

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Health Care Policy and Ethics

Course Code: POL3207

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) SA 3207 Health Care Policy and Ethics

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to help students investigate the ethical basis of health care policy and guides them to draw on both the Western and Chinese moral resources to address ethical issues involved in health care distribution, clinical decision making, and new biomedical technologies. Students will be stimulated to reflect critically on their own values and to formulate justifiable judgement on contemporary health care policy and bioethical issues. Specifically, the course will

- (a) Explore and evaluate the basic values underpinning the organization and financing of health care allocation;
- (b) Examine different models of clinical decision making and analyse their implications for upholding the values of professional accountability, patient interests and family integrity in doctor-patient-family encounters;
- (c) Investigate controversial ethical issues of new biotechnology surrounding the beginning of life, sex selection, surrogate motherhood, stem cell research, and human cloning, and explore the moral justification of different responses to these issues.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discover new knowledge and create new ideas in the social, cultural and ethical context of health care policy.		√	√	√
2.	Analyse and evaluate critically three major ethical discourses on health care as well as their underlying moral bearings: justice in health care system, clinical decision-making, and ethical and policy challenges by new bio-medical technologies.		√	√	√
3.	Apply key concepts and ideas in modern liberal and traditional Confucian ethical traditions to discuss health care policy issues; construct rational and persuasive arguments to justify their own point of views.		√	√	√
4.	Judge independently on the concepts, theories and approaches covered in this course, and apply them to analyze other relevant ethical issues in health care; apply critical and communicative skills in ethical judgment and philosophical principles to guide policy formulation and decision making in health care.		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Seminar	Include both lectures (which will identify key problems in the ethics of health care, introduce and evaluate relevant ideas and theories, illustrate their applications with policy analysis and cases studies) and small group discussions (which will enhance students' ability to critically evaluate different ethical positions on health care policy issues, and improve their ability to construct rational and persuasive arguments; discover new knowledge and create new ideas in health care; strengthen their teamwork and communication skills).	√	√	√	√			3-hour
Individual paper writing	Apply and test each student's ability to research, analyse and resolve contemporary health care issues, and communicate their conclusions or solutions in writing.	√	√	√	√			
Reading	Three to four articles or book chapters per week.	√	√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Seminar attendance and discussion participation	√	√	√	√			25	
Individual paper	√	√	√	√			25	
Two quizzes	√	√	√	√			50	

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Seminar attendance and discussion participation	1.1. Capacity for active learning and understanding the key concepts, principles and theories involved in the lectures and discussions; 1.2. Capacity for creating new ideas in health care and for conducting group discussion with communication skills.	High	Significant	Moderate	Basic	Note even reaching minimal levels
2. Individual paper	Ability to research, analyse and resolve contemporary health care issues, and communicate their arguments, conclusions or solutions in writing.	High	Significant	Moderate	Basic	Note even reaching minimal levels
3. Quizzes	Capacity for actively learning and mastering different ethical theories and positions bearing on health care policy challenges and issues.	High	Significant	Moderate	Basic	Note even reaching minimal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Health care policy, ethics, bioethics, liberal ethical perspective, Confucian ethical perspective, health distribution, financing, rationing, managed care, hospital ethics committee, informed consent, truth-telling, advance directives, surrogate decision-making, organ donation, transplantation, artificial insemination, in vitro fertilization, human cloning, genetic ethics, stem-cell research, definition of death, euthanasia, severely defective newborns.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Brock, Dan W. (2001), "Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con" in Lauritzen, P. (ed.) *Cloning and the future of human embryo research*, N.Y.: Oxford University Press, pp. 93-113.

Ho Mun Chan, "Justice is to be Financed before it is to be Done: A Confucian Approach to Hong Kong Public Health Care Reform", *Bioethics: Asian Perspectives - A Quest for Moral Diversity*, Ren-zong Qiu (ed.), Dordrecht, Netherlands: Kluwer Academic Publishers, pp. 207-228, 2004.

Mark J. Cherry and H. Tristram Engelhardt, "Informed Consent in Texas: Theory and Practice," *Journal of Medicine and Philosophy* 29.2 (2004): 237-252.

Norman Daniels, "Justice and Health Care," in Tom Regan and Donald van Deveer (eds.), *Health Care Ethics: An Introduction*, Philadelphia: Temple University Press, 1987.

