

# Ethics of End-of-Life Care

## PHIL 319J (Section 001) COURSE OUTLINE

St. Jerome's University in the University of Waterloo

Department of Philosophy \* Fall 2018

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**Course Info:** Web: Learn | Tues 6:30-9:20pm, STJ 2, 2002 | Office hours: Tues 2:30-4:00pm\*

**Instructor Info:** Andrew D.H. Stumpf | Office: Sweeney Hall 2112 | adhstump@uwaterloo.ca<sup>†</sup> |

\* *If you are unavailable during office hours, please email me to arrange a meeting at a mutually convenient time.*

<sup>†</sup> *Please include your name, and a reference to this course in your email, so I will know how to reply to you.*

### 1. Course Description

What options does a person reaching the end of life have and how can they best be cared for? How can we balance patient autonomy with the expertise of the health-care provider and the demands of the health-care system? This course will help students think philosophically and critically about issues like these in their cultural, historical, and legal context. Specific topics may include consent, human dignity, euthanasia, refusal or withdrawal of treatment, palliative care and holistic patient care, pluralism and diverse understandings of dying, and treatment of the elderly.

The course proceeds primarily by way of lecture and in class discussion (large and small group). Students are encouraged to participate by actively raising questions or relevant comments.

### 2. Course Goals / Learning Outcomes

Upon completion of this course, students should be able to:

- a. Understand the basic concepts of applied ethics in general and bioethics in particular;
- b. Identify the central ethical issues in end of life care;
- c. Appreciate diverse understandings of the significance of dying and death;
- d. Assess the ethical arguments for and against assisted death;
- e. Compare and evaluate assisted living, hospice care, palliative care, and nursing homes;
- f. Describe the main ethical issues in public policy concerning end of life care.

### 3. Required Texts

- a. Kluge, Eike-Henner W. *Ethics in Health Care: A Canadian Focus*. Toronto: Pearson, 2013.

+ Your choice of ONE OR THE OTHER of:

- b. Callanan, Maggie. *Final Journeys: A Practical Guide for Bringing Care and Comfort at the End of Life*. New York, NY: Bantam Books, 2008.
- c. Gawande, Atul. *Being Mortal: Medicine and What Matters in the End*. New York, NY: Metropolitan Books, 2014.

- You can purchase any of these books at the UW Bookstore, or take them out of the St. Jerome's library via course reserves.
- Note that iClickers are mandatory for this course. You can get one at the UW Bookstore.

#### 4. Supplementary Readings Available in Course Reserves

- a. Cahill, Lisa Sowle. "Decline and Dying: Cultural and Theological Interpretations," Chapter 3 of *Theological Bioethics: Participation, Justice, Change*. Georgetown University Press, 2005.
- b. "Defining Death," Chapter 10 of *Bioethics in Canada*, Weijer, Brennan and Skelton, eds. Oxford University Press, 2013.
- c. "Death and Decisions Regarding Life-Sustaining Treatment," Chapter 5 of *Biomedical Ethics*, 7<sup>th</sup> edition, Mappes, DeGrazia and Brand-Ballard, eds. New York, NY: McGraw Hill, 2011.
- d. Foley, Kathleen. "Compassionate Care, not Assisted Suicide," Chapter 14 of *The Case Against Assisted Suicide for the Right to End-of-Life Care*," Foley and Hendin, eds. Baltimore: The Johns Hopkins University Press, 2002.
- e. Foley, Kathleen. "The Past and Future of Palliative Care," in *Improving End of Life Care: Why Has it Been So Difficult?* The Hastings Center, Nov-Dec 2005, pp. S42-S46.
- f. Johnson, Sandra H. "Making Room for Dying: End of Life Care in Nursing Homes," in *Improving End of Life Care: Why Has it Been So Difficult?* The Hastings Center, Nov-Dec 2005, pp. S37-S41.
- g. Murray, Thomas H. and Jennings, Bruce. "Quest to Reform End of Life Care: Rethinking Assumptions and Setting New Directions," in *Improving End of Life Care: Why Has it Been So Difficult?* The Hastings Center, Nov-Dec 2005, pp. S52-S57.
- h. Saunders, Cicely. "Hospice Perspective," Chapter 13 of *The Case Against Assisted Suicide for the Right to End-of-Life Care*," Foley and Hendin, eds. Baltimore: The Johns Hopkins University Press, 2002.
- i. Snyder Sulmasy L, Mueller PS, for the Ethics, Professionalism and Human Rights Committee of the American College of Physicians. "Ethics and the Legalization of Physician-Assisted Suicide: An American College of Physicians Position Paper." *Annals of Internal Medicine* 2017; 167:576–578.
- j. "Voluntary Active Euthanasia and Physician-Assisted Suicide," section 5.3 of *Biomedical Ethics: A Canadian Focus*, 2<sup>nd</sup> edition. Oxford University Press, 2013.

