



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – SPRING 2017

PH3860 (A4): Philosophy and Health Care - 3 (15-0-0) 45 Hours for 3 Weeks

INSTRUCTOR:	Karl Rejman	PHONE:	780-539-2995
OFFICE:	B301	E-MAIL:	karlrejman@me.com
OFFICE HOURS:	By appointment		

CALENDAR DESCRIPTION:

A philosophical examination of concepts and issues central to the knowledge and practice of health care. Topics may include: provision and allocation of health care resources, rights and responsibilities of patients and health care personnel, passive and active euthanasia, abortion, research and experimentation, disclosure of diagnosis and risks, death and suffering.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Philip C. Hébert, *Doing Right: A Practical Guide to Ethics for Medical Trainees and Physicians*, 3rd edition (2014).

Resource Materials.

DELIVERY MODE (S): Lectures and discussions

COURSE OBJECTIVES:

1. To gain an understanding of important historical approaches to ethics.
2. To develop critical thinking and problem solving skills through the practical application of ethical theories to professional concepts.

3. To examine assumptions, values, goals, principles and actions as they affect the health care profession and society as a whole.
4. To gain an understanding of the effect of decisions in the context of health care.
5. To enhance awareness and increase understanding of the nature of health care ethics.

LEARNING OUTCOMES:

The learning outcomes stressed in this course are Communication Skills, Thinking Skills and Ethical Reasoning.

1. Students will use **Communication Skills** in

- Communicating clearly and concisely employing written and verbal skills appropriate to class assignments and discussion
- Demonstrating interpersonal skills by listening effectively, establishing rapport, monitoring non-verbal signals
- Expressing awareness of, and respect for self and others
- See section on Philosophical Etiquette for a further description

2. Students will use **Thinking Skills** in

- Analyzing theoretical concepts and examining the connections between them
- Critically assessing philosophical theories and arguments in support of these theories

3. Students will use **Ethical Reasoning** in

- Applying ethical reasoning to practical situations
- Recognizing and examining multiple perspectives
- Analyzing and discussing issues from an ethical perspective

TRANSFERABILITY: AU, UA, UC, UL, GMU

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page

<http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Case Study Critical Essay	15%	Due date: May 4th
Take Home Exam	25%	Due date: May 8th
Case Study Critical Essay	15%	Due date: May 12th
Take Home Final Exam	35%	Due date: May 23rd
Participation	10%	

Case Study Critical Essays: 15% each (2 pages in length, double-spaced with one-inch margins).

1. Your essay will be a short philosophical discussion and critique of the assigned case study. Your argument should include at least one of the ethical principles of the ethical theories covered in class. **Do not summarize the text.**
2. Your essay should have a clear, concise thesis statement. Think of a thesis statement as the conclusion for which you will build an argument in your critical essay. You will be deducted marks for not including a thesis statement.
3. Your essay should reference at least case study covered in the course.
4. Use whichever citation style with which you are comfortable (just use it consistently and correctly). You will be deducted marks for incorrect citations.

Take Home Exam: 25%

1. Details of the take home exam will be covered in the class before the exam.

Take Home Final Exam: 35%

1. Details of the final exam will be covered in the last class.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Monday, May 1st

- Administrative
- Introduction to Philosophy and Critical Thinking

Tuesday, May 2nd

- Textbook Introduction
- Chapter 1: Principles and Ethically Sound Medicine

Wednesday, May 3rd

- Chapter 2: Autonomy and Patient-Based Care
- Chapter 3: Confidentiality and Trust

Thursday, May 4th

- Chapter 3: Confidentiality and Trust
- Chapter 4: Truth, Lies and Deception
- Assignment: Case Study Critical Essay 1 Due

Friday, May 5th

- Chapter 5: Due Care and Consent
- Reading: Elizabeth Boetzkes-Gedge

Monday, May 8th

- Chapter 7: Beneficence and Non-Maleficence
- Assignment: Take Home Exam Due

Wednesday, May 10th VC

- Chapter 9: Doing Justice in Medical Care
- Reading: Edmond D. Pellegrino

Friday, May 12th VC

- Chapter 10: Ethics and New Life
- Assignment: Case Study Critical Essay 2 Due

Monday, May 15th VC

- Reading: Judith Jarvis Thomson
- Reading: Don Marquis

Wednesday, May 17th VC

- Reading: James Rachels
- Reading: John D. Arras

Friday, May 19th VC

- Reading: J.M. Dieterle
- Final Exam Review

Tuesday, May 23rd

- Assignment: Take Home Final Exam Due at 1:00 (electronic submission to Karl's email)

STUDENT RESPONSIBILITIES:

1. Regular attendance and participation in discussion is expected. Participation is a way to help advance the discussion, gain understanding of course material and encourage others.
2. Please do not be late for class.
3. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
4. If students miss class, it is their responsibility to obtain lecture material and the reading assignment.
5. Policies regarding final exams are governed by college-wide policy. Students should consult the Examinations policy in the GPRC Calendar. In particular, student should consult the GPRC Calendar for any questions regarding deferred exams, but note that students are required to be available to write exams during the entire final exam period.

Refer to the College Policy on Student Rights and Responsibilities at

<https://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

****Note:** all Academic and Administrative policies are available on the same page.

Additional Information:

Philosophical Etiquette

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and that people not be *purposefully* offensive.

Pet Peeves

Cell phones that ring during class or use of cell phones during class. The sound of binders closing and people packing-up books before I've indicated that the class is over. Trying to talk over people who are discussing their weekend plans during class time. Unstapled assignments. Use of laptops or other electronic devices that disrupts other students.