Required Texts:


Readings: Electronic, PDF files and articles, and links to important websites are posted in Bb Learn in weekly divisions.

**COURSE DESCRIPTION**
This two-semester course examines issues of applied ethics [moral standards] as they relate to the dilemmas faced by patients and professionals in the healthcare and scientific fields.

**COURSE OVERVIEW**
The study of ethics and morality is appropriate for the 21st Century as we set standards of care related to medical and scientific breakthroughs that have not existed in past as we know them. The course examines basic ethical issues and those more recent issues that polarize beliefs; it serves as a foundation for ethical standards in science and medicine. It is divided into three modules for fall: Module 1 focuses on the historical timeline regarding theories of moral philosophy that led the evolution into biomedical ethics. The focus begins with the earliest known moral code (Hammurabi, 1800 BCE), the Asclpians, the Hippocratic Oath, a glossary of
bioethical terms and a morality section with case studies. A visit to The Wolfsonian (10th St and Washington Ave on South Beach) is required to select an item from the prepared list of objects for a fall project that culminates in the spring semester in a final research paper. Modules 2 and 3 cover the laws that govern US healthcare and medical practices, particularly HIPAA and “ACA “healthcare regulations” regarding the standards of care-how we live and treat the human body through science and medicine and the reason for current medical directives. A legal glossary is included for both semesters as a basis for debates. The New Medicine, [incorporation of global practices that challenge Western conventional medicine, comparative and alternative medicine], AIDS, and communicable diseases are the main areas of focus for Module 3. Included are assessments: quizzes and a midterm exam. The spring semester entails discussions, PPT presentations, DVD’s, debates, a critical book review and a research paper.

**GRADING (FALL)**

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<td>PPT or media project from the</td>
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<td>Midterm Exam</td>
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<td>2 Essays (400-word minimum)</td>
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<tr>
<td>Short Essay (Wolfsonian Project: Health/Hygiene) Include PPT/video</td>
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<td>Discussions</td>
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**LETTER GRADE/RANGE**

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**COURSE OBJECTIVES/GLOBAL LEARNING INITIATIVES**

1) Identify the glossary terms that include applied ethics, moral philosophy and biomedical or bioethics. (GA/GP/GE)
2) Classify and describe the laws in the United States that govern and regulate medical and scientific practices on the local, state and federal level, and in some instances, internationally. (GA/GP/GE)
3) 3) Identify the legal terms used in the US that govern and regulate medical practices. (GA/GP)
4) Employ the process of debate and participate in discussion/debates about the human body in science and medicine relating biomedical ethical issues. (GA/GP/GE)

5) Review advanced directives and explain the importance of these documents in our daily lives. (GA/GP)

6) Compare and contrast complimentary and alternative global medical practices that influence the practice of medicine and the healthcare field in the US today knows as “new medicine.” (GA/GP/GE)

7) Investigate and evaluate communicable diseases including: AIDS, HIV, TB, and others. (GA/GP/GE)

8) Classify preventative measures: immunizations and vaccinations using live and/or dead viruses. (GA/GP/GE)

9) Recognize plants used in healing and their derivatives that become pharmaceuticals or drugs. (GA/GP/GE)

10) Formulate the issues of drug abuse regarding legal and illegal drugs. (GA/GP/GE)

11) Synthesize the art “object” from The Wolfsonian; evaluate its relevancy in today’s society through a media presentation in the fall and full research paper in the spring. (GA/GP/GE)

12) Earn a grade 85/100 or higher on all assessments.

COURSE INFORMATION
All assignments: essays, papers, quizzes, exams, discussion topics and groups for debates are posted online; assessments and assignments are administered through the (Blackboard) Bb Learn. Each student needs to verify her/his computer browser is compatible for Learn at the beginning of each semester. Web tutorials are available to those unfamiliar with web-assisted courses. Essays/papers should include your name, a word count (if required), and a date. Double-line space your work with footnotes/end notes, and references in a bibliography [see requirements posted online: Academic Papers Recommendations].

