Course Title: Foundations of Health Care Ethics (HEHE 5100)

Meeting: T, 18:00-20:50

Location: Room 1105, Education I

Credit Hours: 3

Prerequisites: None

Grading System: A-F

Instructor: Daniel S. Goldberg, J.D., Ph.D
Faculty, Center for Bioethics and Humanities
Associate Professor (pending)
Department of Family Medicine
Scholar in Equity, Health & Law
Farley Health Policy Center
University of Colorado Anschutz Medical Campus

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daniel.goldberg@ucdenver.edu (preferred)

Office Hours: By appointment. Please note that I make frequent use of Zoom or Skype for meetings and conferences, and both I and learners often find it mutually convenient.

Course Description:
This course provides learners with an opportunity to explore the foundations of health care ethics. Learners will begin by examining several different frameworks often used in thinking carefully about ethical problems in medical and health settings (principlism, care & feminist ethics, and social justice). Knowledge turns to application as learners move on to apply the moral frameworks to cases that arise in medical and health settings at different levels (clinical, organizational/policy, and population-based). Finally, and based on their application, learners will be asked to evaluate the adequacy of the moral frameworks explored in their course and justify their preferred framework or approach. The course will pay special attention (in terms of readings, cases, assessments, and focused discussions) to ethical issues surrounding the potential integration of clinical care and
overall population health, health inequalities, and questions of fairness as applied to medicine and health.

**Learning Objectives:**

By the time this course is done, learners will be able to

1. Describe three major moral frameworks used in bioethics and health contexts;
2. Apply the three moral frameworks to moral problems that arise in health contexts; and
3. Evaluate the sufficiency of the three moral frameworks in resolving moral problems in medicine and health contexts.

**Evaluation:**

Students will be graded according to their written work and class participation. There are two kinds of writing in this course: reflective writing, or writing-to-learn, and academic writing.

*Reflective Writing (Writing-to-Learn)*

The course will provide students with a number of opportunities to write informally and reflectively, the details of which will be provided over the semester. The reflective writing tasks will be evaluated on a ✓+/✓/ ✓- system and will make up 25% of the final grade.

*Academic Writing*

There are three required writing assignments for this class. The first is a 5-7 page structured assignment requiring short answers to several questions. The second is a 5-7 page cohesive essay on an instructor-provided topic.

The third writing assignment offers learners a choice. You may author a 8-10 page cohesive essay or you may choose to design an educational module. Either the paper or the module may focus on any topic of your choosing so long as it relates to the course material. Detailed instructions for the module option will be provided, but it will include components such as a literature review, learning objectives, a syllabus, assessments, and a weekly facilitator’s guide or lesson plan.

*All* of the writing assignments must be accompanied by a “Writer’s Memo,” which asks you to reflect on what the writing process was like for you. Instructions for the completion of this Memo will be provided.

The first two writing assignments are worth 15% of the final grade. The third writing assignment is worth 20% of the final grade. A rough draft for this third writing assignment is mandatory and will comprise 5 points on the third writing assignment (so 5% of the overall course grade).
For each of the writing assignments, citation should generally conform to the Chicago Manual of Style. Wikipedia may not be used as a source.

Academic writing assignments will be graded along the following criteria:
1. Cogency of and technical rigor in the argument;
2. Engagement with and use of course material (readings, in-class discussion, electronic/cyber discussion, etc.); and
3. Mechanical aspects of good essay writing, including the existence of a clear thesis, proper paragraph structure, correct grammar and spelling, and appropriate diction and syntax.

Rubrics will be provided for each Formal Writing Assignment, and will be released concurrently with the instructions for each.

Class preparedness and participation is worth 15% of the final grade and consists of familiarity with the readings and engagement with the class material. Please note that in a class of <20 people, the instructor usually can identify the extent of the individual learner’s preparation.

Several forums will be provided for class discussion, including in-class discussion and in-class group work, Canvas, and social media.

Presentation
Towards the end of the course, students will deliver a brief (10-15 minutes) presentation on a topic of their choosing. This is worth 10% of the final grade.

Social Media Usage
This course will make regular use of Facebook and Twitter as teaching and learning tools. Although not required, it is recommended that students have a Facebook and a Twitter account for class discussion. Students are free to use a previously established Facebook/Twitter accounts or generate a new account specifically for participation in the class.

More details on the purpose behind and usage of Facebook and Twitter in our course will be provided prior to and during the first class session.

The University of Colorado system encourages the use of social media to further its mission. Resources, including university policies that govern social media usage, are available here: http://www.cu.edu/university-relations/cu-offices/university-relations/social-media-guidelines
Grading Scale

This class will be graded on the Plus-Minus grading system, using a 10-point scale:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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Accommodations for Qualified Individuals with Disabilities

I have a background in disability studies and am committed to making every course accessible to people of various functionings and capabilities. At a minimum, I do my best to incorporate principles of Universal Design into the course architecture and mechanics. Although I am uneasy with the requirements of self-disclosure that the legal structure of disability accommodations require, nevertheless, it is difficult for me to assist without knowledge or understanding of the specific needs and requirements of different learners.

Thus, it is the policy of the University of Colorado to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please contact me after class or make an appointment within the first two weeks of classes. All discussions will remain confidential. Additionally, students should contact the Office of Disability Services at AMC, which can then work with me to ensure we have all needed accommodations in place.

Honor Code/Academic Integrity:

Students are expected to show academic integrity and to adhere strictly to the Student Academic Honor and Conduct Code for the University of Colorado Anschutz Medical Campus.

Military Service:

If you might be called to military service and/or training during the course of the semester, you should contact your school/college Associate Dean or Advising Office immediately.
Religious Observation:

Conflicts with classes and assignments arising out of religious observance will be accommodated. Please contact the instructor to arrange such accommodations.

Readings:

Class 1 (1/23)
Course Introduction; Principism
Readings:


Class 2 (1/30)
Critiques of Principism


Class 3 (2/6)
Care & Feminist Bioethics

Class 4 (2/13)
Social Justice & Health (Care)


Class 5 (2/20)
Public Health Ethics


**First Writing Assignment Due: 2/25 23:59**

Class 6 (2/27)
Social Determinants of Health

- Unnatural Causes (Watch Episode I: “In Sickness & in Wealth”).

Class 7 (3/6)
Racism & Health Inequalities

- "The Gardner's Tale: An Interview with Camara Phyllis-Jones, MD, PhD" at https://www.youtube.com/watch?v=1QFCcChCSMU

**Class 8 (3/13)**

Disability & Bioethics


**SPRING BREAK, NO CLASS**

**Class 9 (3/27)**

Bioethics & the Law


**Class 10 (4/3)**

Research Ethics


**Second Writing Assignment Due: 4/3 23:59**

Class 11 (4/10)
Topics in Bioethics I (TBD)

Class 12 (4/17)
Topics in Bioethics II (TBD)

Class 13 (4/24)
Critiques of Bioethics


Class 14 (5/1)
Global Health Ethics


Class 15 (5/8)
Presentations & Wrap-Up Discussion
Third Writing Assignment Due: 5/15 23:59