

INSTRUCTOR:

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GOALS:

- (1) Demonstrate basic knowledge of distributive justice theories
- (2) Identify connections between theories of justice and health care rights
- (3) Distinguish implicit and explicit forms of health care rationing
- (4) Critique the U.S. healthcare system using global comparisons
- (5) Understand future challenges facing global healthcare systems
- (6) Appreciate cultural assumptions underlying moral theories, principles and judgments

MEETINGS: In-class meetings are Tuesdays & Thursdays, 2:30-4:20 in HSB BB1404. This class combines in-person & online learning. Refer to the daily schedule (below) for more information.

DESCRIPTION: The course examines the ethical problem of allocating scarce health care resources. Our emphasis throughout is on fundamental principles of justice that support alternative health policies. The first part of the course introduces theories of justice, and considers the support they lend to a right to health care. The second section considers health care rationing, including rationing based on a patient's ability to pay; likelihood, length, or quality of medical benefit; social value; and age. We also consider criteria of random selection; first come, first served; and favored group status. The final part of the course explores future challenges facing the U.S. and global health care systems, including ensuring quality, containing costs, improving access, and meeting the needs of a rapidly aging societies. Readings are from Western philosophy and bioethics and from comparative global and East Asian sources. There are no prerequisites; however, prior course work in philosophy or ethics is strongly recommended.

REQUIREMENTS:

Undergraduate students are required to take 2 in-class examinations, participate in 3 in-class group assignments, and complete 10 online philosophical reflections. Course grades for undergraduates are based on the following:

- Examinations: 100 points each, total 200 points or 50% of course grade
- Group Projects: 33 or 34 points, total 100 points or 25% of course grade
- Philosophical Reflections: 10 points each, total 100 points or 25% of course grade

Graduate students are required to complete the same assignments, and to complete an 8-10-page research paper dealing in more depth with one of the topics discussed in class. Paper proposals must be approved by the instructor. Final papers are screened using the online plagiarism prevention and detection tool, VeriCite. Course grades for graduate students are based on the following:

- Examinations: 100 points each, total 200 points or 40% of course grade
- Group Assignments: 33 or 34 points, total 100 points or 20% of course grade
- Philosophical Reflections: 10 points each, total 100 points or 20% of course grade
- Paper: 100 points each or 20% of course grade

Consult the daily schedule (below) to find deadlines for submitting the paper proposal, the draft for peer review, and the final paper.

ASSIGNMENTS:

Philosophical Reflections engage students in writing and reflecting on readings & require formulating & defending a philosophical position in response to a question posed by the instructor. Students earn full credit for on-time postings that show reasonable quality & effort; no credit is earned for unsatisfactory or late work. Each reflection should be written in journal format and be approximately 250-500 words in length.

Group Projects facilitate working with classmates in small groups to debate a contemporary ethical problem using a case study. Students discuss issues, develop arguments, prepare slides, & present material to classmates.

Exams test student mastery of material covered in online and in-class lectures and discussion. The format combines essays and multiple-choice questions. Exam review sheets will be available online to facilitate exam preparation and the class prior to the exam will be devoted to exam preparation. Exams are online & require an access code, which will be provided in class on exam dates. Use of notes, books, & non-exam websites is strictly prohibited.

Graduate Student Papers consist of an 8-10-page research paper dealing in more depth with one of the topics discussed in class. Prior to submitting the paper, graduate students must submit a proposal to the instructor for approval and a draft paper to colleagues for structured online and in-class peer review.

Extra Credit in the form of unannounced, one-minute papers may be assigned in-class and are worth 1 point each on a 100-point scale and added to students' final scores at the end of the quarter. For example, if your final score for the course is a 78 out of 100 and you earn 2 extra credit points, your final grade will be raised to 80.

POLICIES (double click to open):

UW, Student Academic Responsibility Policy

BH Department, Academic Conduct Policy (includes disability accommodation)

BH Department, Grading Policy

Instructor, Late Assignment Policy

Instructor, Vericite Policy

Instructor, Missed Class Policy

READINGS:

All required readings are available free of charge online at the Canvas Page, E-Readings.

EQUIPMENT:

On exam days, a laptop is mandatory. You may borrow one free of charge from the UW Student Technology Fee (STF) Loan Program. Additional information at: <http://www.cte.uw.edu/STFEquipment>

DAILY SCHEDULE:

I. Distributive Justice

A. Principles and Theories

1. Introduction

January 4 Jecker, "Justice," *Encyclopedia of Bioethics, 4th edition*
Murphy, "Ideas of Justice & Reconstructions of Confucian Justice"
Recommended: Hardin, "Living on a Lifeboat"

2. Western, Confucian & Sub-Saharan African Theories

January 9 Rawls, *A Theory of Justice* (Selection)
Fan, *Reconstructionist Confucianism*, 45-68
Metz, "African Conceptions of Human Dignity"
ONLINE REFLECTION 1 DUE

January 11 Online Lecture 1: Critique of Justice as Fairness (View prior to class)
Kumar, "The Problem of Moral Luck" (Steaming Media)

Vonnegut, "Harrison Bergeron"

Recommended: Nussbaum, "The Enduring Significance of John Rawls"

GROUP ASSIGNMENT #1 (IN-CLASS)

3. Entitlement and Egalitarian Theories

January 16

Nozick, *Anarchy State and Utopia*

Gutmann, "For and Against Equal Access"

Tai and Lin, "Developing a Culturally Relevant Bioethics for Asian People"

Recommended: Berliner, Kenworthy, "Producing a Worthy Illness"; Chandler, "It's all right –he only died"; Anderson, "What's the Point of Equality?"

