

PHIL 2030 Philosophy of Medicine · Fall 2015
MCLN 102
MW 2:30pm-3:20pm

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No phone or voicemail please!
 Office Hour: M 3:30-4:30pm



*Philosophy of Medicine in
 the News!*
@PHIL2030_F15

TAs			
Shannon Buckley	Hanna Jones-Eriksson	Christopher Jordans-Stevens	Orsolya Csaszar
MACK 368 (by appt)	MACK 366 (by appt)	MACK 362 (by appt)	MACK 368 (by appt)
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SEM 0101 Tues 09:30-10:20AM GRHM 2302	SEM 0103 Tues 11:30-12:20PM CRSC Room 101	SEM 0105 Mon 09:30-10:20AM GRHM Room 2302	SEM 0108 Thurs 1:30-02:20PM MCKN Room 119A
SEM 0102 Tues 10:30-11:20AM GRHM Room 2302	SEM 0104 Tues 12:30-01:20PM CRSC Room 101	SEM 0106 Mon 10:30-11:20AM GRHM Room 2302	

What is Philosophy of Medicine?
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The Philosophy of Medicine encompasses philosophical reflection on all matters medical. It examines important questions that can be divided into three philosophical sub-disciplines:

i. Metaphysics and ontology studies the problems and questions concerning the nature, existence, and causes of objects or events. In philosophy of medicine, the nature of **health** and **disease** are at stake:

*What is **health**?* We know ‘health’ to be the goal of medicine, so how we define it will greatly impact medical practice and patient care.

*Are **diseases** real or socially constructed entities?* The answer will determine what kind of medical treatment (if any) is appropriate.

ii. Epistemology is a branch of philosophy concerned with the analysis of knowledge—its origins and justification. Epistemological questions include “How do we know what we know?” and “Are our knowledge claims justified?” Philosophy of medicine is concerned with *clinical*

reasoning: *how do/can clinicians make rational diagnoses of patients' ailments based on information provided by observable symptoms, patients' testimonials, diagnostic tools, statistical inferences, and clinical practice guidelines? What is the basis of thinking a particular treatment response is justified?* We want to be justified in our knowledge claims because patients' lives and wellbeing depend on it.

iii. **Ethics** investigates right or moral conduct by a designated community and its members. Medical ethics tends to be **normative**, meaning that it works to prescribe *what we ought to do*, rather than merely detailing ethical conduct ("descriptive ethics"). Prescriptions of right conduct reflect the values of the community and a theoretical perspective (for example, virtue ethics, deontology, and consequentialism).

Biomedical ethics applies the tools of ethical analysis to resolve moral issues that arise in medicine. Popular topics include: euthanasia, abortion, genetics and cloning. Bioethics has also brought new insight into the centuries-long debates over the optimal ethical theory by introducing new considerations for theory choice and new theoretical approaches.

While each of the three sub-areas of philosophy of medicine is distinct, they also impact each other. For instance, before we can determine *what we ought to do* (ethics), we need to be clear about *what it is* that we are doing (metaphysics), and how certain we are that we properly understand the situation (epistemology).

Course Description

Few would dispute the claim that medicine warrants philosophical analysis. A medical licence imbues physicians with significant authority and influence over their patients' lives, raising a host of ethical issues. Some of the procedures within medical practice, like euthanasia and abortion, are so controversial that it is rarely obvious how healthcare *ought* to be practiced. And even among acceptable practices, like treating infection or preventing morbidity, disputes over the best way to achieve these goals ("best practices") often hinge on philosophical disagreements about fundamental concepts like "health" and "disease", and the standards for reliable research evidence.

This course involves intensive philosophical analysis of these sorts of **metaphysical**, **epistemological**, and **ethical** problems in medicine and healthcare. We will pay particular attention to how our thinking in one area impacts our analysis of the others. Some of the more abstract issues will be grounded in concrete cases about the complex care of elderly patients, homeopathy, international medical research, and others.

