1. **Title of the module**

PHIL5700/PHIL5960 (PL570/PL596) – Philosophy of Medicine

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (PHIL5960)

Level 6 (PHIL5700)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module Level 5 students will be able to:**

8.1 Outline rival accounts, showing critical understanding of their relative strengths and weaknesses, of the following concepts: health, disease, placebos, evidence and diagnosis, and the mind-body relation in the context of medicine;

8.2 Show critical and cogent understanding of phenomenological approaches to medicine;

8.3 Outline rival positions on one medically-related ethical issue, such as medically-assisted death.

**On successfully completing the module Level 6 students will be able to:**

8.4 Outline rival accounts, comprehensive and systematic understanding of their relative strengths and weaknesses, of the following concepts: health, disease, placebos, evidence and diagnosis, and the mind-body relation in the context of medicine;

8.5 Show deep and systematic understanding of phenomenological approaches to medicine;

8.6 Outline and show deep and systematic understanding of rival positions on one medically-related ethical issue, such as medically-assisted death.

1. **The intended generic learning outcomes.
On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate their skills in critical analysis and argument through an engagement with their work, both through their reading and through listening to others;

9.2 Demonstrate their ability to make complex ideas understandable in their writing;

9.3 Demonstrate their ability to make complex ideas understandable in their public speaking;

9.4 Demonstrate their ability to work autonomously and to take responsibility for their learning.

**On successfully completing the module Level 6 students will be able to:**

9.5 Demonstrate their comprehensive skills in critical analysis and argument through an engagement with their work, both through their reading and through listening to others;

9.6 Demonstrate their deepened ability to make complex ideas understandable in their writing, and focussed on precision and clarity;

9.7 Demonstrate their deepened ability to make complex ideas understandable in their public speaking;

9.8 Be confident and efficient in working autonomously and taking responsibility for their learning.

1. **A synopsis of the curriculum**

This course is designed to introduce students to a number of philosophical issues arising from medical research and medical practice. Students will consider attempts to define the following terms – health, illness, and disease – and discuss what rests on their definition. Much medical practice proceeds as though medicine were a natural science. This module will probe the limitations of this conception. The placebo effect demonstrates the powerful influence of suggestion on the body and students will consider its relevance to philosophical ideas of the mind-body relation. Finally, students will consider ethical issues arising in medical practice, such as ‘medically assisted death’.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Gadamer, H.-G. 1996. *The Enigma of Health*. Cambridge: Polity.

Gifford, F. (ed.). 2011. *Philosophy of Medicine*. Amsterdam: North-Holland.

Howick, J. 2011. *The Philosophy of Evidence-based Medicine*. Chichester: Wiley-Blackwell.

Marcum, J. A. 2008. *An Introductory Philosophy of Medicine Humanising Modern Medicine*. Dordrecht: Springer.

Pellegrino, E. 2008. *The Philosophy of Medicine Reborn: A Pellegrino Reader*. Notre Dame, Ind.: University of Notre Dame Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (3,200 words) – 55%
* Article Review (2,000 words) – 30%
* Seminar Participation – 15%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.4* | *8.2 / 8.5* | *8.3 / 8.6* | *9.1 / 9.5* | *9.2 / 9.6* | *9.3 / 9.7* | *9.4 / 9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Lecture | **X** | **X** | **X** | **X** |  |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** |  | **x** | **x** | **x** |  | **x** |
| Article Review | **x** | **x** |  | **x** | **x** |  | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The Philosophy of Medicine is rather a young discipline but there have already been important contributions from around the globe. In the syllabus topics we cover there is treatment of both the Anglo-American tradition and the Continental tradition. Students are thus made aware of the different philosophical outlooks that these two traditions have provided, as well as of attempts to reconcile these outlooks.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |