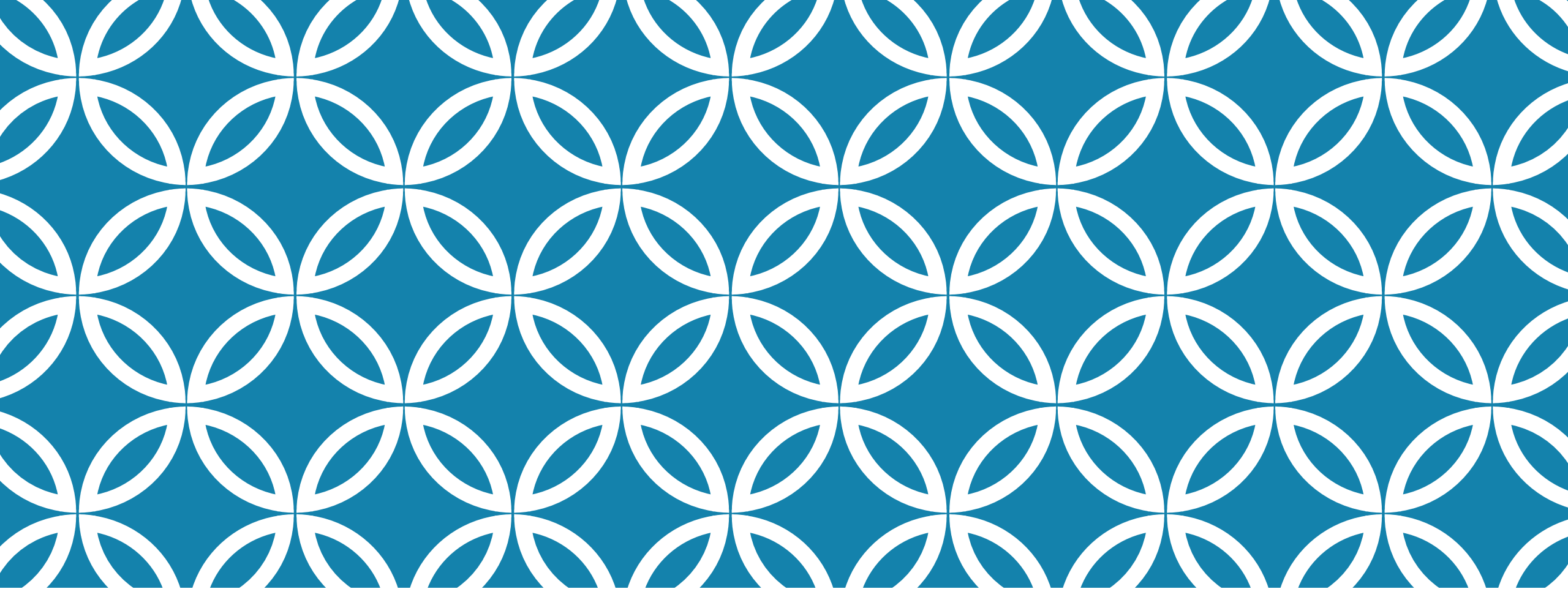
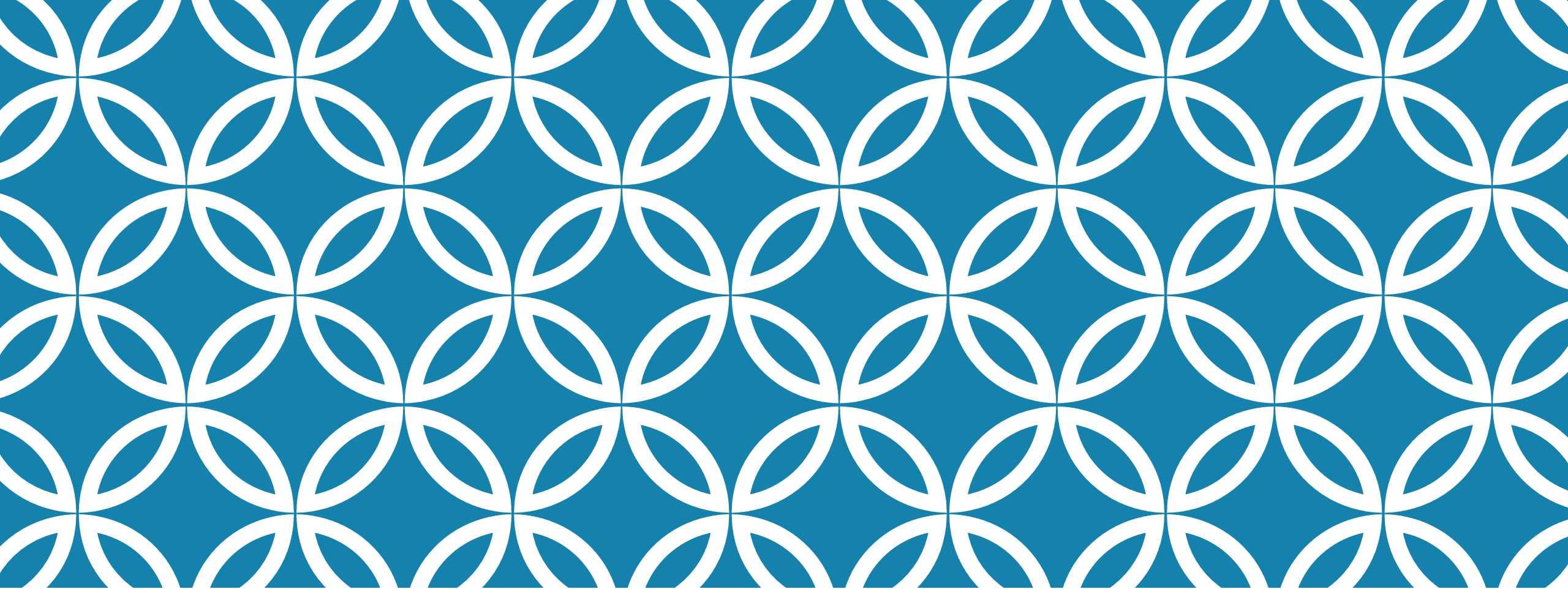




**WHO IS A “VISIONARY” THAT INSPIRES
YOU? WHY DO THEY INSPIRE YOU?**

Question of the Day



THEORIES OF ETHICS

Module 4

WHAT IS A THEORY?

