

Wed 11:00-13:45, Blackboard (Web Assisted);

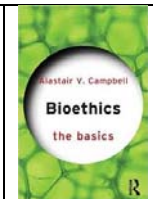
Course Director: Dr. Marin Gillis
Professor, Dept. of Medicine, Family Medicine, and Community Health
Chief, Division of Ethics, Humanities, and the Arts
Herbert Wertheim College of Medicine
AHC-2 Room #598; marin.gillis@fiu.edu
Appointments:
Ms. Valeria Balmaceda Raventos, MBA
vbalmage@fiu.edu 305.348.2362
(Please identify yourself as a member of this course)

Guest Faculty: Diana Barratt, MD, MPF
Jaime Franco, PhD, MBA, MPH
Sanaz Kashan, MD
Liana Perez Loughlin, JD, MBE
Rebeca Martinez, MD, MHE
Marcos Milanez, MD
Maryse Pedoussaut, MD
Alan Wells, PhD, MPH

E-mail: Please use Blackboard course messages.

Required Text:

A.V. Campbell, *Bioethics: the Basics* (New York; Routledge, 2013).



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

Course Description: In this two-semester course students will explore some of the most controversial yet important questions facing us today. Using real world examples and interactive teaching methodologies, students will learn to think critically about ethical issues surrounding food and nutrition, gender and sexuality, race and health, reproduction and children, coma and brain death, caring for the aging, and dying from the perspectives of clinical, research, population health and global ethics. Students will learn to articulate different points of view regarding issues and apply morally relevant facts, laws, philosophical concepts and cultural perspectives in their critical analyses and to report the logical implications of ethical positions between seemingly different cases. This course makes use of asynchronous learning platforms, social media, and service learning. Student work will be assessed individually and in teams. Guest faculty from the Herbert Wertheim College of Medicine and the Robert Stempel College of Public Health and Social Work will periodically join the class.

Course Learning Objectives

1. Identify and analyze differing positions on contemporary ethical issues in health from clinical, research, population health and global perspectives. (Critical Thinking)
2. Articulate and distinguish morally relevant facts, laws, values, dilemmas and cultural perspectives in bioethical cases. (Critical Thinking)
3. Follow the logical implications of a position regarding one ethical issue to another. (Critical Thinking).
4. Utilize social media for as a learning tool. (Technology, Creativity)
5. Participate in a service learning experience with a specific community in South Florida, e.g. FIU, hospice, HIV/AIDS, youth, underserved areas of Miami. (Service Learning)

Course Information: All assignments: essays, papers, quizzes, exams, discussion topics and groups 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, and a date. Double-line space your work with footnotes/end notes, and references in a bibliography [see requirements posted online: Academic Papers Recommendations].

Honors Requirements: 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.

Honors 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. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See <http://honors.fiu.edu/academics/policies/citizenship/>.

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. See www.honors.fiu.edu/portfolios.

Honors Education in the ARTS (HEARTS): The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

Honors College Academic Misconduct Statement: 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.

Procedures and Penalties: 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. 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 Honors College website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

Please refer to the following documents for additional information:

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 Courses designated as Global Learning courses (IDH 2003-2004, IDH 3034-3035) must list specific Global Learning outcomes. Assignments must be able to assess the students' ability to demonstrate these outcomes. Questions on Global Learning should be addressed to Jose Rodriguez, rodrigej@fiu.edu.

Global Learning Outcomes: Second year and Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Jose Rodriguez at the Honors College.

GL Learning Outcomes for IDH 3034-5

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

- **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Classroom Decorum: During class, turn off and put away your phone. You may use your computer or tablet to access notes or the PDF readings. Of course, do not engage in texting, instant messaging, web surfing, message checking, e-mailing, etc. These are all distractions to you and your fellow classmates. Think of the class meetings as an intellectual “retreat” where you focus on only the interesting and controversial questions at hand. (If you have a special need for some such device, talk with me and of course we can make exceptions as needed.) Penalties: Poor classroom behavior can affect your score on Engagement. Additionally, we will be engaging some controversial topics, and students and faculty must agree to a culture of respect, even if (and especially when) we disagree with each other.

How to Get a Grade:

Discussion Board: 30%

These points are earned if students respond according to directions to the Course Facebook Page discussion board questions.

Short Assignments: 20%

These points are earned if students respond according to directions to the assignments, where applicable, grading rubrics will be made available on the course BlackBoard under “Course Assignments.”