#### 5. Course Requirements & Evaluation

	Topic	Due Date	Weighting
Participation	iClicker polls	Throughout term	15%
Key Concepts Test	Weeks 1 - 4	Oct 3 <sup>rd</sup> -4 <sup>th</sup> (Online)	15%
Reflective Assignment	Book Report on Chosen Reading	Oct 24 <sup>th</sup>	15%
Argumentative Paper	Assisted Death Debate	Nov 28 <sup>th</sup>	25%
Final Exam	Cumulative	Dec 12 <sup>th</sup>	30%

#### Detailed Breakdown of Course Requirements

##### 1. Participation (15%)

###### *iClicker Polls*

Beginning September 18<sup>th</sup>, each lecture will include a number of iClicker polls. To get full marks (100%) for your participation grade, you must attend at least 75% of classes and respond to at least 75% of the polls in each class you attend.

Please visit the course's Learn site as soon as possible to register your iClicker (course materials > content > course administration > iClicker registration).

Note well: Impersonation (using your absent friend or classmate's iClicker to record their answers for them) can result in a suspension penalty.

2. Key Concepts Test (15%)

This test will be available for you to write in LEARN between 8:00 am on October 3<sup>rd</sup> and 11:54pm on October 4<sup>th</sup>. Once you open the test, you will have 1.5 hours (90 minutes) to write it. The test will consist of true / false, multiple choice, and matching questions, and will cover all readings and lecture content up to and including week 4 (Oct 2<sup>nd</sup>). The goal is to ensure that you've been learning the basic concepts concerning ethics and the nature of death and dying that will frame the discussion of other topics later in the course.

3. Reflective Assignment (15%)

The first assignment will take the form of a reflective book review of your choice of *Final Journeys* or *Being Mortal* (see the Required Texts section above). I am looking for personal as well as critical reflection and engagement with the major themes and topics covered in these books. I am not interested in a mere summary of what the author has said. To be submitted via LEARN dropbox by 11:54pm on Oct 24<sup>th</sup>.

4. Argumentative Paper (25%)

The second assignment, on the ethics of assisted death, will require you to take and argue for a position in the debate concerning whether or not physician assisted suicide and voluntary euthanasia are morally justifiable. You will be expected to show understanding of different viewpoints within this debate, and to use the ethical and conceptual framework covered in the earlier parts of the course to defend your position. Complete bibliographic information must be provided for all sources used. Submit via LEARN dropbox by 11:54pm, Nov 28<sup>th</sup>.

5. Final Exam (30%)

You have two options regarding the final exam for this course. Choose One of the following:

**Option 1:** Write a two-hour test in Learn, consisting of true/false, multiple choice, and short answer questions. The test will be open between Dec 11, 7:00pm and Dec 12, 11:54pm.

**Option 2:** Answer three of four questions in a short essay format (around 600 words each), and submit it as a take-home exam to the relevant Learn dropbox by Dec 12, 11:54pm.

Both options will cover the lecture content from all twelve weeks, and all regular assigned readings (Kluge text and supplementary sources, not including the books covered in the Reflective Assignment).