- Analysis of the relationship between a set of facts
- A generally acceptable set of principles offered to explain a phenomena
- A belief, policy, or procedure proposed or followed as the basis of action

WHY SHOULD HEALTH ADMINISTRATORS CARE ABOUT ETHICAL THEORIES?

- Healthcare delivery is **extremely** complex – very few perfectly correct answers
 - Question: What are some factors that influence healthcare delivery?
- Everyone comes from a different background/experiences/perspectives
 - Must learn to come to decisions alongside others
- Administrators must make decisions that are both **fiscally** AND **ethically** sound
- Administrators must be able to defend their decisions to stakeholders
 - Clinicians, board members, community members, government, etc.

Theories provide frameworks through which to consider decisions.

Global Ethics Theorists

St. Thomas Aquinas

Immanuel Kant

John Stuart Mill

John Rawls

St. Thomas Aquinas

Immanuel Kant

John Stuart Mill

John Rawls

Personal Ethical Theorists

Aristotle

Martin Buber

Lawrence Kohlberg

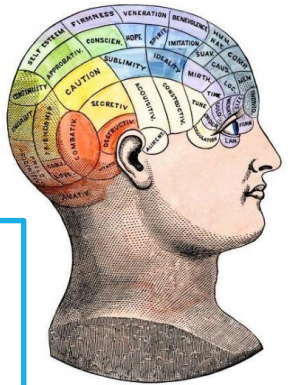
Carol Gilligan

Aristotle

Martin Buber

Lawrence Kohlberg

Carol Gilligan



Pro-Tip: Print this out, and take notes as we go!

Instructions: In class, write down the name of the theorist associated with each theory. You may also want to jot down notes about the name of a theory, when it might be used, etc. Keep this with you; it will be useful to refer to in class discussions, and will be a good study guide for Exam 1.

Humans have the ability to reason, wonder, and make rational decisions. Therefore, they CHOOSE good and evil behaviors.	Humans have a duty to base all their actions on good intentions toward others.
No quality/trait is inherently good or evil; the way you use it makes it good or evil.	You must ask the question: "Would I want everyone to be able to do this, without exception?" If yes, you have a moral obligation to provide that service/resource.
All people have the same inherent value. No one is more important/valuable than anyone else.	Consequences are more important than good intentions.
Something is "good" when it gives the greatest benefit to the greatest number of people (or, it harms the smallest number).	People may be used as a "means to an end," if it helps others.
Social justice is more important than market justice.	In a just society, we must address the needs of those in lesser (more vulnerable) positions.
It is morally acceptable to withhold services from one person/group to address the needs of someone in a lesser position/group.	All people should have the same basic rights as others.
A person builds character by making decisions and <u>taking action</u> . It doesn't matter what you <i>think</i> . It matters what you <i>do</i> .	The best moral decisions are made by using previous learning and experiences.

GLOBAL ETHICAL THEORISTS



Focus on “macro” or global issues surrounding ethics and ethical decisions

How do **societies** acquire perspectives on ethical thinking and moral reasoning?

Aquinas, Kant, Mill, Rawls

ST. THOMAS AQUINAS

(1225 – 1274)

Family tried to forbid him from the Catholic Church with "temptations"



AQUINAS



Natural Law

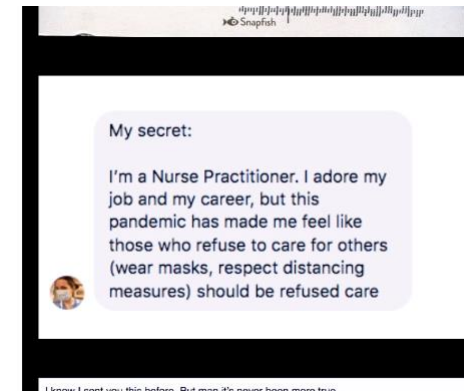
- Humans have the ability to reason, wonder, and make rational decisions
- Humans can use judgement to CHOOSE good and evil

AQUINAS, CONT.



Question: Do you believe that EVERYONE has the ability to make rational decisions?

Question: How do we handle people who CHOOSE to act against their own/society's best interest? Do they DESERVE the same quality of care?



IMMANUEL KANT

(1724 – 1804)

*Studied math, physics, logic, and metaphysics
before becoming a teacher for 40+ years*



KANT



- **Deontology:** Humans have a duty to base our actions on good intentions toward others
- **Categorical Imperative:** “Would I want everyone to be able to do this, without exception?”
 - If “yes,” it becomes a moral obligation to provide.
- All people have the same inherent value, just because they exist
- No quality/trait is inherently good or evil; it depends how people use them

Wearing a mask in public?

Access to health insurance?

Should we distribute healthcare based on age?

How are you using your creativity?