Ethics and Service Learning Scholarly Project: 25%

Students will chose to participate in service learning projects run through the Herbert Wertheim College of Medicine, these include: 1) “Stand by You,” a medical student run vigil service for in patients who are in the final stages of hospice; 2) “MedSwish”, a student-run clinic using one of the HWCOC mobile medical vans, where students offer health education and some screening services at community health fairs and the FIU weekly Farmer’s Market; 3) the HWCOC Gay-Straight Alliance offer health education and some screening services to the LGBTQ community in South Florida; 4)the OBGYN student interest group who hosts and ethical issues in OBGYN lunchtime speaker series, and; 5) the signature program of HWCOC, The Green Family Foundation NeighborhoodHELP program which seems team of interprofessional health students and outreach workers helping underserved communities in South Florida. Further details and instructions will be available on the course BlackBoard under “Course Assignments.” Students

will be required to hand in an 8-10 paged double-spaced scholarly paper. Details of the scholarly paper requirement and grading rubric will be available on the course BlackBoard under "Course Assignments."

Module Quizzes: 15%

There are three modules, student are required to take a quiz at the end of each of them worth 5%.

Engagement: 10%

These points come with class participation, both its quantity and the quality. Of course, to participate, one has to be present and prepared in class. See also the description of Classroom Decorum for the kinds of behavior that is expected at in a university course.

Longitudinal Personal Values Self-Assessment: 5%

Student are required to take a weekly inventory of their personal values during the course (August 26-Nov 25) and will hand in weekly worksheets according to this questionnaire: <http://www.scu.edu/ethics/practicing/decision/today.html>. On December 9 each will hand in a 3-5 paged double-spaced reflection of this semester long exercise, the results of their pre-course and post-semester Moral Preference Indicator, and what they have learned about ethics over the semester. Further instructions will be available on the course BlackBoard under "Class Assignments."

LETTER GRADE/RANGE

A Above 93	B 84-86	C 74-76	D- 61-63
A- 90-92	B- 81-83	C- 71-73	D+ 67
B+ 87-89	C+ 77-80	D 64-66 -70	F < 61

Course Schedule Fall 2015

Module One: Introduction: Dr. Gillis

Module Learning Objectives:

1. Know where syllabus can be found and professor can be contacted.
2. Distinguish an ethical question from a religious, legal or scientific question.
3. Engage in principled ethical reasoning.

Week One: August 26, 2015 "Introduction to Course"

Week Two: September 2, 2015 "Introduction to Bioethics and Ethical Reasoning"

Week Three: September 9, 2015 "The Goals of Medicine"

Module Two: Ethics, Eating and Health: Dr. Gillis, Dr. Pedoussaut

Learning Objectives:

1. Develop a more sophisticated moral perspective on one's own food choices.
2. Understand the role of social determinants of health.
3. Recognize implicit bias in clinical care.
4. Communicate clearly and substantively in speech and in writing on the questions addressed in the module.

Week Four: September 16, 2015 "Genetically Modified Foods"

Week Five: September 23, 2015 "Ethics of Eating Animals"

Week Six: September 30, 2015 “ Food Deserts”

Week Seven: October 7, 2015 “Obesity and Stigma”

Module Three: Ethics, Gender, Sexuality, and Health: Dr. Gillis, Dr. Wells, Dr. Franco, Dr. Martinez

Module Learning Objectives

1. Explain the origins of the term “Patient 0” and the popular misconceptions surrounding its meanings, esp. its incorporation into political debates about HIV/AIDS in the late 1980s.
2. Articulate how public health prevention measures risk bringing harm to the social groups they address.
3. Identify ethical issues in the treatment of intersex children.
4. Discuss ethical issues raised in the treatment of prepubescent children who meet criteria for gender dysphoria.

Week Eight: October 14, 2015 “HIV/AIDS”

Week Nine: October 21, 2015 “HIV/AIDS”

Week Ten: October 28, 2015 “Intersex Children”

Week Eleven: November 4, 2015 “Ethical Issues in Transgender Health”

Week Twelve: November 11 University Closed

Module Four: Neuroethics Dr. Gillis, Dr. Barratt

Module Learning Objectives

1. Review the cases of Quinlan and Cruzan and their influence on healthcare policy in the US.
2. Indicate the rights of patients in end-of-life care.
3. Discuss the ethical and clinical issues raised in diagnosing PVS.
4. Identify ethical issues raised by the neurological criteria for death.

Week Thirteen: November 18, 2015 “Cases of Karen Ann Quinlan, Nancy Cruzan”

Week Fourteen: November 25, 2015 “Minimally Conscious State and PVS”

Week Fifteen: December 2, 2015 “Ethics and Brain Death”

Week Sixteen: December 9, 2015 “Discussion of Personal Values Inventory”