In the spring semester ethical issues that face society are addressed through lectures, DVD’s, videos, another visit to “The Wolfsonian” (to continue the research from your fall semester selection) and debates on current bioethical issues coupled with one critical book review. Spring topics deal with the determining issues: matters of life and death like eugenics, reproductive rights and technologies, allocation of medical resources, rights of disabled and mentally ill person, robotics and communicable diseases. There are 3 major assignments for spring: a research paper from The Wolfsonian selected object @ 25%, “in class” debates (team-based) @ 20%, 4 quizzes @ 10%, a midterm exam at 20%, a critical book review @20% and integral discussions/participation (attendance), 10%.

[HONORS REQUIREMENTS, An Overview: The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but also on the authority and power]
relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

Policy on religious holidays, accommodations for disabilities, and academic misconduct.

http://honors.fiu.edu/academics/policies/academic-standing/

http://honors.fiu.edu/academics/policies/misconduct/

http://honors.fiu.edu/academics/improvement/

**Religious Observances:** Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

**Physical, Mental and Sensory Challenges:** Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

**NEW CITIZENSHIP POINT SYSTEM New Citizenship Requirements:** Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities (listed below). Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points.** Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. The **point value** of an event will be noted on emails and flyers when it is promoted. For a general breakdown, see the value table below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Colloquium</td>
<td>3</td>
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<tr>
<td>Club Meeting</td>
<td>1 (max of 3)</td>
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<tr>
<td>Honors Hour</td>
<td>2</td>
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<tr>
<td>HEARTS Event (all types)</td>
<td>1</td>
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</tbody>
</table>
Honors College Event – Honors Place | 1
Honors College Night – Athletics | 1
Other (Specific HC Sponsored Event) | 1
Library Study Room (GL 310A) Visits | 10 visits = 1

** There will be a few online events to choose from as well. Because of the added flexibility of the new system, all students must fulfill the annual requirement—no exceptions. Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door. Students will track their points at [http://myhonors.fiu.edu](http://myhonors.fiu.edu). We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the Dean’s Citizenship List.

**Volunteer Hours:**
As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above. **Honors Hours** Honors Hours provide seminars, lectures, informational sessions, and workshops to expand your undergraduate experience. If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu. Each Honors Hour session has a 2 point value. For a full list of Honors Hours for the current semester, go to [http://honors.fiu.edu/events/honorshours/](http://honors.fiu.edu/events/honorshours/)

**Colloquia** Every semester we invite Honors College faculty fellow to give a presentation on a topic of interest. Each Colloquium has a 3 point value. For a full list of Colloquia for the current semester, go to [http://honors.fiu.edu/events/](http://honors.fiu.edu/events/)

**Community Service** 20-hours of Community Service per Academic Year (Fall/Spring). Being an Honors College student is more than just seeking academically challenging experiences, it’s also about giving back. The Honors College volunteering requirement is meant to get you outside of the classroom, giving back to your community. We ask that you commit at least 20 hours.

**GLOBAL LEARNING INITIATIVE (SEE OBJECTIVES LISTED ABOVE)**

**Global Awareness (GA):** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems. GA outcomes: students will demonstrate knowledge of the interrelated global dynamics (social, cultural, political, economic values, *inter alia*) that have influenced current and historic practices of diverse cultural settings. The assessments are evaluated through 1) quizzes, midterm exams, 2) discussion among classmates with an initial comment from each student followed by responses from others’ posts where a grading rubric is used and 3) essays- topics for the course are *apropos* to the global awareness. Criteria for success: 1) number of correct responses on quizzes and midterm, 85/100; 2) Grading rubric, 8/10; 3) score of at least 85/100 for content and syntax on essays and papers.
Global Perspectives (GP): Students will be able to conduct a multi-perspective analysis of local, national, international and intercultural problems related the course. Students will be able to analyze multiple forces (economical, political, technological, sociological, religious, philosophical, psychological *inter alia*) that shape their and others understanding of a deeper and broader sense of the Earth and its inhabitants from ethical standards for science and medicine in the US and the international/global community. The assessments are evaluated through 1) quizzes, midterm exams, 2) discussion among classmates with an initial comment from each student followed by responses from others’ posts where a grading rubric is used and 3) essays- topics for the course are *apropos* to the global awareness. Criteria for success: 1) number of correct responses on quizzes and midterm, 85/100; 2) Grading rubric, 8/10; 3) score of at least 85/100 for content and syntax on essays and papers.

