

**PHIL 4310/6240**  
**W18: Knowing and Acting in Medicine**  
Mon 11:30am-2:20pm  
CRCS 101

Prof. Maya Goldenberg  
Office hour: Wednesdays 2:00-3:00pm  
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**COURSE DESCRIPTION:**

This seminar will explore current issues in philosophy of medicine, an area of philosophy of science that focuses on medicine and health care. The important starting part for our investigation will be the field's novel conceptual and methodological forging of ethics and epistemology. This relationship is captured in the title of the main text for the seminar: *Knowing and Acting in Medicine* (Rowman and Littlefield, 2017). The introduction to the text reads, "epistemological and ethical questions are interrelated. Ethical concerns shape the way we seek and use knowledge, and conversely, both what counts as knowledge in medicine and the way we use that knowledge have ethical implications" (Bluhm 2017, 1). Both "knowledge" and "action" are broadly construed for the purpose of this seminar. "Knowledge" encompasses clinical, laboratory, social and scientific knowledge, as well as experiential and situated knowledge possessed by patients and other stakeholders without medico-scientific expertise. "Action" refers to clinical practice, research activity, and policy. With these broad parameters of knowledge/action, we will examine philosophical research on issues as varied as: clinical reasoning, patient-centred medicine, psychiatric diagnoses, science and health journalism, and translational medicine.

**COURSE READINGS:**

Bluhm, R, ed. 2017. *Knowing and Acting in Medicine*. Rowman and Littlefield. **(KA)**

All other course readings available on Courselink **(CL)**

**ASSIGNMENTS:**

<i>Undergraduates</i>		
10x weekly reactions (300 words)	Due in class Jan 15-Mar 26 submit via Dropbox	30%
Paper proposal and bibliography	Due March 5 via Dropbox	10%
5-10 minute presentation of paper topic	April 2 in class	10%
Final paper 3000 words	April 13 12:00pm via Dropbox	40%
Participation		10%

<i>Graduate Students</i>		
Paper proposal and bibliography	Due March 7 – meet during office hour	P/F
Oral Critical Commentary on one class reading (20 min)	Sign up – max. one student per class	10%
Written Critical Commentary	Due one week after oral commentary	20%
5 minute Response to Classmate’s Critical Commentary	Sign up – max. one student per class	10%
10 minute presentation of paper	April 2 in class	10%
Final Paper (5000 words)	April 13 12:00pm, Dropbox	50%

**SCHEDULE AND REQUIRED READINGS:**

01/08	<u>Introduction</u>
01/15	<u>Evidence-Based Medicine and Clinical Reasoning</u> Tonelli, Mark. 2017. Case-Based (Casuistic) Decision Making. <b>(KA)</b> van Baalen, Sophie and Mieke Boon. 2017. Evidence-Based Medicine versus Expertise: Knowledge, Skills, and Epistemic Actions. <b>(KA)</b>
01/22	<u>Illness: Classification and Experience</u> Fernandez, Anthony V. 2017. Phenomenology, Typification, and Ideal Types in Psychiatric Diagnosis and Classification. <b>(KA)</b> Carel, Havi. 2015. Illness and its Experience: the Perspective of the Patient. <i>Handbook of the Philosophy of Medicine</i> . <b>(CL)</b>

01/29	<p><u>Mental Illness Research and Policy</u></p> <p>Hawthorn, Susan. Values as “Evidence For”: Mental Illness, Medicine, and Policy <b>(KA)</b></p> <p>Gergel, Tania and Thomas Kabir. Reframing a Model: The Benefits and Challenges of Service Users Involvement in Mental Health Research <b>(KA)</b></p>
02/05	<p><u>Clinical Case Studies</u></p> <p>Ankeny, Rachel. 2017. The Role of Patient Perspectives in Clinical Case Reporting. <b>(KA)</b></p> <p>Hunter, Katherine Montgomery. 1988. Making a Case. <i>Literature and Medicine</i> 7(2): 66-79. <b>(CL)</b></p> <p>Hunter, Katherine Montgomery. 1991. Remaking the Case. <i>Literature and Medicine</i> 11(1): 163-179. <b>(CL)</b></p>
02/12	<p><u>Reproducibility and Epistemic Humility</u></p> <p>Ioannidis, John PA. 2012. Why Science is not Necessarily Self-Correcting. <i>Perspectives on Psychological Science</i> 7(6): 645-654.</p> <p>Ioannidis, John PA. 2005. Why Most Published Research Findings are False. <i>PLOS Medicine</i> 2: e124.</p> <p>Schwab, Abraham. 2017. The Reproducibility of Epistemic Humility. <b>(KA)</b></p>
02/19	<p><b>READING WEEK</b></p>
02/26	<p><u>Knowledge Translation and Informed Policy</u></p> <p>Goldenberg, Maya J. and Christopher McCron. 2017. ‘The Science is Clear!’ Media Uptake of Health Research into Vaccine Hesitancy. <b>(KA)</b></p> <p>Navin, Mark and Mark Largent. 2017. Improving Nonmedical Vaccine Exemption Policies: Three Case Studies. <i>Public Health Ethics</i> 10(3): 225-234.</p> <p>Giubilini, Alberto et al. 2017. Liberty, Fairness and the ‘Contribution Model’ for Non-Medical Vaccine Exemption Policies: A Reply to Navin and Largent. <i>Public Health Ethics</i> 10(3): 235-40.</p> <p>Navin and Largent. 2017. Prioritizing Parental Liberty in Non-medical Vaccine Exemption Policies: A Response to Giubilini, Douglas and Savulescu. <i>Public Health Ethics</i> 10(3): 241-243.</p>

