

THE UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

# Bioethics and Humanities Seminar

AN ELECTIVE COURSE AT THE CARVER COLLEGE OF MEDICINE  
PROVIDED BY THE PROGRAM IN BIOETHICS AND HUMANITIES

(Course number for medical students: MED:8076:0600)  
(Course number for other students: MED:8076:0001)  
Course Website: <http://icon.uiowa.edu/>

## Syllabus, Fall 2018



**COURSE DIRECTOR & INSTRUCTOR:**

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## 1. PURPOSE

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The Bioethics and Humanities Seminar is an elective 1 credit hour course that provides an introduction to topic areas and themes that are central to bioethics and the humanities in the context of medicine. The course provides 'breadth' through the number of topic areas it covers, and it offers opportunities for 'depth' through the quality of its required readings and the dialogue afforded by small-group discussion. The class size is limited to 15 students in order to create a setting that is conducive to engagement by all participants. Priority for enrollment will be given to medical students at the Carver College of Medicine (CCOM), and then to other students at the University of Iowa by permission of the instructor.

The Seminar will cover a diverse but inter-connected range of topic areas in bioethics and humanities, including ethical theory, contrasting approaches to ethics (principles, consequences, virtues), clinical ethics, moral agency and responsibility, diversity and culture, professionalism and humanism in medicine, research ethics, history and medicine, technology and the future, narrative ethics, and the use of literature in medicine. Throughout the Seminar there will be an emphasis on the interrelationships between bioethics and humanities, and students will be encouraged to consider the extent to which these domains are conceptually overlapping and mutually reinforcing.

## 2. OBJECTIVES

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1. To be able to identify key contrasts between ethical approaches based on principles, consequences, and virtues.
2. To consider the potential of narrative ethics to complement other ethical approaches.
3. To consider the similarities and differences between ethics, professionalism, and humanism.
4. To be able to identify ways in which ethical pluralism and cultural diversity influence medicine.
5. To recognize key principles in clinical research ethics.
6. To be introduced to the way narrative literature can help professionals understand ethical and humanistic aspects of illness.
7. To appreciate the ways in which bioethics and humanities are inter-related and inter-dependent.

## 3. FORMAT

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The course is composed of small group discussions based on readings. Fifteen class sessions, each lasting 50 minutes, will occur **on Mondays from 12:00 PM – 12:50 PM in Room 1121 MERF** (the *Medical Education and Research Facility* building on the campus of the Carver College of Medicine). The class will meet on the following dates:

August 20, 27  
September 10, 17, 24  
October 1, 8, 15, 22, 29  
November 5, 12, 26  
December 3

#### 4. SCHEDULE OF TOPICS AND READINGS

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<p><b>Week 1: August 20</b></p>	<p><b>Introduction to Bioethics</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Pellegrino, E. D. (1993). The metamorphosis of medical ethics: a 30-year retrospective. <i>JAMA</i>, 269(9), 1158-1162.</li> <li>• Kaldjian, L. C., Weir, R. F., &amp; Duffy, T. P. (2005). A clinician's approach to clinical ethical reasoning. <i>Journal of General Internal Medicine</i>, 20(3), 306-311.</li> </ul>
<p><b>Week 2: August 27</b></p>	<p><b>Approaches in Ethics: Principles</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Gillon, R. (2015). Defending the four principles approach as a good basis for good medical practice and therefore for good medical ethics. <i>Journal of Medical Ethics</i>, 41(1), 111-116.</li> <li>• Garbutt, G., &amp; Davies, P. (2011). Should the practice of medicine be a deontological or utilitarian enterprise? <i>Journal of Medical Ethics</i>. doi: 10.1136/jme.2010.036111.</li> </ul>
<p><b>September 3</b></p>	<p style="text-align: center;"><b><i>Labor Day (no class)</i></b></p>
<p><b>Week 3: September 10</b></p>	<p><b>Approaches in Ethics: Virtues</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Jonsen, A. R. (1983). Watching the doctor. <i>New England Journal of Medicine</i>, 308(25), 1531-1535.</li> <li>• Larkin, G. L., Iserson, K., Kassutto, Z., Freas, G., Delaney, K., Krimm, J., ... &amp; Adams, J. (2009). Virtue in emergency medicine. <i>Academic Emergency Medicine</i>, 16(1), 51-55.</li> </ul>
<p><b>Week 4: September 17</b></p>	<p><b>Moral Agency and Responsibility</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Coles, R. (1979). Medical ethics and living a life. <i>New England Journal of Medicine</i>, 301(8), 444-446.</li> <li>• MacIntyre, A. (1999). Social structures and their threats to moral agency. <i>Philosophy</i>, 74(03), 311-329.</li> </ul>