Global Engagement (GE): Students will be able to demonstrate willingness to engage on a local, national, global: international/intercultural problem solving. Students will be able to develop solutions to local, national, global and international or intercultural problems and articulate the causes and contributions to these problems. The course allows students to discuss solutions among themselves through graded live chats and posted discussion information. Biomedical ethics students will propose methods to enhance global health, and stop the spread of communicable diseases, particularly to the poorest and least educated nations in the international community as well as those that now face the US with the onset of the Affordable Care Act; Human Rights solutions for global populations arrive out of the intercultural difficulties facing the United Nations and the peacekeeping efforts to avoid warring among nations. The assessments are evaluated through 1) quizzes, midterm exams, 2) discussion among classmates with an initial comment from each student followed by responses from others’ posts where a grading rubric is used and 3) essays- topics for the course are *apropos* to the global awareness. Criteria for success: 1) number of correct responses on quizzes and midterm, 85/100; 2) Grading rubric, 8/10; 3) score of at least 85/100 for content and syntax on essays and papers.

Appropriate assignments are designated GA, GP, and GE, respectively on the weekly schedule. Fulfill research requirements (PPT, media and a paper presentation) involving active contact with global forms of healing as methodologies. This requirement relates to the pre-problem solving at the beginning of the course, and the post solutions upon completion of the course. This, then, becomes a determinant for global learning.

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student-learning outcomes over the 4-year Honors experience.
Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see www.honors.fiu.edu/portfolios.

**Academic Honesty and Plagiarism FIU Academic Misconduct Statement Procedures**

An Honors faculty member may bring charges of Academic Misconduct against an Honors student. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member’s decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor’s recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

**Penalties**

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student’s status in The Honors College and does not affect the student’s right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal
from the university, may be pursued through the university’s established academic misconduct process.

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to make an initial determination about the extent and severity of an instance of academic misconduct; the instructor may opt to make a referral for further adjudication in appropriate cases.

FIU: Code of Academic Integrity
http://www.fiu.edu/~dwyere/academicintegrity.html
FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy
http://honors.fiu.edu/current_policy_plagiarism.html

A link to important Honors College Events will be posted in the course as they become available.

COURSE CALENDAR

MODULAR FOLDERS, TOPIC FOLDERS IN THE COURSE CONTENT

MODULE 1 Introduction to Ethics and Bioethics/Biomedical Ethics,
Weeks 1-4 Aug 25-Sept 22
• Reading Assignments for weeks 1-4: Glannon, Biomedical Ethics; begin Fremgen, Preface (ix-x), Letter to the Student (xi-xii), How to Interpret Case Citations (xiii-xiv), Ch 1-3 (pp1-73), consider Points to Ponder, case studies, discussion questions and reviews at the end of each chapter
• Read “How to Conduct Research at The Wolfsonian,” posted online
• View www.youtube.com/watch?v=ke-y9BsvvYE
• http://www.miamiherald.com/2014/06/08/4163687/doctors-dilemma-physicians-weigh.html#
• Post student bio (required)- photograph, major, interests, favorite websites due Sept 22 @ 12:00

Week 1 Aug 27- Lecture: “How We Become Moral” From Michael Schulman’s article of the same name
• Introduction to the course
• Historical overview: history through the bioethics timeline and theories in the development of biomedical ethics
• Applied Ethics
• Code of Hammurabi
• Asclepius-Greek god of healing; Greek ideas
• Hippocratic Oath
• Religious v. secular thinking in medical decision making
• Glossary of bioethical terms
• Electronic postings: http://www.miamiherald.com/2014/06/08/4163687/doctors-dilemma-physicians-weigh.html#