KANT

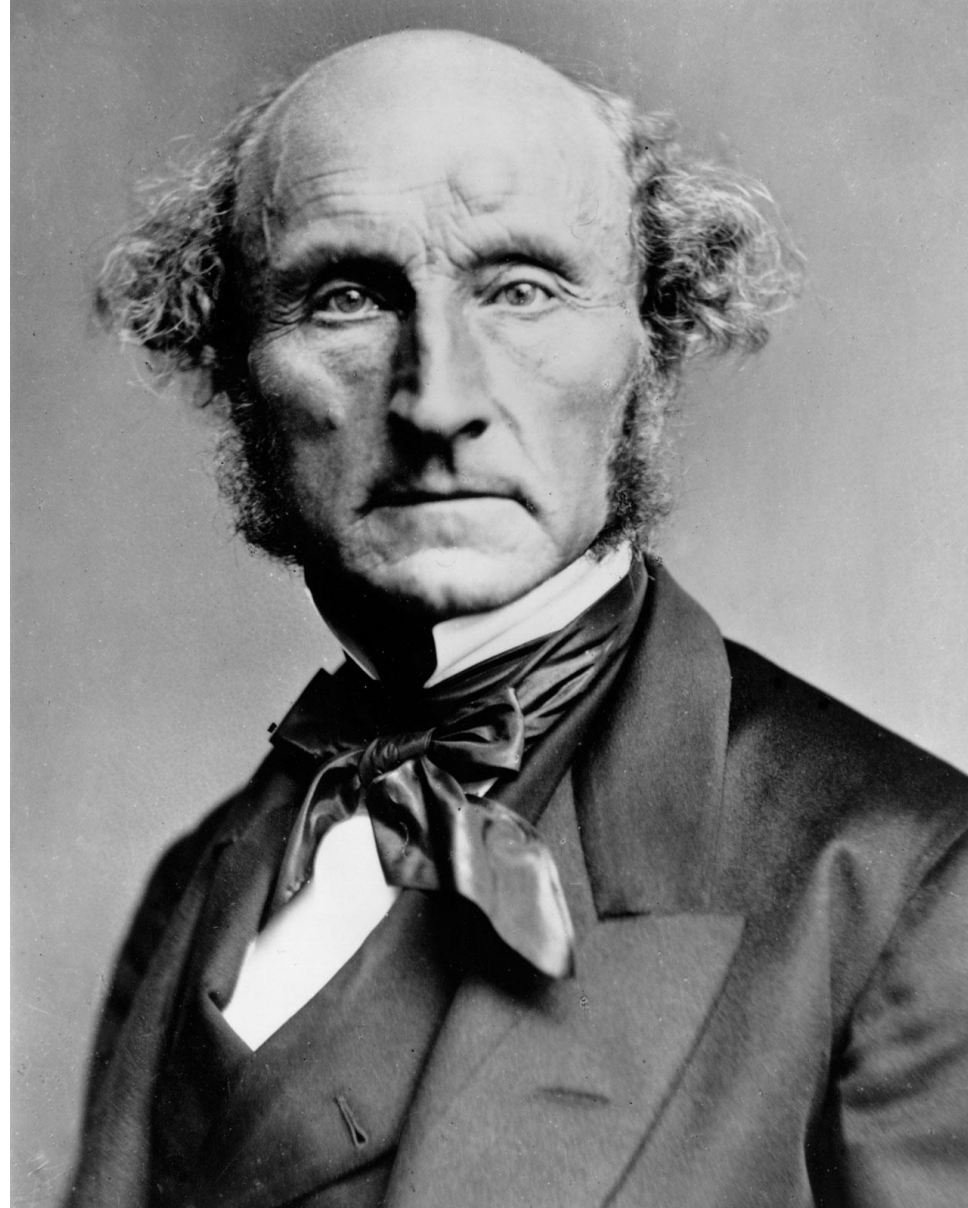


Note: A strict application would allow you to base decisions on goodwill, and ignore profit, legal mandate, stakeholder wishes, etc.

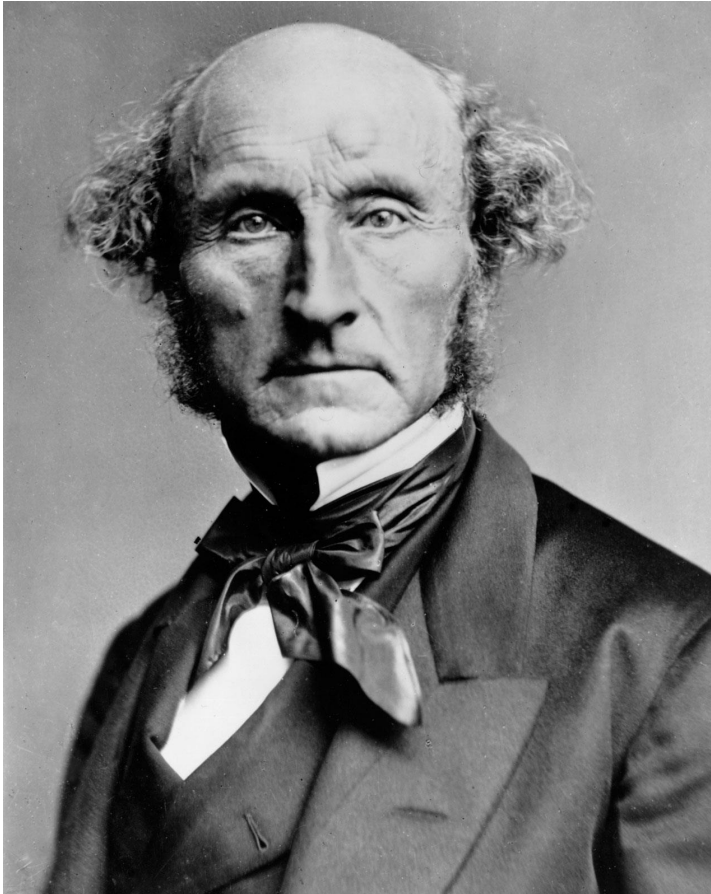
JOHN STUART MILL

(1806 – 1873)

- Learned Greek @ 3 and Latin @ 8
- Became member of British Parliament to advocate for women's rights



