LDST 377-01: Ethical Decision Making in Medical Care  
Jepson School of Leadership Studies  
Spring 2012  

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Course Objectives  

- In this course we will explore ethical questions that have emerged in the history of American medical care since the mid-nineteenth century. By examining both secondary and primary sources (sources written or created by the historical actors themselves) we will seek to understand the political, economic, and cultural setting that informed various ethical debates. After surveying these histories, the class will turn its attention to current ethical debates in medical care.  

- The mission statement of the Jepson School of Leadership is to draw “upon the liberal arts to advance the understanding of leadership and the challenges of ethical and effective engagement in society.” Your assignments are geared toward fulfilling this mission. The paper assignment and exams will measure your ability to weigh evidence, think critically, and understand the perspectives of various societal groups. Your class participation grade and debate assignment will measure your ability to interact with your peers, listen respectfully, communicate effectively, and make critical decisions.  

Required Texts  
Gregory E. Pence, Medical Ethics: Accounts of Ground-Breaking Cases, sixth edition, 2011, available in the book store  

You will have to access some of your readings from the library’s research databases. From the library’s home page, got to “Finding Information” and then click on “Research Databases.” The databases we will use include Historical Newspapers (Proquest), Project Muse, Academic Search Complete, and JSTOR.  

If a reading assignment does not have a notation beside it directing you to a particular database, then it will be available on Blackboard.  

Please print and bring all readings with you to class.  

Assignments  

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<td>Pop Quizzes</td>
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Four pop quizzes will be administered at random throughout the semester to ensure that students are completing the reading. These quizzes will be composed of 3-5 straightforward questions about the reading. Your lowest quiz grade will be dropped.

The paper can be turned in on the week of your choosing before week 13. Students will prepare a 5-7 page paper that discusses one ethical theme. Using class notes and assigned readings and materials, you will explore both the historical and present-day circumstances surrounding the issue, discuss the perspective of various actors or groups, and make an argument for your preferred position. Late assignments will lose one-half of a letter grade for each day that they are late.

You will notice that your class participation grade will account for a significant portion of your grade. As students preparing to enter either the medical field, graduate school, or the business world, you must ready yourselves to communicate your ideas and thoughts to a variety of audiences including your peers. In order to earn a high grade, you are expected to come to class with thoughtful insights about the reading, be prepared to connect them to the day’s lecture, and participate regularly.

Each debate team will have 3-4 students. In class, two teams will debate each other. Each team will begin with a 15 minute presentation containing their main argument. The presentation should include two to three main points designed to convince the audience to accept their case. Each side will have approximately ten minutes to respond to the arguments of the opposing team. You should anticipate and prepare responses to possible objections from the other team beforehand. However, do not discuss either your presentation or possible refutations with the other team beforehand. Each member of the team will be expected to participate either in the presentation or in the response period. You will be graded on group cooperation, your presentation style, the quality of the arguments, the forcefulness of your argument, and preparation.

Class Attendance

You are expected to behave like the professionals that you are becoming. Consequently, I expect you to make every effort to attend each class meeting. Class attendance is particularly important because your participation grade makes up a significant portion of your final grade. You may miss one class without explaining your absence to me. For additional absences, I will require a written explanation. Students who miss more than two classes without a valid reason will be penalized one-third a letter grade for each absence thereafter. If you miss a class, you are responsible for getting the lecture notes from another student.

Week 1

January 10   Introduction to Course
January 14   History of Ethics and Guiding Principles
**Week 2**


**January 19** Read Pence, chapter 14, “Testing in Advance for Genetic Disease”

**Week 3**

Research on Human Subjects


**January 26** Read Pence, chapter 9, “Research on Human Subjects”

**Week 4**

Abortion

**January 31** Read Morton Mintz,, “Birth Curb in Wedlock Held Legal: High Court, 7 to 2, Voids Law Barring Contraceptive Use,” *Washington Post*, June 8, 1965, A1, in Historical Newspapers Database; Loretta J. Ross, “African-America Women and Abortion: A Neglected History” *Journal of Health Care for the Poor and Underserved*, (Fall1992), 274-84, in Project Muse; selected portions of Justice Harry Blackmun’s majority opinion for the Supreme Court in the 1973 *Roe v. Wade* case; view on YouTube “The Silent Scream,” part 1 at http://www.youtube.com/watch?v=THS2zZ4m260 (Note: this video does not show an abortion being performed; it is an introduction to that video. If you wish to see that well-known video, then view part 2 of 3); Elizabeth Mehren, “A Refutation of ‘Silent Scream,’” *Los Angeles Times*, August 17, 1985, D1, in Historical Newspapers Database.

**February 2** Read Pence, chapter 4, “Abortion: The Trial of Kenneth Edelin”

**Week 5**

Reproductive Issues Continued: Assisted Reproduction, Multiple Births, Stems Cells, and Cloning

**February 7** Read Pence, chapter 5, “Assisted Reproduction, Multiple Births, and Elderly Parents”
February 9  Read  Pence, chapter 6, “Embryos, Stem Cells, and Cloning”

Week 6  Psychiatry and Involuntary Commitment


February 16  Read  Pence, chapter 13, “Involuntary Psychiatric Commitment: The Case of Joyce Brown”

Week 7  Euthanasia


February 23  Read  Pence, chapter 1, “Requests to Die: Elizabeth Bouvia and Larry McAfee”

Week 8


March 1  Midterm

Week 9  Defining Gender

Spring Break

Week 10  Defining Gender

March 15  Read Pence chapter 17, “David Reimer: The ‘John/Joan Case’”
Week 11  The Health Care Economy, Rights, and Politics


March 22  Read Pence, part of chapter 16, pp. 310-317, “Medicine and Inequality”

Week 12  Professional Ethics


March 29  In class movie, *The Doctor*

Week 13

April 3  Finish movie, Debate Review
*Last day to turn in paper*

April 5  Read Pence rest of chapter 16, pp. 317-29, “Medicine and Inequality”

Week 14

April 10  Begin Debates

April 12  Debates

Week 15

April 17  Debates

April 19  Review for final