Week 2 Sept 3
• PPT, complete required reading from Week 1; Introduction; folder on The Wolfsonian; review “How to Conduct Research at The Wolfsonian,”
• View www.youtube.com/watch?v=ke-y9BsyvYE

Week 3 Sept 10
• Lecture from Glannon and Fremgen
• Essay #1 due Sept 14 at 12:00 on applied ethics, “Making Moral Decisions that Affect Health” 350-word minimum (GA, GE, GP)
• Quiz #1 Online, opens Sept 11 at 08:00 AM; closes Sept 15 at 12:00; covers historical timeline lecture and glossary: multiple choice/true false/matching; (GA, GE, GP)

Week 4, Sept 17 Wolfsonian Museum
• Visit The Wolfsonian, 11:15-13:30 to view exhibits; guided tour begins at 11:30 with a visit to the research library; (required attendance)
• Reading assignment: Fremgen, Ch 4-6, pp 75-162 for Module 2
• Honors Convocation, required attendance

MODULE 2: Medicine and the Legal System, Weeks 5-10. Sept 22-Nov 2

Reading Assignments for Module 2: Fremgen Ch 7-10 (pp 162-262); Discuss legal issues for physicians and healthcare workers: Liability, Malpractice, “Legislating Morality,” Public Health, Federal Regulations in Medicine, Anti-Trust Laws, Medical Records
Read HIPAA, and ACA Healthcare legislation- note recent changes from the Supreme Court decisions; continue work on fall art/medicine project from The Wolf.

Week 5 Sept 24
• Discussion from visit to The Wolfsonian
• Lecture on legal concepts from Fremgen and Advanced Directives
• Quiz #2- Wolfsonian research, opens Sept 25 at 08:00 AM, closes Sept 28 at 12:00 PM (GA, GE, GP)
**Week 6 Oct 1** (Faculty Convocation week)
- 2nd visit to The Wolfsonian during week 6, Sept 30-Oct 6 to finalize research and prepare PPT or media project on your selected item. The PPT/video project from this fall visit will become a fully developed research paper for the spring semester, a section from Bernarr MacFadden’s Encyclopedias.
- MacFadden group project will be presented in class on Oct. 29.

**Week 7 Oct 8**
- Lecture: Legal System, Healthcare legislation (Review Federal, State and Local concepts), HIPAA, Professional Oaths, Liabilities, view “Jay Wolfson Excellence Lecture” in class; (this will be embedded into the course for you to view on your own time)

**Week 8 Oct 15**
- Begin discussion after viewing the DVD from the “Jay Wolfson Honors Excellence Lecture” for debate on the ethical situations from the Terri Schiavo case (class debate is scheduled in Honors Conference room on Nov 11 at 11 AM); read the articles posted...imbedded video for review;
- Quiz #3, opens online Oct 16 at 08:00AM, closes Oct 19 at 12:00, over legal glossary terms, matching (GA, GE, GP)

**Week 9 Oct 22**
- Finalize your PPT/Media project from Wolfsonian MacFadden Encyclopedias presentations in class in Week 10 (GA, GE, GP)
- Essay #2 International Laws that affect healthcare; select one area of importance regarding healthcare that could be globalized and demonstrate solutions on how to accomplish this, due Oct 26 at 12:00, 400-word minimum (GA, GE, GP)

**Week 10 Oct 29**
- Wolfsonian presentations (GA, GE, GP); after presentations, begin the final preparation for the debate process by viewing *The Great Debaters*
- Discussion in class (graded) International Laws from essay #2 (GA, GE, GP)

**MODULE 3: The New Medicine; AIDS and Communicable Diseases**
*Weeks 11-15: Nov 4-Dec 8 (Thanksgiving Holiday Nov 28-29)*