Assignments & Evaluation

Writing Assignments 1 & 2	Sept 23 & Oct 7 2015 in class	Best of the two	10%
Midterm	October 21, 2015 in class		25%
Writing Assignment 3	November 16, 2015		10%
Essay	November 25, 2015 **		25%
Exam	December 14, 2015, 2:30-4:30pm, Room: TBA		30%

** Please refer to 'Submission Policy & Late Penalty' on p. 8

Texts

Nelson and Nelson, eds. (1999). *Meaning and Medicine*. New York: Routledge. (MM)

All other readings are available on CourseLink (CL)

Schedule

1	Sept 14	Introduction to the course <i>UNIT 1- METAPHYSICS IN MEDICINE: 'HEALTH', 'DISEASE', 'ABILITY', 'DEATH'</i>
	Sept 16	What is 'disease'? Engelhardt, MM 5-15
	No seminars week 1	
2	Sept 21	What is 'disease'? Boorse, MM 16-27
	Sept 23	Are diseases real or socially-constructed? No assigned readings In-class writing assignment #1
	Seminars start week 2	
3	Sept 28	On chronic disease and complex care <i>Guest lecture by Jonathan Fuller, MD & PhD Candidate</i> Upshur and Tracy, "Chronicity and Complexity." CL Whitbeck, "Causation in Medicine: The Disease Entity Model". CL
	Sept 30	What is 'disease'? Why does it matter? Dreger, MM 332-346
	Seminars week 3	Writing assignment #1 returned; essay writing fundamentals
4	Oct 5	What is 'disability'? Silvers, MM 28-37

