FACULTY OF HEALTH SCIENCES

HSCI/PHIL 319W – Applied Health Ethics

D100 SPRING 2011

Classes: D100 Lecture 14:30 - 16:20 BLU9011
Tutorials: D101 Tutorial 16:30 - 17:20 BLU9011; D102 Tutorial 16:30 - 17:20 BLU9401
D103 Tutorial 17:30 - 18:20 BLU9401

Professor: Dr. Andrea Nicki
Office: BLU11402
Contact email: anicki@sfu.ca
Office hours: Tuesdays 1:20-2:20 or by apt.

COURSE DESCRIPTION:

The SFU Calendar describes the course as follows: “Practical ethical and legal issues in health sciences, emphasizing population and public health. Case studies approach highlighting current ethical dilemmas and decision-making in the context of global to local legal frameworks.” In this course we will explore complex ethical issues in health sciences. Productive exploration of ethical issues requires a background in ethical theory, and so we will begin the term by exploring ethical theories. We will then apply these theories to ethical controversies within public health and healthcare. The aim of this course is to provide students with tools to discuss and assess ethical arguments and to form their own views. This is a W [writing] course, and students will be expected to write position papers and engage in critical analysis. Class time will consist of lecture, discussion, film clips, writing exercises, peer review, and small group activities. This course is cross-listed with PHIL 319 so students cannot receive credit for both courses.

PREREQUISITE:
30 credit hours of completed course work.

TOPICS TO BE COVERED:
- Ethical Theory and Cultural Relativism
- Autonomy and Coercion
- Conceptions of Health and Mental Health
- Feminism and Reproductive Health
- Screening, Genetics, and Disability
- Allocation of Health Resources
- Children, Privacy, and Immunization
- Human and Animal Research

OBJECTIVES: The field of public health ethics demands that practitioners are able to write clear overviews of the ethical dimensions of applications of public health policy. In addition, practitioners should be able to produce arguments for specific ethical positions and defend these positions against critique. Writing assignments will help develop these skills by requiring students to present clear perspectives on a variety of topics. In the writing assignments, students will be directed to use charitable language and argumentation where others’ arguments are interpreted generously. The goal of this charitable interpretation is to further the project of reasonable dialogue and consensus rather than refutations of arguments.

Core Competencies for the BA and BSc Programs that are addressed in this course include:

| Systems and critical thinking | Primary |
| Core concepts in population and public health | Reinforcing |
| Health care services and health policy | Reinforcing |
REQUIRED TEXTS:

EVALUATION:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>MARKS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>First paper, 600 words</td>
<td>15</td>
<td>1/2</td>
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<tr>
<td>Second paper, 600 words</td>
<td>15</td>
<td>22/2</td>
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<tr>
<td>Third paper draft, 1200 words</td>
<td>5</td>
<td>8/3</td>
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<tr>
<td>Third paper final, 1200 words</td>
<td>20</td>
<td>22/3</td>
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<tr>
<td>Final paper draft, 2000 words</td>
<td>5</td>
<td>29/3</td>
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<tr>
<td>Final paper final, 2000 words</td>
<td>30</td>
<td>12/4</td>
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<tr>
<td>Participation and Reflections</td>
<td>10</td>
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DETAILS OF EVALUATION:

Students will be given essay assignments which will consist of cases involving ethical issues. They will explore the cases by referring to ethical concepts and principles as well as to claims and arguments covered in the readings and in class. A breakdown of the criteria for the evaluation of each assignment will be provided. We will do in-class peer review of outlines and drafts.

Out of an interest in fairness to all students and to maintain a sense of order in the course, extensions will be granted for assignments only for emergencies and in accordance with SFU guidelines. If it is a medical emergency you must provide a medical explanation from a health care professional on letter head. If it is another kind of emergency, you must provide some means of verifying your account, such as the phone number of the garage that fixed your broken car. Please ensure that you save all your work on a device detachable from your computer; “computer crashes” are not an acceptable excuse for lateness. Papers are due no later than at the beginning of class; papers received after the beginning of the class, including at the end of class, will be considered one day late. If you cannot attend the class the day the paper is due you must make some arrangement (e.g. have a classmate turn in the assignment for you) to ensure the paper is submitted on time. Late papers will have five percentage points deducted per day late (ex: from 80% to 75%); “per day” also includes weekend days and holidays.

Attendance will be taken in tutorials but no marks will be given for attendance per se; rather, students can earn participation points by 1) showing a positive learning attitude and interest in the topics; 2) showing a helpful attitude toward other students; 3) showing readings have been done carefully by producing short weekly reflections; and 4) doing thoughtfully and seriously in-class group exercises. Students can miss only two classes for whatever reason (e.g. cultural holiday) without losing points; students who miss more than two classes without documented excuse will start losing participation points, at 2 points a day. So for example, if you miss 4 classes, you can’t achieve more than 6/10 as your final score. A student who achieves a high participation score (8.5/10 will have done consistently 1) through 4). Keeping up to date on assigned readings is absolutely essential for doing well in the course. Students will be asked at the beginning of class to present their one-page (200-250 words) reflection which should be on one or more of the assigned readings. These should typed, to be handed in, and should be a combination of summary and critical analysis; the writing should be clear and grammatically correct. Please ensure to do these ahead of time when essays for this course are due. Students can skip two of these; but skipping more than this without documented excuse will affect your participation score and will count the same as skipping classes. If you skip a class you cannot hand in a reflection later; do not email me reflections. Philosophical articles are difficult and need to be read slowly and more than once: main points will be covered in classes. At the beginning of the term students will be placed in groups; at the end of tutorials groups will hand in work related to in-class exercises.
GRADING SCALE:

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<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90–100</td>
<td>A+</td>
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<tr>
<td>85–89</td>
<td>A</td>
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<td>0–49</td>
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IMPORTANT NOTES:
The professor may make changes to the syllabus if necessary, within Faculty / University regulations. PHIL 319 is identical to HSCI 319, and students cannot receive credit for both courses.

If you require an accommodation because of a (psychological, learning, or physical) disability please let me know at the beginning of the term and present me with a health practitioner’s note on letter head.

Academic honesty is essential for maintaining a high standard of academic excellence and integrity. There are many different forms of academic dishonesty. These include plagiarism such as inadequately citing the source of short phrases or ideas of an author in written work submitted for a grade and submitting or presenting another’s work as one’s own, among others. Students should read SFU’s new (effective May 1, 2009) policy S10.01 on Code of Academic Integrity and Good Conduct at: http://www.sfu.ca/policies/Students/index.html which outlines all prohibited acts of academic dishonesty.

According to this policy, “If an Instructor finds that a student has engaged in academic dishonesty, the Instructor may, after consulting with the departmental Academic Integrity Advisor or Chair, impose one or more of the following penalties: i. give the student a warning; ii. require the student to redo the work, or to do supplementary work; iii. assign a low grade for the work; iv. assign a grade of “F” for the work.” The Faculty of Health Sciences (FHS) adheres to SFU policies on academic dishonesty. In this course, for small, unintended (in my assessment) infractions, I will provide one (1) warning with an opportunity to redo the work. Further infractions, even minor ones – or serious first instances of academic dishonesty, will result in an automatic grade of 0 on that work with no option for makeup; any additional academic dishonesty infraction in the course may then result in a failing grade for the course.

Students are responsible for knowing what plagiarism is, as explained in the following tutorial: http://www-old.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm. If you have any questions or concerns about plagiarism, please ask me before turning in any assignments.

Assignments will be given numerical scores which will at the end of the term be converted into letter grades. I may need to scale the grades to keep the number of A+’s, A’s, and A-’s in moderation in order to meet Health Sciences expectations about grade distributions. A+’s are rewarded only for up to 8% of the most distinguished performances in the class. Work that merits an A+ shows originality, marked creativity, and/or insightfulness. Nobody benefits from grade inflation, because it tends to diminish the value of your degree. For a 300 level class, the average grade is usually B or B+. In the past, the distribution in this course has usually approximated this standard.

To ensure that assignments are marked consistently and fairly I read and re-read papers very carefully. If, in the unusual event, you are strongly convinced that your paper was not evaluated accurately, please visit me during my office time.
SCHEDULE OF READINGS:
This is a tentative schedule and changes may be made. Readings are articles from our texts, BE and PHE; the others will be posted on webct.

11/1: Cultural Relativism and Diversity
BE 47-56, 115-120, 126-129

18/1: Consequentialism, Non-Consequentialism, Privacy and Coercion
BE4-16, 80-90, 130-135, PHE 7-36

25/1: Care Ethics, Feminism, and Public Health
BE 17-21, 35-43; Feminism and Public Health Ethics by WA Rogers, J Med Ethics. June 2006; Vol. 6: 351–354 (webct); Widening the Scope of Ethical Theory, Practice, and Policy: Violence Against Women as an Illustration (webct)

1/2: Reproductive Issues

8/2: Health Concepts, Health Promotion, and Mental Health
PHE 87-110; journal articles on mental health ethics from www.jemh.ca/issues/v4n1/JEMH-Vol.4No.1.April2009.htm; Pharmacists, the Pharmaceutical Industry (webct), and Ethics by Barbara Russell and the Construction of Psychiatric Diagnosis by Joanna Moncrieff (webct).

22/2: Ethics and Disability

1/3: Narrative Ethics

8/3: Screening and Genetic Testing
PHE 160-187; BE 304-307; 337-350, 358-360

15/3: End-of-Life Decision Making
BE 161-164, 177-195, 207-219

22/3: Organ Donation
BE 443-455, Public Policy, Public Opinion, and Consent for Organ Donation by Laura Siminoff and Mary Beth Mercier (webct)

29/3: Immunization, Children and Moral Agency
PHE 64-86, 135-159; The Ethics and Politics of Compulsory HPV Vaccination by James Colgrove. NEJM. 2006; No. 355: 2389-91 (webct).

5/4: Research Ethics: Human and Animals
The Regulation of Animal Research and the Emergence of Animal Ethics by Bernard Rollin. October 2006; Volume 27; No. 4: 285-304; Articles on animal ethics by Peter Singer and Tom Regan (webct)