**Reading assignments:** PDF “Reforming the American Medical System” online; view in class *The New Medicine*, DVD, in class. 114 minutes; discussion follows DVD presentation and includes *Remaking American Medicine* (viewed online). PDF from The Politics of Healing” edited by Robert D. Johnston, (pp269-70); PDF “Preventing the Global Spread of AIDS,” Susan Sontag’s *Illness as Metaphor and AIDS and its Metaphors*, folder on Communicable diseases

**Week 11 Nov 5**
• Complete in class presentations from MacFadden’s Encyclopedias
• Discussion in class (graded) International Laws from essay #2 (GA, GE, GP)
• Discussion debate from the Schaivo case; meet in Honors Conference room; review for midterm
• Midterm Exam (1 hour) Online opens Nov 5 at 08:00, closes Nov 9 at 12:00 (material from Modules 1 and 2: Ethics, morality, healthcare rules and laws, legal information from Fremgen, Glannon, DVD’s PPT’s, discussions; multiple choice/true false/matching (GA, GE, GP)

**Week 12 Nov 12 (Veteran’s Day Holiday, Nov 11)**
• Discussion debate from the Schaivo case from 11-12:30 in Honors Conference room; 12:30- 13:30, review for midterm and discuss AIDS, Sontag’s views from her book
• View DVD *The Age of AIDS*

**Week 13 Nov 19**
• Continue discussion on AIDS, TB, Sontag and and communicable diseases, PPT in Ryder classroom

**Week 14 Nov 26 Thanksgiving Holiday**
• Happy Thanksgiving
• Critical review from Sontag’s book (400 words) due Nov 30 at 12:00 PM

**Week 15 Dec 3**
• Lecture/discussion, “the politics of healing in the American system v. global considerations PPT and discussion that includes communicable diseases

**Finals Dec 9-14**
• Wolfsonian Essay (an individual essay from your group presentation on the MacFadden encyclopedia assigned to each group; add a section, “Overall conclusions” from the presentations by each group, due Dec. 7 at 12:00 PM (GA, GP, GE)

**BIOMEDICAL ETHICS, SPRING 2014, Section U09**
IDH 3035, class #18836 (Honors VI), IDH 4008 class #18840 (Honors VIII); Wed 11:00-13:45, Blackboard (Web Assisted), Academic Health Center 5- 212 A and B and the Honors Conference Room. All course information and books remain the same for this semester as those listed in the fall.

Instructor: Prof. Mary Lou Pfeiffer, LL.M., MA
Phone: 305-348-4100

Office: DM 239A, The Honors College (MMC) or ACI 211
Fax: 305-348-2118
Office Hours: By appointment at BBC or MMC
E-mail: Please use Blackboard course messages or pfeiffer@fiu.edu

Required Texts:


Readings: Electronic, PDF files and articles, and links to important websites are posted in Bb Learn in weekly divisions.

**COURSE DESCRIPTION**
This two-semester course is examines issues of applied ethics [moral standards] as they relate to the dilemmas faced by patients and professionals in the healthcare and scientific fields.

**COURSE OVERVIEW**
The study of ethics and morality is very appropriate in the 21st Century as we set standards of care that pertain to medical and scientific breakthroughs that have not existed in past centuries. The course examines those issues and serves as a foundation for ethical standards in science and medicine. It is divided into three modules for fall, Review Module 1: historical timeline, theories of moral philosophy; the Hippocratic Oath, a glossary of terms (including legal terms), medical directives, and case studies; Modules 2 and 3 cover the legality of US healthcare and medical practices, HIPAA and the ACA “healthcare regulations,” [incorporation of global practices that challenge Western conventional medicine, comparative and alternative medicine], AIDS and communicable diseases. The spring semester entails discussions, PPT presentations, DVD’s and topics of current ethical dilemmas for debates, a critical review from Skoot’s book, a full research paper from the fall Wolfsonian item and assessments.

