disability, whether apparent or non-apparent, and need accommodations, please contact the Disability Resources Office. They will make an appointment to explore needed arrangements to assure access to the academic environment. Contact the Disability Resources Office by emailing disabilityresources@delta.edu or calling 989-686-9794. Please note that accommodations are not retroactive, so please avoid delays if services may be needed.

While on campus, please remember the following:

Masking is currently optional across Delta campuses, regardless of vaccination status. If you are experiencing any COVID-19 related symptoms, or have tested positive, please DO NOT come to campus. Reach out to the Covid Response Team by emailing ODRCovid19@delta.edu or by calling 989-686-9455. Students may also complete the health screening, found at https://www.delta.edu/coronavirus/index.html.

A case manager will reach out and work one-on-one with the student on a return-to-campus plan and set up accommodations, which will be shared with the student's instructors via an email. Students are encouraged to communicate with their instructors as well during this process.