<p><b>Week 5: September 24</b></p>	<p><b>Diversity and Culture in Ethics: Overview</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Marshall, P., &amp; Koenig, B. (2004). Accounting for culture in globalized bioethics. <i>The Journal of Law, Medicine &amp; Ethics</i>, 32(2), 252-266.</li> <li>• Veatch, R. M. (2009). The sources of professional ethics: why professions fail. <i>The Lancet</i>, 373(9668), 1000-1001.</li> </ul>
<p><b>Week 6: October 1</b></p>	<p><b>Diversity and Culture in Ethics: Decision Making and End-of-Life Care</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Fan, R. (1997). Self-determination vs. family-determination: Two incommensurable principles of autonomy. <i>Bioethics</i>, 11(3&amp;4), 309-322.</li> <li>• Kirby, E, Lwin, Z, Kenny, K, Broom, A, Birman, H, &amp; Good P. (2018). "It doesn't exist...": Negotiating palliative care from a culturally and linguistically diverse patient and caregiver perspective. <i>BMC Palliative Care</i>, 17(1):90.</li> </ul>
<p><b>Week 7: October 8</b></p>	<p><b>Ethics, Professionalism, and Humanism: Overview</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Coulehan, J. (2005). Viewpoint: Today's Professionalism: Engaging the Mind but Not the Heart. <i>Academic Medicine</i>, 80(10), 892-898.</li> <li>• Cohen, J. J. (2007). Viewpoint: Linking professionalism to humanism: What it means, why it matters. <i>Academic Medicine</i>, 82(11), 1029-1032.</li> </ul>
<p><b>Week 8: October 15</b></p>	<p><b>Ethics, Professionalism, and Humanism: Hidden Curriculum</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Hafferty, F. W., &amp; Franks, R. (1994). The hidden curriculum, ethics teaching, and the structure of medical education. <i>Academic Medicine</i>, 69(11), 861-71.</li> <li>• Gaufberg, E. H., Batalden, M., Sands, R., &amp; Bell, S. K. (2010). The hidden curriculum: What can we learn from third-year medical student narrative reflections? <i>Academic Medicine</i>, 85(11), 1709-1716.</li> </ul>
<p><b>Week 9: October 22</b></p>	<p><b>Research Ethics</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, April 18, 1979. <a href="http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html">http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html</a></li> <li>• Jones, J. (2008). The Tuskegee syphilis experiment. In E.J. Emanuel et al. (Eds.), <i>The Oxford textbook of clinical research ethics</i>. Oxford and New York: Oxford University Press.</li> </ul>