**GRADING (SPRING)**

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<td>Quizzes (4)</td>
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<tr>
<td>In class discussions and debates</td>
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Final Research Paper (Wolfsonian item) | 35%
---|---
Critical Book review, Rebecca Skloot’s *The Immortal Life of Henrietta Lacks* | 25%
Attendance/participation | 10%

**LETTER GRADE/RANGE**

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**COURSE OBJECTIVES/GLOBAL LEARNING INITIATIVES**

1. Identify the glossary terms that include applied ethics, moral philosophy and biomedical or bioethics. (GA/GP/GE)
2. Classify and describe the laws in the United States that govern and regulate medical and scientific practices from the local, state and federal level, and in some instances, internationally. (GA/GP/GE)
3. Identify the legal terms used in the US that govern and regulate medical practices. (GA/GP)
4. Employ the process of debate and participate in discussion/debates about the human body in science and medicine relating biomedical ethical issues. (GA/GP/GE)
5. Review advanced directives and explain the importance of these documents in our daily lives. (GA/GP)
6. Compare and contrast complimentary and alternative global medical practices that influence the practice of medicine and the healthcare field in the US today knows as “new medicine.” (GA/GP/GE)
7. Investigate and evaluate communicable diseases including: AIDS, HIV, TB, and others. (GA/GP/GE)
8. Classify preventative measures: immunizations and vaccinations using live and/or dead viruses. (GA/GP/GE)
9. Recognize plants used in healing and their derivatives that become pharmaceuticals or drugs.
10. Formulate the issues of drug abuse regarding legal and illegal drugs. (GA/GP/GE)
11. Synthesize your topic choice- the ethical issues from the debates presented this semester; evaluate its relevancy in today’s society in a full research paper with a minimum of 5 resources (Title page, Abstract, Introduction, Text, Conclusion, with footnotes or endnotes and bibliography. (GA/GP/GE)
12. Earn a grade 85/100 or higher on all assessments. GLI

**COURSE INFORMATION**
All assignments: essays, papers, quizzes, exams, discussion topics and groups for debates are posted online; assessments and assignments are administered through the web-assisted course in Bb Learn. Each student needs to verify her/his computer browser is compatible for Learn. Web tutorials are available to those unfamiliar with web-assisted courses. Essays and papers should be titled with your name, word count and date; **double-line spaced with footnotes/end notes, references (bibliography)** [see requirements posted online: Academic Papers/Essay Recommendations].

In the spring semester bioethical issues that face us are addressed through lectures, DVD’s, videos, another visit to “The Wolfsonian” to continue the research from your fall semester selection, discussions and debates on current bioethical issues coupled with a critical book review and assessments. Spring topics deal with issues involving matters of life and death like eugenics, reproductive rights and technologies, allocation of medical resources (organ transplantation/vaccines), rights of disabled and mentally ill persons, robotics and pharmaceuticals. There are three major assignments for spring: a research paper from the debate topic of your choice 25%, “in class” debates (some team oriented) 20%, critical book review 20%, plus assessments: 4 quizzes @ 10% and a midterm exam @ 15%, and discussions-participation- attendance, 10%.

**[HONORS REQUIREMENTS, An Overview]**: The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but also on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

**GLOBAL LEARNING INITIATIVE (SEE OBJECTIVES LISTED ABOVE)**

**Global Awareness (GA)**: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems. GA outcomes: students will demonstrate knowledge of the interrelated global dynamics (social, cultural, political, economic values, *inter alia*) that have influenced current and historic practices of diverse cultural settings. The assessments are evaluated through 1) quizzes, midterm exams, 2) discussion among classmates with an initial comment from each student followed by responses from others’ posts where a grading rubric is used and 3) essays- topics for the course are *apropos* to the global awareness. Criteria for success: 1) number of correct responses on quizzes and midterm, 85/100; 2) Grading rubric, 8/10; 3) score of at least 85/100 for content and syntax on essays and papers.
Global Perspectives (GP): Students will be able to conduct a multi-perspective analysis of local, national, international and intercultural problems related the course. Students will be able to analyze multiple forces (economical, political, technological, sociological, religious, philosophical, psychological *inter alia*) that shape their and others understanding of a deeper and broader sense of the Earth and its inhabitants from ethical standards for science and medicine in the US and the international/global community. The assessments are evaluated through 1) quizzes, midterm exams, 2) discussion among classmates with an initial comment from each student followed by responses from others’ posts where a grading rubric is used and 3) essays - topics for the course are *apropos* to the global awareness. Criteria for success: 1) number of correct responses on quizzes and midterm, 85/100; 2) Grading rubric, 8/10; 3) score of at least 85/100 for content and syntax on essays and papers.