H. T. Engelhardt, Jr., 'Rights to health care, social justice, and fairness in health care allocations: Frustrations in the face of finitude,' in *The Foundations of Bioethics*, 2nd edition, (Oxford University Press, 1996), pp. 375-387.

H. T. Engelhardt, Jr., 'China, Beware: What American Health Care Has to Learn from Singapore,' in *China: Bioethics, Trust, and the Challenge of the Market*, J. Tao (ed.) (Springer, 2008), pp.55-71.

Ruiping Fan, 'A Reconstructionist Confucian Approach to Chinese Health Care: The Ethical Principles, the Market, and Policy Reforms,' in *China: Bioethics, Trust, and the Challenge of the Market*, J. Tao (ed.) (Springer, 2008), pp.117-133.

Michael B. Gill and Robert M. Sade "Paying for Kidneys: The Case Against Prohibition", in Coral Levine (ed.) *Taking Sides Clashing Views on Controversial Bioethical Issues*, 10th edition, Guilford, Conn.: McGraw Hill/Dushkin Pub. Group, 2004, pp. 306-322.

Gordon Graham "Health Care Provision," *Contemporary Social Philosophy*, Basil Blackwell. 1988.

Immanuel Kant, "On a Supposed Right to Lie from Altruistic Motives," in Helga Kuhse & Peter Singer (eds.), *Bioethics: An Anthology*, Blackwell, Oxford, 1999, pp. 499-500.

Penelope M. Mullen, "Is it Necessary to Ration Health Care?" *Public Money and Management*, Vol. 18, No. 1, 1998.

N. Knoepffler (2004), "Stem cell research: an ethical evaluation of policy options", *Kennedy Institute*

of *Ethical Journal* 14.1, pp. 55-74.

Don Marquis, "An Argument that Abortion is Wrong", in Hugh LaFollette (ed.) *Ethics in Practice: An Anthology*, 2nd edition, Oxford: Blackwell, 2002, pp. 83-93.

Peter A. Ubel, *Pricing Life*, Cambridge, MA: MIT Press, 2000, Chs 1, 5, 6, 9, 10, (Chs. 1, 5, 10 are required).

Robert M. Veatch, "Ethical Dimensions of Advance Directives and Surrogate Decision Making in the United States," in H-M. Sass, R. M. Veatch and R. Kimura (eds.), *Advance Directives and Surrogate Decision Making in Health Care*, Baltimore. Johns Hopkins University Press, 1998, pp. 66-91.

Robert F. Weir and Charles Peters, "Affirming the Decisions Adolescents Make About Life and Death," in Carol Levine (ed.), *Taking Sides: Clashing Views on Controversial Bioethical Issues*, 8th edition, 1999, pp. 162-168.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

http://www.ha.org.hk/visitor/ha_visitor_index.asp?Content_ID=200776&Lang=ENG&Dimension=100&Parent_ID=10138

<http://www.legislation.gov.hk/eng/home.htm>

<http://www.physorg.com/news200224498.html>

Ruiping Fan, 'Health Care Allocation and the Confucian Tradition,' in *The Examined Life - Chinese Perspectives*, Xinyan Jiang (ed.) (Global Publications, New York, 2002), pp. 211-233.

Allen Buchanan, "The Right to a Decent Minimum of Health Care," *Philosophy & Public Affairs*, Vol.13, no.1, 1984.

Norman Daniels, "Rationing Medical Care – A Philosopher's Perspective on Outcomes and Process," *Economics and Philosophy*, Vol., 14, No. 1, 1998.

Ho Mun Chan, "Informed Consent Hong Kong Style: An Instance of Moderate Familism," *Journal of Medicine and Philosophy* 29.2 (2004): 195-206.

Seijo Bito, Shinji Matsumura, Marjorie Kagawa Singer, Lisa S. Meredith, Shunichi Fukuhara and Neil S. Wenger, "Acculturation and End-of-life Decision Making: Comparison of Japanese and Japanese-American Focus Groups", *Bioethics*, Vol. 21, No. 5, 2007, pp. 251-262.

Edmund D. Pellegrino & Myron Genel, "Should Federal Funds Be Used in Research on Discarded Embryos?" in *Physician's Weekly* XVI (No.37), October 4, 1999.

Jonathan Chan (2001), "Liberal and Confucian Moral Perspectives on Human Cloning" (in Chinese), in *Chinese & International Philosophy of Medicine* III (4): 83-100.