ONLINE REFLECTION 2 DUE

4. Act and Rule Utilitarian Theories

January 18

Dougherty, *American Health Care*, pp. 35-50

Ochasi & Clark, "Reuse of Pacemakers in Ghana & Nigeria"

B. Health Care Rights

1. Global Perspectives

January 23

No in-Class Meeting

Online Film: "Sick Around the World: UK, Japan, Taiwan, Germany & Switzerland

Lee, "Health Policy in Asia & the Pacific"

UN General Assembly, *Declaration of Human Rights*

ONLINE REFLECTION 3 DUE

January 25

2. Ethical Underpinnings

Dougherty, *American Health Care*, pp. 51-68 and 69-132

Fan, *Reconstructionist Confucianism*, 72-74

PAPER PROPOSALS DUE (Graduate Students Only)

EXAMINATION 1 REVIEW SHEET AVAILABLE (Online)

II. Health Care Rationing

A. Introduction

January 30

Guest: Robert Carithers, M.D., UW School of Medicine, Department of Medicine

Volk, Biggins, Huang et al, "Decision Making in Liver Transplant Selection"

Recommended Murray, Carithers, "AASLD Practice Guidelines"; Moylan, et al.,

"Disparities in Liver Transplantation Before & After Introduction of MELD Score"

ONLINE REFLECTION 4 DUE

B. Patient Selection

February 1

Online Lecture 2: Health Care Rationing (View prior to class)

Etheredge, "Ethics & Rationing Access to Dialysis in Resource-Limited Settings: Consequences of Refusing Renal Transplant in South Africa"

GROUP ASSIGNMENT #2 (IN-CLASS)

February 6

EXAMINATION 1 REVIEW (In-Class)

ONLINE REFLECTION 5 DUE

February 8

EXAMINATION 1 (In-Class), **Required Equipment: laptop computer**

1. Social Criteria

February 13 Film Clip (In-Class): “Who Shall Live?”
Alexander, *They Decide Who Lives Who Dies*
Jecker, “Caring for ‘Socially Undesirable’ Patients”
Recommended: Schneiderman, Jecker, “Should A Criminal Receive a Heart Transplant”
ONLINE REFLECTION 6 DUE

February 15 Kilner, *Who Lives? Who Dies?* pp. 27-74
Recommended: Jecker, “Justice Between Age Groups”

2. Socio-Medical and Medical Criteria

February 20 Kilner, *Who Lives? Who Dies?* pp. 77-160
Recommended: Jecker, “The Problem with Rescue Medicine”
DRAFTS DUE FOR PEER REVIEW (Graduate Students Only)
ONLINE REFLECTION 7 DUE

3. Personal Criteria

February 22 Kilner, *Who Lives? Who Dies?* pp. 163-207 and 221-237
Day, “Distributive Justice & Responsibility for Personal Choices about Health”
ONLINE PEER REVIEW DUE prior to class (Graduate Students Only)
IN-CLASS PEER REVIEW (Graduate Students Only, Undergraduates dismissed early)
ONLINE REFLECTION 8 DUE

III. Healthcare System Challenges

A. Prioritizing Healthcare Services

February 27 WHO, *Making Fair Choices on the Path to Universal Health Coverage* pp. 1-41
Recommended: Online Lecture 3: Jecker, US Healthcare Reform: Obamacare
GROUP ASSIGNMENT #3 (IN-CLASS)
ONLINE REFLECTION 9 DUE

B. Global Perspectives

March 1 1. Rights to Healthcare in International Law
Guest: Beth Rivin, MD, UW Global Health & Justice Project
Robinson, “Human Rights & the Global Politics of Resistance: Feminist Perspectives”
Recommended: Arras, “Bioethics & Human Rights: Access to Health-Related Goods”
EXAMINATION 2 REVIEW SHEET AVAILABLE (Online)

March 6 2. Western Hegemony & Implicit Bias
Crystal Brown, MD, UW School of Medicine, Department of Medicine
Gendler, “Alief and Belief”
Roberts, “The Problem with Race-Based Medicine” (Streaming Media)
Dovito, “How Unexamined Biases Contribute to Health Disparities”
Recommended: Foglia, “Health Disparities Among LGBT Older Adults and the Role of Unconscious Bias”; Chapman, “Physicians and Implicit Bias”
EXAM 2 REVIEW (Online Discussion)
ONLINE REFLECTION 10 DUE

March 8 EXAMINATION 2 (In-Class), **Required Equipment: laptop computer**
GRADUATE STUDENT PAPERS DUE