Global Engagement (GE): Students will be able to demonstrate willingness to engage on a local, national, global: international/intercultural problem solving. Students will be able to develop solutions to local, national, global and international or intercultural problems and articulate the causes and contributions to these problems. The course allows students to discuss solutions among themselves through graded live chats and posted discussion information. Biomedical ethics students will propose methods to enhance global health, and stop the spread of communicable diseases, particularly to the poorest and least educated nations in the international community as well as those that now face the US with the onset of the Affordable Care Act; Human Rights solutions for global populations arrive out of the intercultural difficulties facing the United Nations and the peacekeeping efforts to avoid warring among nations. The assessments are evaluated through 1) quizzes, midterm exams, 2) discussion among classmates with an initial comment from each student followed by responses from others’ posts where a grading rubric is used and 3) essays - topics for the course are *apropos* to the global awareness. Criteria for success: 1) number of correct responses on quizzes and midterm, 85/100; 2) Grading rubric, 8/10; 3) score of at least 85/100 for content and syntax on essays and papers.

Appropriate assignments are designated GA, GP, and GE, respectively on the weekly schedule. Fulfill research requirements (PPT, media and a paper presentation) involving active contact with global forms of healing as methodologies. This requirement relates to the pre-problem solving at the beginning of the course, and the post solutions upon completion of the course. This, then, becomes a determinant for global learning.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.
Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Honors College

Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student-learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see www.honors.fiu.edu/portfolios.

Honors Citizenship Requirements

All members of the Honors College are expected to be active citizens of the College, the University, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. Attendance will be taken at events where appropriate and practical. All College members are expected to participate in the community-building activities listed below:

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring).

2. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
3. Perform at least twenty hours of community service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours. Please contact an Honors College Academic Advisor if you have any questions.

4. For more information on Honors citizenship requirements, see the Honors College Student Handbook.

**Academic Honesty and Plagiarism FIU Academic Misconduct Statement**

**Procedures**

An Honors faculty member may bring charges of Academic Misconduct against an Honors student. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at [http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm](http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm).

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member’s decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor’s recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

**Penalties**

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student’s status in The Honors College and does not affect the student’s right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The
Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to make an initial determination about the extent and severity of an instance of academic misconduct; the instructor may opt to make a referral for further adjudication in appropriate cases.

FIU Code of Academic Integrity
http://www.fiu.edu/~dwyere/academicintegrity.html
FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy - http://honors.fiu.edu/current_policy_plagiarism.html

A link to important Honors College Events will be posted in the course as they become available.

COURSE CALENDAR, SPRING 2015
MODULES: 1) Matters of Life and 2) Matters of Death:

Module 1: Remaking American Medicine for profit, or not:
Week 1 Jan 14
- Lecture: “Reforming the American Medical System” online; view in class The New Medicine, DVD, in class. 114 minutes; discussion follows DVD presentation and includes Remaking American Medicine (viewed online or in class). PDF from The Politics of Healing edited by Robert D. Johnston, (pp269-70); review HIPPA, Advanced Directives, ACA, Fremgen on Medicare, pp 60, 139-142, 337 (Advanced Directives), PPT on Medicare/Medicade
- Research Hospitals (Medicine for profit (also called for profit medicine), preventative medicine, immunization, ACA (Obama Care), Read folders for appropriate topics like National Geographic article on Robotics, review ideas for a paradigm shift from Philip Incoa; review ideas information from fall semester