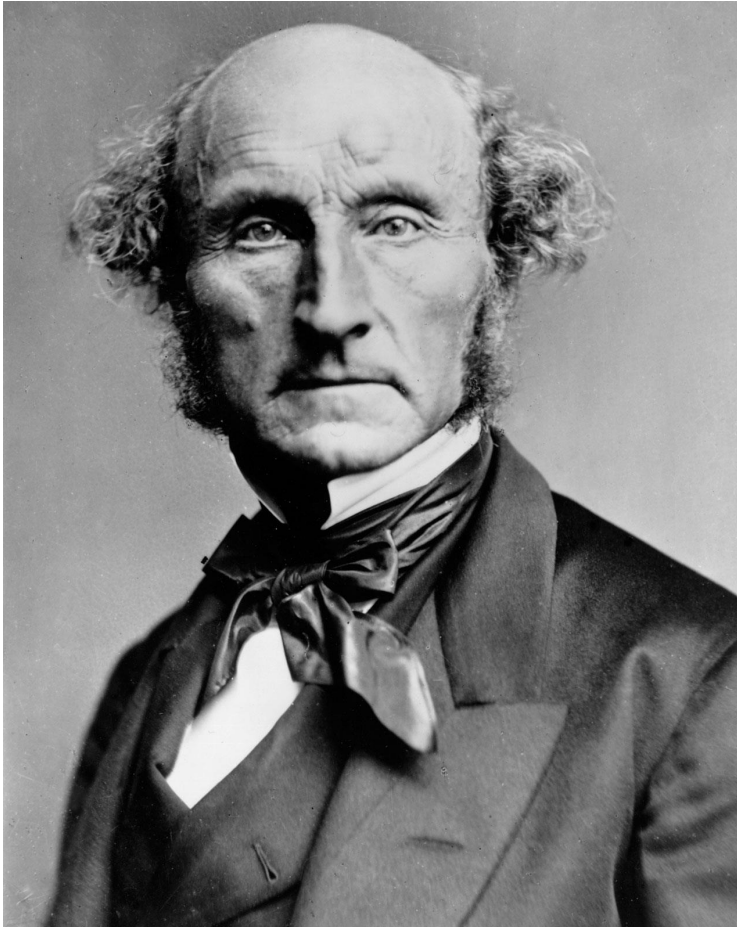
MILL



Utilitarianism: Consequences are more important than good intentions

- Something is good when it gives the greatest benefit to the greatest number of people (or least harm to the smallest number)
- Unlike Kant, Mill allows people to be used as a “means to an end” (if it helps more people than it harms)

MILL



In healthcare: Resources are limited, so decisions should benefit the most number of people. We can't worry about every individual person!



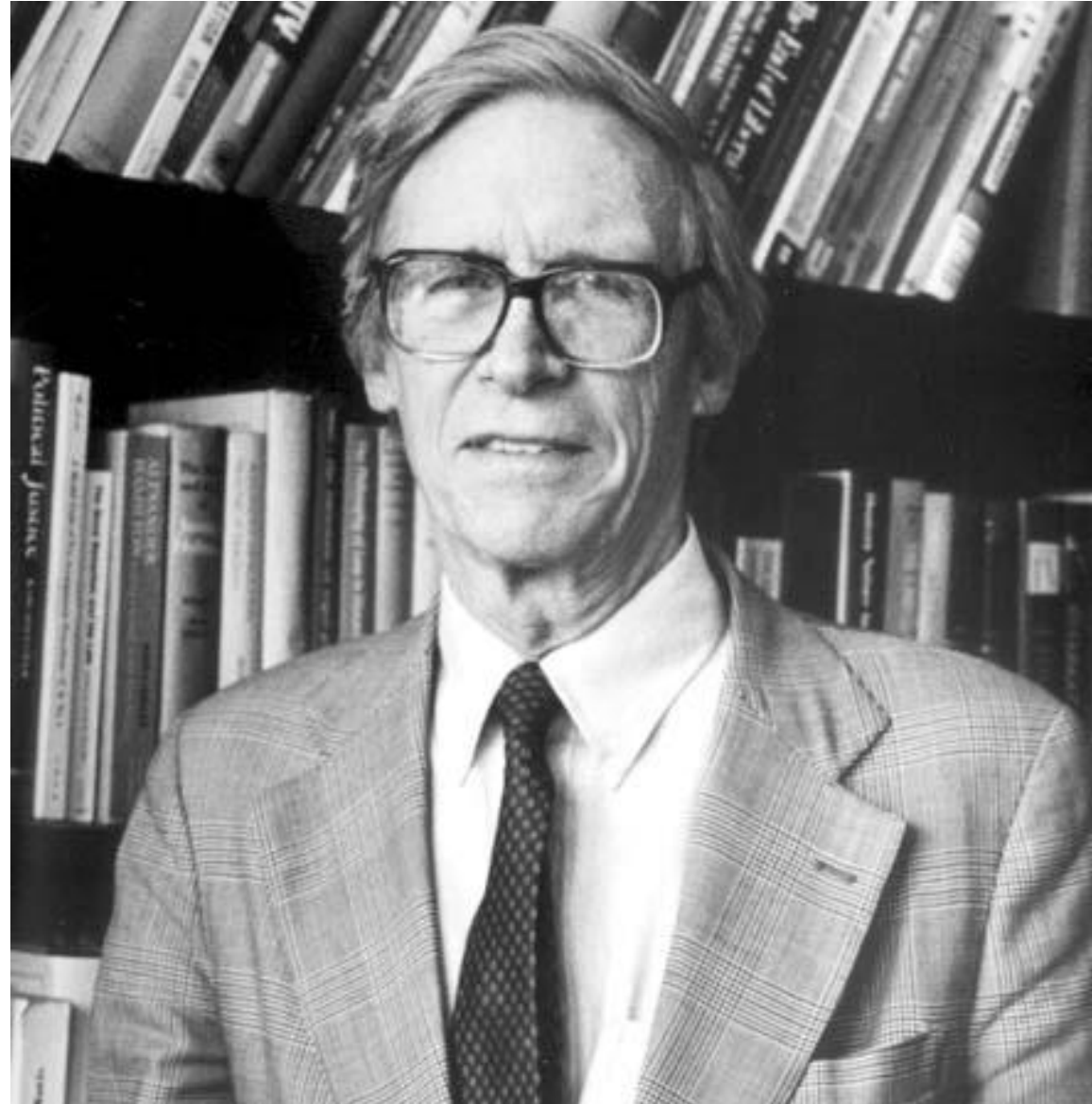
Challenge: What happens to the needs of the few when our actions benefit the majority?

("tyranny of the majority")

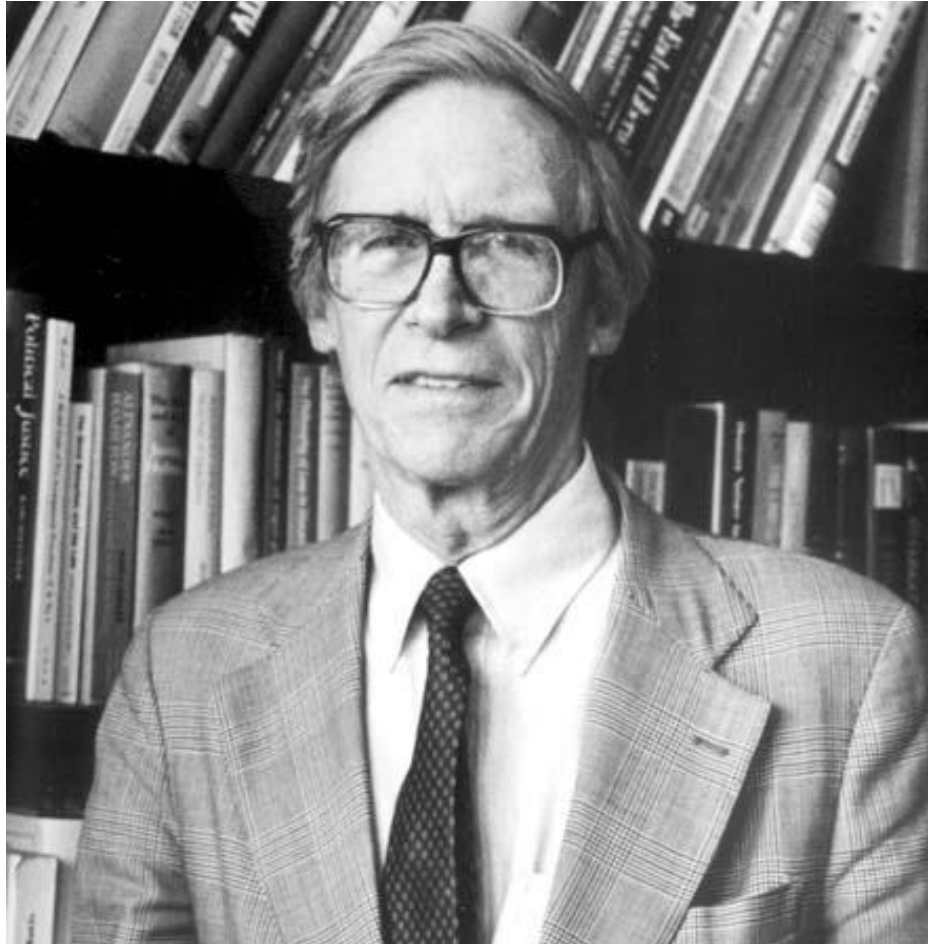
JOHN RAWLS

(1921 – 2002)

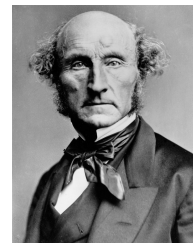
- Served in WW2
- Declined commission because of what he saw while serving
- Professor at Harvard for 40+ years



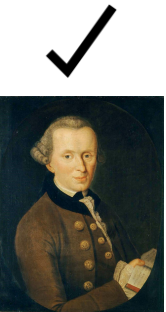
RAWLS



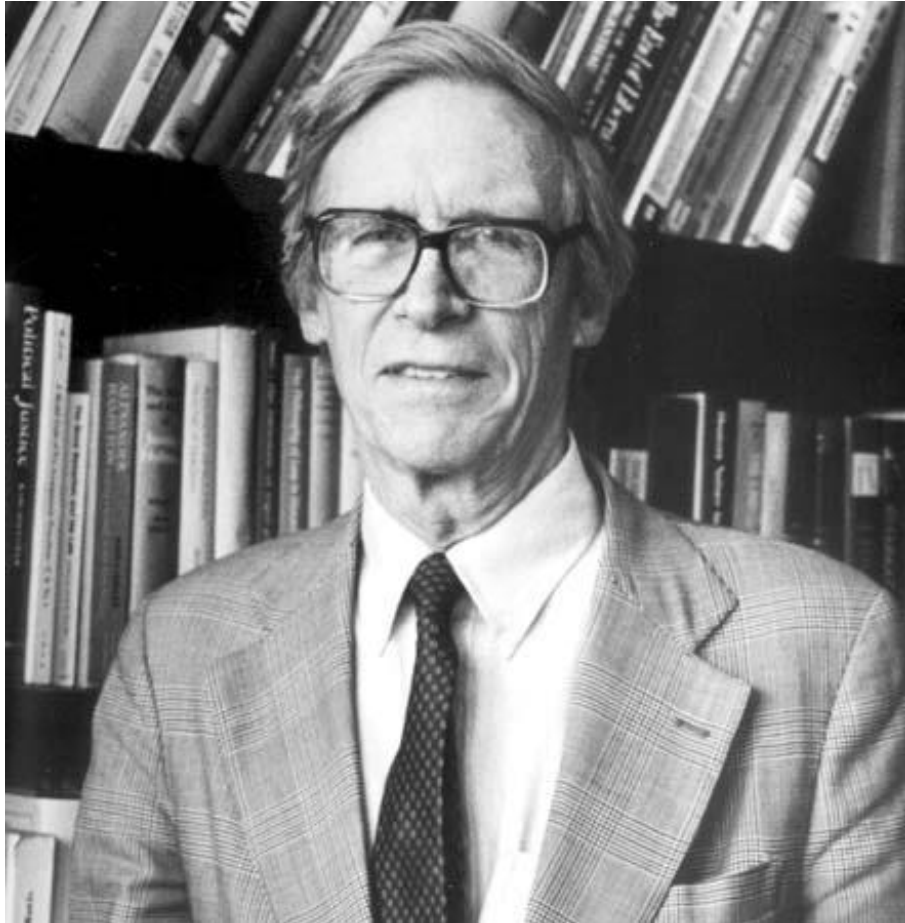
- Social justice over market justice
- **Liberty Principle:** All people should have the same basic rights as all others
- **Maximum Principle:** In a just society, the needs of those in a lesser position must be addressed



X



RAWLS

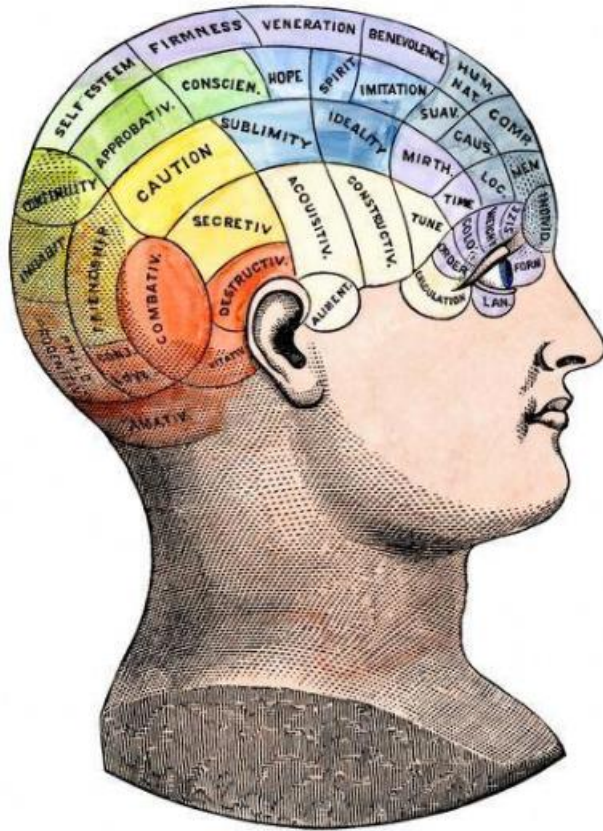


Influence behind many US programs:

- Medicare/Medicaid
- Head Start

The measure of a society is how we treat our poor, imprisoned, etc.

