**PHI 3459: HONORS PHILOSOPHY OF MEDICINE**

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**Course Description**The focus of this course will be an evaluation of the relationship between science and ethics within the practice of medicine. This course does not presuppose or require any previous training in either philosophy or medical science, but it does require a genuine interest in both. Over the semester we will study Evidence Based Medicine, models of the physician-patient relationship, and clinical methodology and reasoning. We will read academic work by physicians, patients, and philosophers. The course will conclude with a mock conference in which you will present your own medical/philosophical work to your peers.

**Course Evaluation:**

1. 3 Papers: 1,000 words, worth 20% each
2. Class exercises, 20%
3. Final presentation, 20%

**Required Readings:** All of the required readings are available on the website for this course. You do not need to purchase any materials for this class.

**Course Goals:**

By the end of this class, you should be able to:

\* Articulate the relationship between science and ethics within the practice of medicine.

\* Critically evaluate current models of the physician patient relationship.

\* Write and speak on medical and ethical issues for a professional audience.

\* Enter medical or graduate school with an understanding of some of the ethical issues confronting contemporary physicians in clinical practice.

**Note of Honors Distinction:** *This course differs substantially from the non-Honors version. First, and most importantly, the course is an agreement between the student and instructor that they will work together collaboratively to ensure a significantly enriched learning experience in a manner consistent with other Honors-designated courses at FAU. This means the course will produce substantive work that reflects interdisciplinarity and connections among academic fields, research and direct access to sources of knowledge pertinent to the field, leadership, creative and critical thinking, and engagement with the world outside the university. Secondly, the writing component of the course will be much more demanding, and will prepare students for upper-division college writing and for work on the* ***Honors Thesis****.* Students will be exposed to vocabulary of a specifically theoretical nature, and will be expected to comprehend new concepts and to deploy these new terms in their own critical thinking and writing. In addition, we will begin professionalizing our own readings and analyses of these texts. Students will be expected to familiarize themselves with the history and the ongoing critical and scholarly conversation about these works, and will give in-class presentations about critical history and about the living scholars in the field as it now stands. Students will also engage with the theoretical tools used by today’s reading community to study literature. Finally, the course will develop critical attitudes and analytic skills that will teach the student to think for him-or-herself

**Students enrolled in this course** agree to abide by the[**Honors College Honor Code**](http://www.fau.edu/honors/academics_honor_code.php)  and the [**FAU Code of Academic Integrity**](http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf)**:** please review these documents.

**Attendance policy**: You are allowed two unexcused absences, no questions asked. After that, your class exercises grade will be affected.

**Computer policy**: the use of laptops in class is reserved for those students with sufficient documentation from the Learning Needs and Evaluation Center.

**Cellphone policy**: **NO CELLPHONES.** If you use your phone in class, your final grade will be lowered.

**Late Work Policy:** I do not accept late papers, but I will accept them via email if you cannot make it to class that day.

**Students with Disabilities**: *In compliance with the Americans with Disabilities Act(ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures.*

<http://www.osd.fau.edu/Rights.htm>

**Schedule:**

1. Introduction and Course Overview

1. ***Medical Evidence***

2. “Why Medicine Cannot Be a Science” (Munson)

3. “Evidence Based Medicine: What it is and what it isn’t” (Sackett)

4. “The Philosophy of EBM,” “What is EBM?” (Howick)

5. “Ethics and Evidence in Medicine” (Worrall)

6. “Evidence Based Medicine and Women” (Rogers)

1. ***The Patient Experience and the Physician-Patient Relationship***

7. Chap. 1, 2, 6 from How Doctors Think (Groopman)

8. True Medical Detective Stories Chap. 2, 4, 8, 9 (Meador) **Paper 1 due**

9. 1. “The Body in Multiple Sclerosis” (Toombs)

2. <http://www.msnbc.msn.com/id/30725967/ns/health-health_care/t/all-she-lost-my-sisters-battle-lyme-disease/#.UOsE0Xc1CSo>

10. “Four Models of the Physician-Patient Relationship” (Emanuel)

11. “The Relational Approach” (Entwistle)

1. ***Issues in Clinical Practice***

**Conceptual issues:**

12. http://plato.stanford.edu/entries/health-disease/

13. “Galen on the ideal of the physician”

**Dealing with uncertainty:**

14. “Differential Diagnosis and Suspension of Judgment” (Kennedy)

15. excerpts from Every Patient tells a Story (Sanders)

16. “Medically unexplained symptoms” (Ross) **Paper 2 due**

**Patients refusing or requesting treatments:**

17. “Refusal of Care” (Simon)

18. “When Patients Request Specific Interventions” (Brett and McCullough)

**Rights, Market Values and Justice**

19. Patient Rights <http://mhcc.maryland.gov/consumerinfo/hospitalguide/patients/consumer_help/bill_of_rights.htm>

20. “What Market Values are doing to Medicine” <http://www.theatlantic.com/past/politics/healthca/relman.htm>

21. “Justice and Access to Health Care”

<http://plato.stanford.edu/entries/justice-healthcareaccess/>

22. IN CLASS DEBATE EXERCISE **Paper 3 due**

**Presentations:** On days 23-26, students (4 each day) will give their final presentations to the class. Presentations will involve original contributions to existing debates within the philosophy of medicine. They will last for 15 minutes and be followed by a question and answer period. Presentations are to be given in formal conference style, and appropriate attire is expected.

23. 4 student presentations

24. 4 student presentations

25. 4 student presentations

26. 4 student presentations

27. **Summary lecture**