Week 2 Jan 21 (MLK Holiday this week) meet in Honors Conference Room
Complete research on “for profit medicine;” be prepared to argue either for or against the topic on Jan 21

Examine Incoa’s paradigm shift

Quiz #1 covers Week 1 information, opens Jan 22 at 08:00, closes Jan 25 at 12:00; multiple choice, true/false/matching; (GA, GP, GE)

**Week 3 Jan 28 The history of Medicare**

- Read/review Fremgen, Part III 263-319 and Glannon Ch 3, 4, 5, 7; PPT from *Harry S. Truman Versus the Medical Lobby*

**Module 2 Matters of life**

**Week 4 Feb 4 Debate “For Profit Medicine,” meet in Honors Conference Room**

- Discussion and debate, “For profit medicine” (GA, GP, GE)
- Review PDF, electronic postings on immunizations/vaccinations, communicable diseases
- Read folder on organ transplantation data, allocating scarce medical resources, robotics
- Research genetics (genetic enhancement, IVF, designer babies)
- Quiz #2 covers information from Weeks 2 and 3, opens Feb 5 at 08:00, closes Feb 8 at 12:00, multiple choice, true/false/matching; (GA, GP, GE)

**Week 5 Feb 11 Review material for Debate**

- Debate material for part 1 “Immunizations;” part 2 “Organ transplants;” be prepared to argue either for or against (pro/con) immunization and (pro/con) organ transplantation

**Week 6 Feb 18 Debate: “Immunizations, Scarce Medical Resources and Organ Transplantation,” meet in Honors Conference Room**

- Research and review stem cells, IVF, genetic enhancement, designer babies for debate (GA, GP, GE)

**Week 7 Feb 25 Review material for Debate**

- Research and review genetic enhancement folder: stem cells, IVF, genetic enhancement, designer babies for debate (GA, GP, GE)
- Read and review “robotics” folder
- Reminder- work on research paper and critical book review of Skloot’s book
- Quiz #3- covers material from Weeks 4 and 5: immunizations and organ transplantation, opens Feb 26 at 08:00, closes Mar 1 at 12:00; multiple choice, true/false/matching (GA, GP, GE)

**Week 8 Mar 4 Debate: Genetic Enhancement, meet in Honors Conference Room**

- Review robotics material (GA, GP, GE)

**Week 9 Spring Break, No classes**
• Reminder - work on research paper and critical review of Skloot’s book

Week 10 Mar 18
Debate: Robotics, Honors Conference Room
• Reminder - work on research paper and critical review
• Quiz #4 covers material from Week 7, genetic enhancement, robotics, opens Mar 19 at 08:00, closes Mar 22 at 12:00

Module 3 Matters of death
Week 11 Mar 25
• Lecture: euthanasia; view DVD’s, Fremgen 321-344; Glannon Ch 6 (119-142)
• Rebecca Skloot’s The Immortal Life of Henrietta Lacks for critical book review and PPT/media presentation; critical review due Apr 26 at 12:00
• Reminder - work on critical book review (Skloot’s book) and research paper both due Apr 26 at 12:00

Week 12 Apr 1
Debate: Euthanasia, Honors Conference Room
• Read Glannon Ch 4; Fremgen Part III (302-309) and Skloot’s The Immortal Life of Henrietta Lacks

Week 13 Apr 8
• Lecture - contraception, abortion
• Reminder - work on research paper and critical book review (Skloot’s book)

Week 14 Apr 15
Debate: Contraception and Abortion, Honors Conference Room
• Complete Skloot’s The Immortal Life of Henrietta Lacks (GA, GP, GE)
• Reminder - work on critical book review and research paper

Week 15 Apr 22
Discussion Hela cells, Honors Conference Room
• Critical book review PPT/media presentations in class (GA, GP, GE)

Finals April 21-26
• Critical book review (written assignment) due April 26 at 12:00 (GA, GP, GE)
• Research Paper due April 26 at 12:00 (GA, GP, GE)