PERSONAL ETHICS THEORISTS



Concerned with individuals and their personal moral behavior

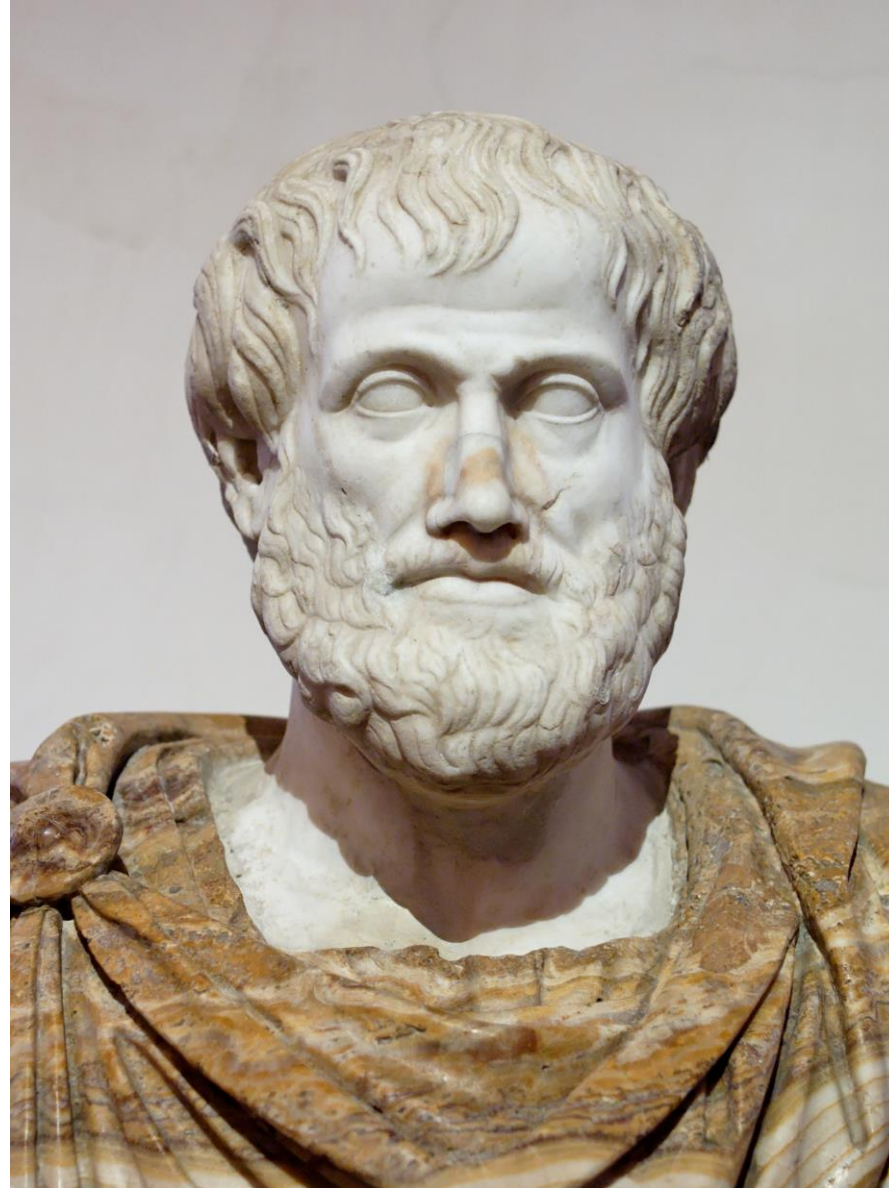
How do individuals acquire their perspectives?

Aristotle, Buber, Kohlberg, Gilligan

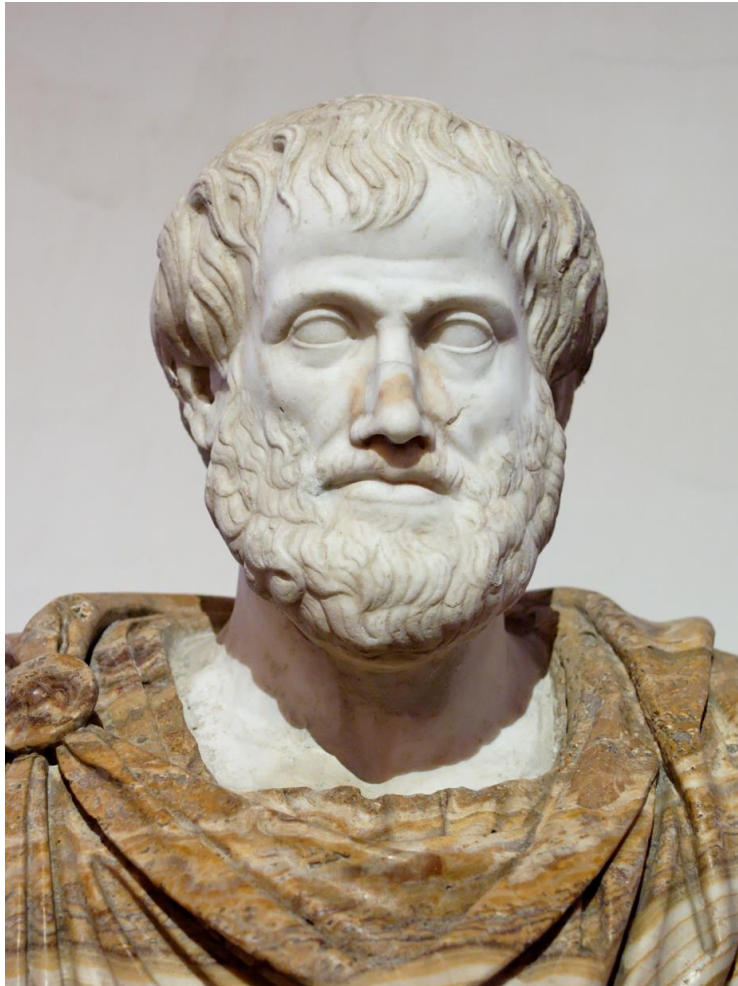
ARISTOTLE

(384 BC – 322 BC)

*- Father was physician for King of Macedonia
- Attended Plato's lectures for 20 years*



ARISTOTLE

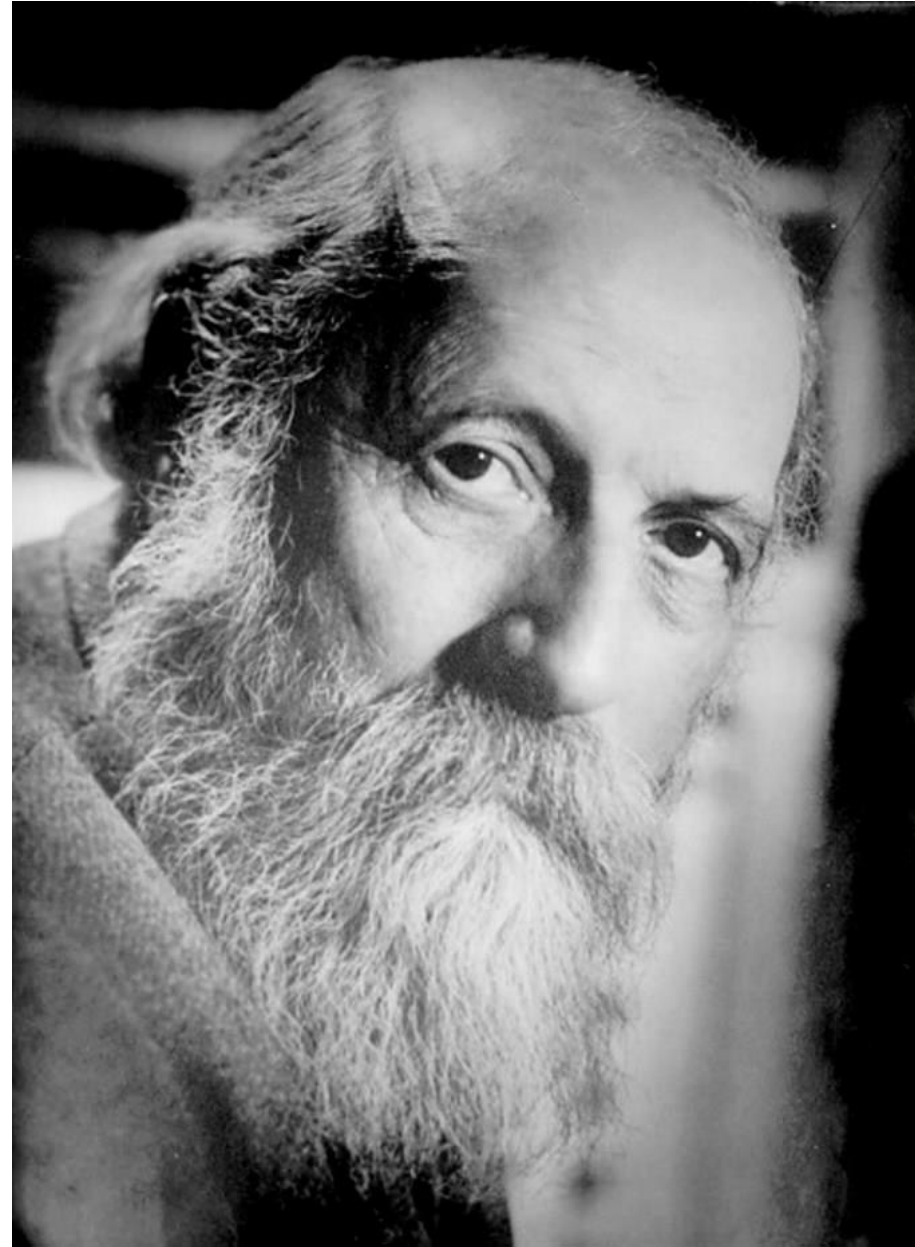


- A person builds character by making decisions and taking action
- **Virtues:** attributes and characteristics that make up moral excellence and form the core of a person
- **Practical Wisdom:** The best moral decisions are made by using learning and experience

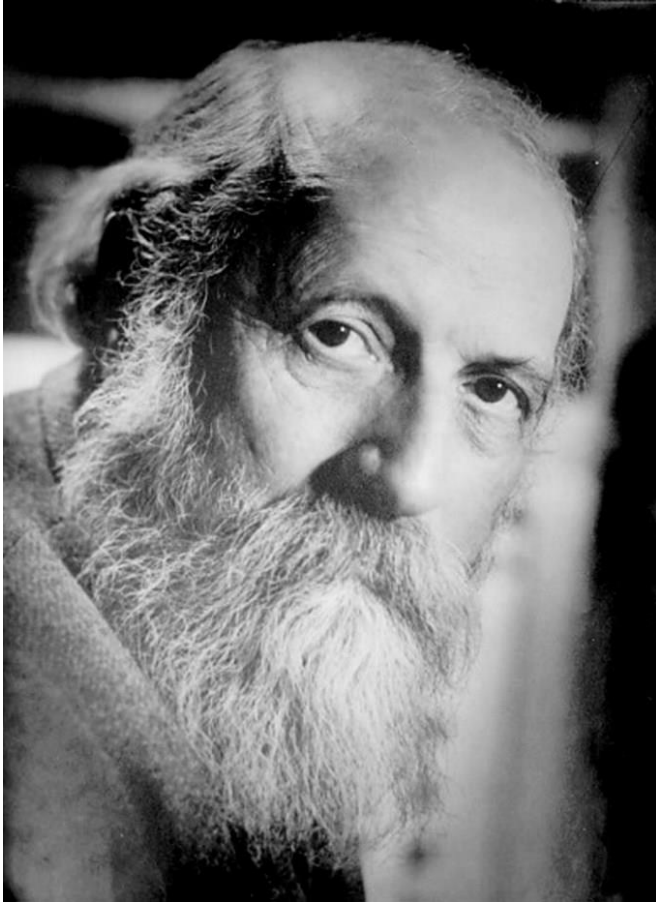
MARTIN BUBER

(1878 – 1965)