### Late Work

Assignments submitted late will be penalized at a rate of 10% per day late. Tests must be written within the date / time range noted above. See below for the University's policy on legitimate reasons for accommodations on assignments and tests. Assignments or quizzes (where no communication was made up to the due date) cannot be made up.

### Citation Style

Use MLA format for all citations: <https://owl.english.purdue.edu/owl/resource/747/01/>

### Information on Plagiarism Detection

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is

documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

**6. Class Schedule** (subject to minor changes depending on how the term progresses):

<b>Week</b>	<b>Topic(s)</b>	<b>Readings*</b>
(1) Sept 11	<b>Course Introduction: Ethics and End-of-Life Care</b>	Course Syllabus
<b>PART ONE: FOUNDATIONAL CONCEPTS</b>		
(2) Sept 18	<b>Health Care Ethics: Theory, Principles &amp; Practice</b>	<b>Kluge</b> , Chapter 1
(3) Sept 25	<b>Health Care Ethics: Historical, Legal, Social Context</b>	<b>Kluge</b> , Chapter 2
(4) Oct 2	<b>The Meaning of Dying and Death</b> <i>Key Concepts Test available Oct 3 – 4</i>	Cahill, “Decline and Dying”; “Defining Death”; “Death and Decisions”
<b>PART TWO: OVERVIEW OF END OF LIFE CARE</b>		
(5) Oct 11	<b>The Health Care Provider – Patient Relationship</b> <i>Note: Oct 11 follows a Tuesday schedule due to Fall Break</i>	<b>Kluge</b> , Chapter 3
(6) Oct 16	<b>Advance Directives &amp; Substitute Decision-Making</b>	<b>Kluge</b> , Chapters 4 & 5
<b>PART THREE: KEY ISSUES IN ETHICS OF END OF LIFE CARE</b>		
(7) Oct 23	<b>Assisted Death – Concepts &amp; Context</b> <i>Reflective paper due by 11:54pm on Oct 24<sup>th</sup></i>	<b>Kluge</b> , Chapter 7
(8) Oct 30	<b>Assisted Death – The Debate(s)</b>	“Voluntary Active Euthanasia” Foley, “Compassionate Care...” ACP Position Paper
(9) Nov 6	<b>Assisted Living &amp; Nursing Homes</b>	Johnson, “Making Room...” Gawande, <i>Being Mortal</i> (Chs 3-5)
(10) Nov 13	<b>Hospice &amp; Palliative Care</b>	Foley, “The Past and Future...” Saunders, “Hospice Perspective”
(11) Nov 20	<b>End of Life Care &amp; Public Policy</b>	<b>Kluge</b> Chapters 9 & 10 Murray & Jennings, “Quest...”
(12) Nov 27	<b>Catch Up &amp; Review</b> <i>Argumentative paper due Nov 28 in Learn dropbox</i> <i>Final Exam due by 11:54pm on Dec 12</i>	None

- All readings other than those from the Kluge text are in the list of Supplementary Readings above (sec. 4), and can be accessed electronically via Course Reserves.
- You are expected to do the relevant readings before each class, to prepare to participate in class.

**7. UW Policy Regarding Illness and Missed Tests**

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at [www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html).
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- *[Note: At St. Jerome’s, all make-up midterm exams and quizzes will be offered on the first Friday following the exam, from 1:00 pm – 4:00 pm, in room STJ 3012.]*
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

## 8. Important Information:

- **Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information](#).
- **Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).
- **Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).
- **Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

## 9. Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## 10. Mental Health Services

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

### Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: Support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### Contact Health Services

#### [Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

### Contact Counselling Services

#### [Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

[counserv@uwaterloo.ca](mailto:counserv@uwaterloo.ca)

## 11. The Writing and Communication Centre

The Writing and Communication Centre works with students as they develop their ideas, draft, and revise. Writing and Communication Specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-and-communication-centre](http://www.uwaterloo.ca/writing-and-communication-centre). Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.