<p><b>Week 10: October 29</b></p>	<p><b>History, Medicine, and Ethics</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Sofair, A. N., &amp; Kaldjian, L. C. (2000). Eugenic sterilization and a qualified Nazi analogy: the United States and Germany, 1930-1945. <i>Annals of Internal Medicine</i>, 132(4), 312-319.</li> <li>• Greenough, P. (1995). Intimidation, coercion and resistance in the final stages of the South Asian smallpox eradication campaign, 1973–1975. <i>Social Science &amp; Medicine</i>, 41(5), 633-645.</li> </ul>
<p><b>Week 11: November 5</b></p>	<p><b>Ethics, Technology, and the Future</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Sandel, M. (2004). The case against perfection. <i>The Atlantic Monthly</i>, 293(3), 51-62.</li> <li>• DeGrazia, D. (2013). Moral enhancement, freedom, and what we (should) value in moral behaviour. <i>Journal of Medical Ethics</i>. doi: 10.1136/medethics-2012-101157.</li> </ul>
<p><b>Week 12: November 12</b></p>	<p><b>Narrative Ethics</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• O'Toole, J. (1995). The story of ethics: narrative as a means for ethical understanding and action. <i>JAMA</i>, 273, 1387,1390.</li> <li>• Charon, R. (2001). Narrative medicine: a model for empathy, reflection, profession, and trust. <i>JAMA</i>, 286(15), 1897-1902.</li> </ul> <p><b>Note 1:</b> During this session the class will identify general insights (or questions) inspired by narrative ethics to help guide the discussion of <i>The Death of Ivan Ilych</i> in the class session on November 26.</p> <p><b>Note 2:</b> “Mini Intervention Proposals” are due by <i>Tuesday, Nov. 27 at 8:00 AM</i>.</p>
<p><b>Nov. 19-23</b></p>	<p style="text-align: center;"><b><i>Thanksgiving week (no class)</i></b></p>
<p><b>Week 13: November 26</b></p>	<p><b>Literature and Medicine</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• <i>The Death of Ivan Ilych</i>, by Leo Tolstoy</li> </ul>

<b>Week 14: December 3</b>	<b>Discussion of Mini Intervention Proposals</b> <u>Writing:</u> <ul style="list-style-type: none"><li>• <b>Mini intervention proposals are due by Friday, November 16 at 5PM.</b></li><li>• <i>Selected proposals will be discussed (anonymously) with the class during this final session of the course.</i></li></ul>
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## 5. COURSE REQUIREMENTS

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### ➤ SUMMARY OF COURSE REQUIREMENTS AND GRADING

- (1) Read required readings for each class session prior to the class session for which they are assigned (including the readings for the first class meeting).
- (2) By 8:00 AM on Fridays prior to each Monday class session, **submit 1 question for each of the required readings for that week's session** to the course Drop Box in ICON. Submission of questions is required even on the week that you lead/co-lead the class session. There is one exception to this: no questions are required for the very first class session.
- (3) Attend and participate in all class sessions.
- (4) Lead or co-lead one class session.
- (5) Write a **one-page, single-spaced "Mini Intervention Proposal"**, as follows:

Imagine you have an opportunity to change how medicine is taught and practiced. Specifically, imagine that the Dean of the medical school has asked you to identify and address a need or problem in medical education or professional development, now that you have a better understanding of medical ethics, professionalism, and the humanities.

The Dean asks that you propose an intervention under the following section headings:

1. Title of the intervention (Give your project a name)
2. Background and Aim (What's the problem? What's your goal?)
3. Significance (Why is this problem important to consider?)
4. Methods (How will you feasibly address this problem?)
5. Impact (What key effects/outcomes can you realistically expect from your intervention?)

In approximately one page of single-spaced text using 12-point font, describe your intervention using the above headings. Be clear and concise. Draw on your readings and discussions in this course to provide a conceptual framework that employs ethical and humanistic understanding and reasoning for your proposed intervention.

***Your proposal is due in the ICON dropbox by Tuesday, Nov. 27 at 8:00 AM.***

**Note:** Selected proposals will be discussed (anonymously) with the class during the final session of the course.

- (6) Complete a post-course evaluation.
- (7) Grading for this course is pass/fail.

### ➤ **WEEKLY READING ASSIGNMENTS**

Most of the required readings for each week are posted as URL links on the ICON course website (<http://icon.uiowa.edu/>). If for some reason a URL link does not function properly, you can access articles through Hardin Library as follows:

- (1) Access: [http://infolink.lib.uiowa.edu/sfx\\_local/a-z/default?perform=search](http://infolink.lib.uiowa.edu/sfx_local/a-z/default?perform=search)
- (2) Search the name of the journal
- (3) Click on the InfoLink button for the journal
- (4) In the provided spaces under “Full text available from OVID”, enter the article’s year, volume, issue (if available), and start page.
- (5) You may need to navigate further within the Journal’s website to locate the table of contents of the relevant issue.