*Director for Central Office for Jewish
Education when Hitler wouldn't allow Jews to
go to school*



BUBER

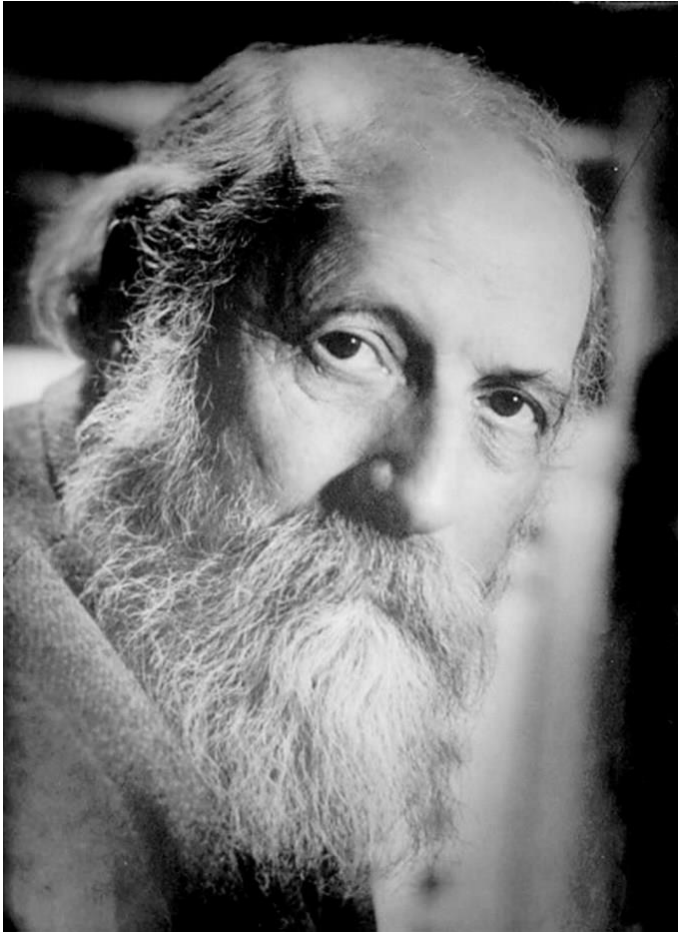


Concerned with how people behave toward each other

Organized a hierarchy of relationships:

- **I-I:** person is merely an extension of another
- **I-IT:** People are tools to be used for own benefit
- **I-YOU:** Individual differences accepted & respected
- **I-THOU:** “love for others”

BUBER



As an administrator:

- How do you think of employees?
- How does the community view your organization?

As a patient:

- How do you want to be viewed?

LAWRENCE KOHLBERG

(1927 – 1987)

- Served in Merchant Marines during WW2
- Smuggled Jews, arrested by the British
- Completed BS degree in 1 year



KOHLBERG



How does a person learn to practice moral judgement?

6 Stages

- people must move through each stage before moving forward
- Only 25% of people achieve final stage

An image of the moral stages as proposed by Lawrence Kohlberg



HEINZ' DILEMMA



Heinz' wife was on her deathbed. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. Heinz told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's laboratory to steal the drug for his wife.

Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?

Level	Stage	Justification
Pre-moral	Stage 1: Obedience	Heinz should not steal the medicine because he will consequently be put in prison which will mean he is a bad person.
	Stage 2: Self-interest	Heinz should steal the medicine because he will be much happier if he saves his wife, even if he will have to serve a prison sentence.
Conventional	Stage 3: Conformity	Heinz should steal the medicine because his wife expects it; he wants to be a good husband.
	Stage 4: Law-and-order	Heinz should not steal the medicine because the law prohibits stealing, making it illegal.
Principled	Stage 5: Human rights	Heinz should steal the medicine because everyone has a right to choose life, regardless of the law.
	Stage 6: Universal human ethics	Heinz should steal the medicine, because saving a human life is a more fundamental value than the property rights of another person.

CAROL GILLIGAN

(1936 – Present)

*Served as Kohlberg's research assistant at
Harvard*



GILLIGAN



- Concerned with the lack of female perspective in research data
- Found that women develop moral reasoning differently from men
 - Women showed a different progression in developing reasoning skills, including thinking about relationships and caring for others
- Theory that women may “interpret, reflect on, and speak about moral problems” in a different way

Kohlberg's and Gilligan's theory of moral development		
	Kohlberg	Gilligan
Pre-conventional	Stage one: Obedience and Punishment Stage two: Individualism and Exchange	Level one: Orientation to Individual Survival
		The First Transition: From selfishness to Responsibility
Conventional	Stage three: Maintaining Interpersonal Relationships Stage four: Law and Order	Level two: Goodness as Self-sacrifice
		The Second Transition: From Goodness to Truth
Post-conventional	Stage five: Social Contract Stage six: Universal Principles	Level three: The Morality of Nonviolence

THINGS TO THINK ABOUT AS A HEALTH ADMINISTRATOR

What is the main ethical issue or problem at stake?

What facts have the most bearing on your position?

Who will be affected by this decision and how?



CASE STUDIES

Should age be a basis for rationing health care?

Should we use humans as research subjects to find new cures, even if the research is painful?

Should patients be allowed to buy organs for transplant, and avoid a waiting list?

CASE STUDIES

Should physician-assisted suicide be allowed?

Should a physician's office be willing to stop accepting insurers that don't pay well, even if that means some long-time patients are now out-of-network?

Should a physician break patient confidentiality if they have information that the patient's health status may put others at risk?

NEXT STEPS

- Module 4 short response
- For Module 5:
 - Read Chapter 2 of your text
 - Watch the recorded lecture
 - Complete Discussion Board assignment