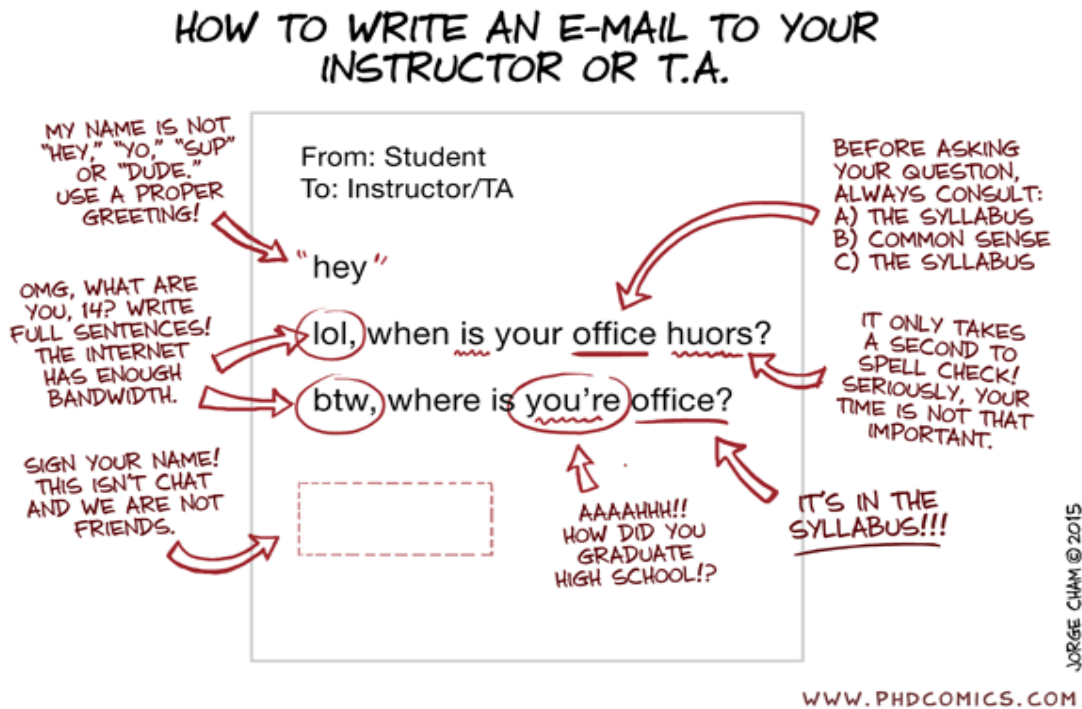
	Oct 7	What is ‘disability’? Crouch, MM 360-370 In-class writing assignment #2
	Seminars week 4	
5	Oct 12	Thanksgiving University is closed
	Oct 14	Medicine’s social authority: Who defines ‘disease’ and ‘disability’? Pippin, MM 307-313
	Seminars week 5	No Monday seminars. Consult TA for office hour or appointment
6	Oct 19	Definitions of ‘death’ Truog, “Is it Time to Abandon Brain Death?” CL
	Oct 21	MIDTERM EXAM In class
	Seminars week 6	
		UNIT 2- MEDICAL EPISTEMOLOGY: EVIDENCE, KNOWLEDGE, RATIONAL CHOICE
7	Oct 26	An epistemic argument against homeopathy Sehon and Stanley, “Evidence and Simplicity: Why We Should Reject Homeopathy.” CL
	Oct 28	A defense of homeopathy & response Fisher, “Ockham’s Razor or Procrustes’ Axe? Why We Should Reject Philosophical Speculation that Ignores Facts.” CL Sehon and Stanley, “Taking Procrustes’ Axe to Professor Fisher’s Response.” CL
	Seminars week 7	
8	Nov 2	Alternative health care <i>Guest lecture by Fred Yagi, Electrocrystal Therapist</i> No assigned readings
	Nov 4	Medical knowledge Tanenbaum, MM 61-72 Goldenberg, “Evidence-Based Medicine.” CL
	Seminars week 8	Tues, Thurs – teaching alternative healthcare Read: Gunter, Goel, Gunter, Orac. CL. Discuss writing assignment #3
9	Nov 9	Presenting scientific evidence Veatch and Stempsey, MM 95-105
	Nov 11	Making rational decisions Desautels, MM 321-332
	Seminars week 9	Mon- teaching alternative healthcare Read: Gunter, Goel, Gunter, Orac. CL. Discuss writing assignment #3
10	Nov 16	What patients know Nelson, MM 106-116 Writing assignment #3 due
	Nov 18	Medical students’ attitudes towards pharma influence on med education

		Guest lecture by Dr. Kelly Holloway Readings: TBA
	Seminars week 10	
		UNIT 3- MEDICINE AND ETHICAL THEORY
11	Nov 23	Medicine and ethics Toulmin, MM 121-132 Pinker “The Moral Imperative for Bioethics” CL
	Nov 25	Ethical theory: The 4 principles of bioethics Beauchamp, MM 147-155 Recommended reading: Sherwin, (1999), “Foundations, Frameworks, Lenses: The Role of Theories in Bioethics.” <i>Bioethics</i> 13: 198–205. <i>ESSAYS DUE AT THE END OF CLASS (include checklist!)</i>
	Seminars week 11	
12	Nov 30	Ethical theory: Critique of the 4 principles Clouser and Gert, MM 156-166
	Dec 2	Justice: Conducting medical research in the developing world Lurie and Wolfe, “Unethical Trials of Interventions to Reduce Perinatal Transmission of the Human Immunodeficiency Virus in Developing Countries.” CL. Angell, “The Ethics of Clinical Research in the Third World.” CL Varmus and Satcher, “Ethical Complexities of Conducting Research in Developing Countries.” CL
	Fri Dec 4 (make up class from Thanksgiving Monday)	Case Study: Research ethics in Uganda & Exam review Loue et al., MM 371-379
	Seminars week 12	More exam review!

Final Exam *Monday December 14, 2015 2:30-4:30pm Room: TBA*

How Do I Communicate With My Instructor or TA?