03/05	<p><u>Preventative Medicine</u></p> <p>Olivier, Delphine. 2017. The Legitimacy of Preventive Medical Advice: Is Knowing Enough? <b>(KA)</b></p> <p>Schwartz, Peter. 2009. Disclosure and Rationality: Comparative Risk Information and Decision-Making about Prevention. <i>Theoretical Medicine and Bioethics</i> 30(3):199-213. <b>(CL)</b></p>
03/12	<p><u>Translational Research</u></p> <p>Boenink, Marianne. 2017. Translational Research and the Gap(s) between Science and Practice: Treating Causes or Symptoms? <b>(KA)</b></p> <p>van der Laan, Anna Laura and Marianne Boenink. 2015. Beyond Bench and Bedside: Disentangling the Concept of Translational Research. <i>Health Care Analysis</i> 23(1): 32-49.</p>
03/19	<p><u>Patient Adherence to Treatment Regimes</u> (aka "Compliance")</p> <p>Berkhout, Suze. 2017. Enacting Adherence to HIV/AIDS Care: How Multiplicity in Medicine Becomes a Singular Story. <b>(KA)</b></p> <p>Reznick, David B. 2005. The Patient's Duty to Adhere to Prescribed Treatment: An Ethical Analysis. <i>Journal of Medicine and Philosophy</i> 30(2): 167-188. (CL)</p>
03/26	<p><u>Concepts in Medicine: Treatment, Supportive Care, and Cure</u></p> <p>Krueger, James. 2017. Ebola and the Rhetoric of Medicine. (KA)</p> <p>Venkat, Bharat Jayram. 2016. Cures. <i>Public Culture</i> 28(3): 475-496. (CL)</p>
04/02	<p>Presentations of paper topics and research</p>

Final papers are due Friday April 13, 2018 at noon via Dropbox

## ATTENDANCE & PARTICIPATION

Students are expected to read the required articles prior to coming to class. Attendance is expected and thoughtful participation is encouraged. Weekly reactions written by undergraduate members of the seminar can be shared with the class as part of your participation/contribution to the seminar discussion. Weekly reactions cannot be submitted by absent students without prior agreement of the professor.

Undergraduate grades will be awarded according to the quality, not quantity, of comments made in class. Participation is worth 10% of the final grade.

Graduate student attendance and participation is expected but will not be formally evaluated.

## ASSIGNMENTS DETAILS

### **Weekly reactions (300 words) (10x 3% = 30%)**

All undergraduates will submit a short “reaction” to the readings for the week starting January 15 (2<sup>nd</sup> meeting) until March 26 (2<sup>nd</sup> last meeting). In this brief writing, you can elaborate one thing you loved, one thing you hated, one thing that stuck with you, or one thing that you found confusing.

You will likely be called upon to share your reaction in class.

You will submit your question on the day of class via Dropbox.

### **Oral critical commentary (10%) & response (10%) & write-up (20%)**

All graduate students will sign up for one class where they will present a critical commentary on the course topic and readings. This can be a 20 minute presentation or a longer discussion engaging your audience. You can highlight strengths or focus on weaknesses of the arguments. You may want to examine further implications of the topic. You may need to do some further research.

Another graduate student will offer a brief response (5 minutes or so) to the commentary. In order to prepare comments, the first speaker will have to provide notes to the responder at an agreed upon time prior to the seminar.

The critical commenter should draw from the response and from class discussion to develop a written version of the critical commentary. Your written commentary will presumably have advanced from the initial presentation version in part because of class participation. Be sure to acknowledge and cite helpful contributors to your paper.

**Details and criteria for all other written and oral assignments will be provided in class.**

## SUBMISSION POLICY FOR COURSEWORK

Late written work will not be accepted without proper documentation and prior agreement with the professor when possible.

## RELEVANT RULES AND REGULATION

### **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.](#)

### **Drop Date**

Courses that are one semester long must be dropped by the end of the fortieth class day (**Friday, 9 March 2018**); two-semester courses must be dropped by the last day of the add period in the second semester. [The regulations and procedures for dropping courses are available in the Undergraduate Calendar.](#)

### **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.

### **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. [For more information see the SAS web site.](#)

### **Student Rights and Responsibilities**

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar.](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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.](#)

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.