M-1 Philosophy and Medicine Schedule
Fall 1992

Please Note: All readings (except "The Death of Ivan Ilych") will be found in this booklet. [Page numbers in the booklet appear enclosed in square brackets.]

1. August 18, Tues. Medical Oaths and Codes

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Readings:


Topics:

How are important medical oaths and codes of ethics similar or different, and why? Do these codes express fundamental professional responsibilities? If so, what are those responsibilities?

2. August 25, Tues. What is Medical Ethics?

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Readings:


Topics:

What is medical ethics? How can ethics contribute to the practice of medicine? What are some of its limits? Is medicine value free or are moral views part of the nature of medicine?
3. September 1, Tues.  

Paternalism (Film, "Please Let Me Die")

Sections B1,B2,B3 - 9:30-10:20  
Sections A1,A2,A3 - 10:30-11:20

Readings:


Topics:

What is paternalism? Is it justifiable? If so, when and why? If not, why not? What is Mill’s harm principle? How does it apply to the burn patient in the videotape?

4. September 8, Tues.  

Informed Consent

Sections B1,B2,B3 - 9:30-10:20  
Sections A1,A2,A3 - 10:30-11:20

Reading:


Topics:

What are the purposes and values of informed consent? How does consent foster the values of patient well-being and self-determination?

5. September 17, Thurs.  

Competence, Voluntariness and Information

Sections B1,B2,B3 - 2:30-3:20 pm  
Sections A1,A2,A3 - 3:30-4:20 pm

Readings:


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**Truthfulness and Trust**

Sections B1,B2,B3 - 9:30-10:20  
Sections A1,A2,A3 - 10:30-11:20

**Readings:**


**Topics:**

- What kind of arguments seem most important to you in justifying truthfulness (arguments from beneficence? respect? justice?)  
- What kind of argument(s) does Cabot give for truthfulness?  
- Can one deceive with the truth? Is the deliberate use of a placebo without consent a lie or deception and is it ever justified in dealing with a patient? Would it be justified if a physician believes it is for the patient’s good? Does the physician’s responsibility to inform differ when he or she is communicating with the patient, the patient’s family, or other third parties?

7. September 29, Tues.  

**Confidentiality**

Sections B1,B2,B3 - 9:30-10:20  
Sections A1,A2,A3 - 10:30-11:20

**Readings:**


**Topics:**

- Why has confidentiality always been considered important in medical practice? Is it beneficent? Respectful? Just? When are physicians obligated by law to breach confidentiality and report?  
- Who should have access to a patient’s record? Should patients or guardians have access to it?
8. October 6, Tues.  

**AIDS: Professional Responsibilities**

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

**Readings:**

3. Ezekiel J. Emanuel, "Do Physicians Have an Obligation to Treat Patients With AIDS?" *NEJM* 318 (1988), pp. 1686-1690. [pp. 82-86]

**Topics:**

Do physicians have a duty to care for AIDS patients? Why, or why not? If so, should there be any exceptions to this duty? Does this duty extend to medical students as well? Should HIV infected health professionals be allowed to care for patients?

9. October 12, Mon.  

**1:30-2:30 pm MIDTERM EXAM**

Brody Auditorium (Blue & Burgandy)

**10. October 20, Tues.**  

**Decisions at the End of Life**

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

**Reading:**

Topics

What is a living will? a health care power of attorney? How do these documents facilitate decision making for incompetent patients? How does the federal Patient Self-Determination Act attempt to give patients more control over their health care?

October 22, Thurs.  12:30-1:30 pm  Optional Session on Paper Writing

11. October 27, Tues.  Death and Dying

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Readings:


Topics:

Evaluate Ivan Ilych's relationship with his physicians. How could they have provided better care for him? How does his illness change his relationships with his family and friends? What insights does "The Death of Ivan Ilych" offer regarding the care of dying patients? Is Tolstoy just critical of physicians or of all authority? How does the story illustrate the concepts of paternalism, self-determination and truthfulness?

12. November 3, Tues.  Choosing Treatment for Incompetent Patients

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Readings:


Topics:

How should surrogates be selected to make treatment decisions for incompetent patients? On what basis should surrogates make these decisions? What role should doctors, families and the state play in making these decisions? How do the substitute judgement and best interest standards differ?
Abortion
Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Readings:
3. Optional Reading: Supreme Court case summaries. [pp. 124-126]

Topics:
What are the major arguments against abortion marshalled by President Reagan? How would Warren respond to these arguments? How has the Supreme Court shaped U.S. policy regarding abortion over the past twenty years?

Handicapped Newborns
Sections A1,A2,A3 - 1:30-2:20
Sections B1,B2,B3 - 2:30-3:20

Reading:

Topics:
Who should make decisions for minors? Should the minor’s age be taken into consideration in deciding this? What standard should be used in making treatment decisions about children? What functions can third-party consent fulfill about as well as first-party consent? What can third-party consent not do? Have current federal policies altered parents’ rights to consent for minors or physicians’ responses to a patient? What role should the federal, state or local government or courts have in decisions for minors?
15. November 24, Tues.  

Ethics of Research on Human Subjects: Recent History

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Readings:


Topics:

What important values does research serve? What potential value conflicts arise for human subject research? (Consider here its utility, the justice of seeking consent, and fair treatment for special groups.) How can we distinguish therapy from research, and therapeutic from nontherapeutic research? In this session we shall also examine the history of regulation of the use of humans in medical research since 1945 looking at several important codes and examples of research.

16. December 1, Tues.  

Research on Human Subjects: Regulations & Cases

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

Reading:


Topics:

What DHHS guidelines are offered for informed consent, minimal risk studies, expedited review, and waiving consent? Compare the kind of consent needed for therapy and the consent requirements in the DHHS guidelines. Is it appropriate to allow third party consent for nontherapeutic risky research projects? Permit deception in risky studies? What special problems regarding research do you think arise for populations such as children, prisoners, students, laboratory technicians, retarded individuals, mentally ill persons, and pregnant females?
17. December 8, Tues. 

**Fraud and Misconduct in Science**

Sections B1,B2,B3 - 9:30-10:20
Sections A1,A2,A3 - 10:30-11:20

**Readings:**


**Topics**

What constitutes misconduct in scientific research? How does it violate scientific values and principles of conduct? Does this show ethical values (about proper conduct) are a part of science? Why does misconduct occur? How should scientists, institutions and funding agencies respond to the problem of scientific misconduct? How would you assess the ECU policy on scientific misconduct?

December 9, Wed. 

12:30-1:30 pm Optional Review Session

18. December 14, Mon. 

1:30-2:30 FINAL EXAM
Brody Auditorium (Blue & Burgandy)