We have office hours or we make appointments. If it's quick, find us before or after lectures and seminar. Please use these opportunities for communication because we really like talking to you. Email is probably the most convenient mode of communication for you, but use it wisely. If you want thoughtful and thorough responses to your inquiries, a little courtesy goes a long way.



What Can I Do To Succeed in This Class?

Your instructors know you want to do well in this class and we want to help you succeed. We do not grade on a curve and we reward good work with high grades. But we do not “teach to the test”. Instead we prepare you to learn. As adult learners, it is up to you to gauge your own learning and to act if you feel you need help with course materials. Here are things you can do to help you do to succeed:

1. Do all the readings prior to class
2. Ask yourself if you have understood what you read. Fill out the **Quick Reading Comprehension Exercise** (download template pictured on p. 7 from Course Link) for each article.
3. Any questions? Ask them! You can do this in class, seminar sections, or in conversation with us (see How Do I Communicate with My Instructor or TA?).
4. Attend all lectures and seminars.
5. Be attentive in class. Listen actively, take notes that will make sense when you read them later, minimize distractions.

6. Draw connections. After lectures and seminars, think about how the new content fits into broader themes in the course, other previous course discussions and readings.

A Quick Reading Comprehension Exercise

After reading the article, fill in these blanks:

In [TITLE], [AUTHOR] argues that _____ _____
S/he objects to [OTHER AUTHOR'S] view <i>OR</i> the common position that _____ _____
Instead s/he maintains that _____ _____
Add any additional points? _____ _____ _____

How Does My Work Get Evaluated?

Your professor and TA work closely to create fair assignments that properly reflect the themes and objectives of this course. We also set fair expectations regarding what we're looking for in, say, an 'A' paper. During the grading process, we consult each other often to ensure that no obvious problems (such as widespread misinterpretation of the assigned task) have arisen and adjust for any problems accordingly.

When grading, we approach each assignment with the initial expectation that it will be average (C+). Grades advance or drop depending on both content and style; for an A-/A/A+, the paper must impress with exceptional thoughtfulness, reasoning, textual support, and presentation. "A" papers involves hard (but rewarding) work! A solid "B" is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skills. A "C" grade reflects a paper that makes a reasonable claim but not with a lot of detail and textual support. "D" and "F" denote substandard written performance by a student.

As per Chapter VIII of the Undergraduate Calendar:

A+	90-100%	C	63-66
A	85-89	C-	60-62
A-	80-84	D+	57-59
B+	77-79	D	53-56
B	73-76	D-	50-52
B-	70-72	F	0-49
C+	67-69		

80-100 (A) Excellent An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, analyse, and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.

70-79 (B) Good A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.

60-69 (C) Satisfactory An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.

50-59 (D) Poor A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.

0-49 (F) Fail An inadequate performance.

Submission Policy & Late Penalty

In-class writing assignments (writing assignments #1 and #2) are due *in class*. They will not be accepted after the class finishes.

Out-of-class writing assignment (writing assignment #3) is due on November 16th and at the end of class *in class*. Do not slip them under your prof's or TA's door. Assignments must be printed, stapled and have your name on it.

A printed and stapled copy of your essay along with the completed *Checklist for Qualities of An Excellent Essay* is due at the end of class *in class* (not slipped under your prof's or your TA's door!) on November 25th.

Unexcused late submissions will be penalized 2% for the remainder of the day, followed by 3% per day *including weekends*. Because the penalty is time-sensitive, you should email late papers to your TA.

University Regulations & Policies

E-mail Communication

As per University regulations, all students are required to check their **uoguelph.ca** e-mail account regularly: e-mail is the official route of communication between the university and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, ID#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Drop Date

The last date to drop one-semester **Fall 2015** courses without academic penalty is **Friday November 6, 2015**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities which, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website:

<http://www.csd.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students

need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counseling Office: <http://www.uoguelph.ca/baco/contact.shtml>