### ➤ **ABSENCE POLICY: MAKE-UP WORK IS REQUIRED IN CASES OF APPROVED ABSENCES**

No unexcused absences are allowed. The course instructor needs to be notified in advance of an absence (or as soon as possible thereafter) in order to determine whether the absence can be excused. If an absence is determined to be necessary, the student will write a one-page, single-spaced reflection on each of the assigned readings for the session that was missed.

### ➤ **CREATING QUESTIONS FOR CLASS DISCUSSION**

Students will read all assigned readings and turn in one substantive question for each assigned reading for each session (except for the first class session). Questions will be typed in an MS Word document (*please: no PDFs!*) and uploaded to ICON. Questions will be reviewed by the course director and passed along in de-identified form to students prior to class. The student session leader(s) (see below) will use these questions to guide class discussion. *Questions should be focused on a core thesis, argument, conclusion, or implication of an article, rather than minor points of information or contention.*

### ➤ **LEADING SEMINAR DISCUSSIONS**

Students will take turns leading class discussions of the assigned readings. Leading a class session involves:

- (1) Reviewing all the questions submitted by the class in response to each reading for that session;
- (2) Organizing the questions into groups based on related topics, themes, or concerns (and, if feasible, synthesizing some of the related questions into “meta” questions);
- (3) Prioritizing questions so that topics perceived by the student leader to be of greatest relevance and/or highest interest can be discussed earlier during the discussion;
- (4) Introducing these questions during the class session to facilitate discussion.

**Note:** The purpose of each discussion is not to cover everything in the readings or to address all questions submitted by the class; rather, it is to engage questions that the student leader thinks are of greatest relevance and/or highest interest. The course director will help facilitate and inform the discussion as needed.

**At the first class meeting, you will be asked to sign up to lead or co-lead one class session; you may volunteer for the session of your preference.**

The following table is included on this page so all students and faculty can keep a record of the schedule of student leaders for each week.

### **SCHEDULE OF STUDENT LEADERS (OR CO-LEADERS) FOR CLASS SESSIONS**

<b>Session Dates</b>	<b>Topic</b>	<b>Session Leader(s)</b>
<b>August 20</b>	<b>Introduction to Bioethics</b>	<b>Dr. Kaldjian</b>
<b>August 27</b>	<b>Approaches in Ethics: <i>Principles</i></b>	
<b>September 10</b>	<b>Approaches in Ethics: <i>Virtues</i></b>	
<b>September 17</b>	<b>Moral Agency and Responsibility</b>	
<b>September 24</b>	<b>Diversity and Culture in Ethics: <i>Overview</i></b>	
<b>October 1</b>	<b>Diversity and Culture in Ethics: <i>Decision Making and End-of-Life Care</i></b>	
<b>October 8</b>	<b>Ethics, Professionalism, and Humanism: <i>Overview</i></b>	
<b>October 15</b>	<b>Ethics, Professionalism, and Humanism: <i>Hidden Curriculum</i></b>	
<b>October 22</b>	<b>Research Ethics</b>	
<b>October 29</b>	<b>History, Medicine, and Ethics</b>	
<b>November 5</b>	<b>Ethics, Technology, and the Future</b>	
<b>November 12</b>	<b>Narrative Ethics</b>	
<b>November 26</b>	<b>Literature and Medicine</b>	
<b>December 3</b>	<b>Discussion of Mini Intervention Proposals</b>	<b>Dr. Kaldjian</b>

## 6. RESOURCES

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### Internet Resources:

American Medical Association: Code of Medical Ethics:

<http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics.shtml>

American Academy of Pediatrics:

Bioethics: <http://www2.aap.org/sections/bioethics/default.cfm>

Classic Articles for Pediatricians Interested in Bioethics

<http://www2.aap.org/sections/bioethics/ClassicArticles.cfm>

American College of Physicians: Ethics Manual: [http://www.acponline.org/ethics/ethics\\_man.htm](http://www.acponline.org/ethics/ethics_man.htm)

VA National Center for Ethics: Ethics Resources: <http://www.ethics.va.gov/resources/ethicsresources.asp>

American Psychiatric Association Principles of Medical Ethics and Opinions

<http://www.psychiatry.org/practice/ethics/resources-standards>

Bioethics Research Library at Georgetown University: <http://bioethics.georgetown.edu/>

Presidential Commission for the Study of Bioethical Issues: <http://bioethics.gov/>

NIH Office of Clinical Research and Bioethics Policy:

<http://osp.od.nih.gov/office-clinical-research-and-bioethics-policy>

University of Washington: Bioethics Topics: <http://depts.washington.edu/bioethx/topics/index.html>

Iowa Medical Society: Office of Legal Affairs: <http://www.iowamedical.org/legal/default.cfm>

**For more resources:** <http://www.medicine.uiowa.edu/bioethics/resources/>

### Texts on Reserve at Hardin:

***Principles of Biomedical Ethics*** – T. Beauchamp & J. Childress.  
Oxford, 2001.

***Encyclopedia of Bioethics*** – S.G. Post, ed.  
Macmillan, 2004.

***Resolving Ethical Dilemmas: A Guide for Clinicians***, 3<sup>rd</sup> ed. Bernard Lo.  
Philadelphia, PA: Lippincott, Williams & Wilkins, 2005.

***Medical Law and Ethics***, 2<sup>nd</sup> ed. Bonnie F. Fremgen.  
Upper Saddle River, NJ: Prentice Hall, 2005.

***Health Law: Cases, Materials and Problems***, 5<sup>th</sup> ed. Barry R. Furrow et al., eds.  
St. Paul, MN: West Group, 2004.

***Law and Bioethics: an Introduction***. Jerry Menikoff.  
Wash., DC: Georgetown University Press, 2001.

## 7. ACADEMIC INTEGRITY AND THE HONOR CODE

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Absolute academic and professional integrity must be the hallmark of all health care professionals. The profession demands that medical personnel monitor themselves and each other in order to produce quality individuals whom the public can trust and who are competent in their chosen field.

The **Honor Code** of the Carver College of Medicine states:

“The Honor Code demands that community members tell the truth, live honestly, advance on individual merit, and demonstrate respect for others in the academic, clinical and research communities.” Defined infractions of the Honor Code include cheating, plagiarism (conscious and unintentional), and fabrication.

The Student Policies section of the Carver College of Medicine **Medical Student Handbook** says this about plagiarism:

“Students are expected to do their own work at all times. In no instance should the work or words of another individual be represented as one’s own. All quoted material, regardless of source, must be properly cited and full attribution given to the author. Information obtained from the Web must give the full URL of the actual page accessed and the date accessed.”

Plagiarism of ideas can occur when the work of others is paraphrased (as opposed to a direct quotation). Ideas are as important as the literal statements that express them. When you appropriate ideas or statements from other people, their authorship must be acknowledged.

In this course, these academic standards will be upheld. Any behavior suggesting deviation from the spirit or letter of these standards will be investigated and, if confirmed, treated appropriately. A student who is found guilty of cheating, plagiarism, or fabrication will fail the Course.

## 8. POLICIES FOR STUDENTS WITH DISABILITIES

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Requests for special accommodations for examinations or other course requirements must be addressed through a specific protocol coordinated centrally by the Carver College of Medicine’s Medical Student Counseling Center. The College’s *Policies for Students with Disabilities* provides that students who seek the modification of seating, testing, or other course requirements must contact the Medical Student Counseling Center at the beginning of the academic year to implement the process for determining appropriate accommodations. Any student who believes that he or she may qualify for special accommodations should contact the Counseling Center immediately.