

BIOMEDICAL ETHICS Fall 2016/Spring 2017**Section U09 IDH 3034/IDH 4007**

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

Course Director: Liana Perez Loughlin, JD, MBE

Assistant Professor, Dept. of Medicine

Division of Ethics, Humanities, and the Arts

Herbert Wertheim College of Medicine

AHC-2 Room #598

For Appointments: Please contact Ms. Valeria Balmaceda, MBAvbalmake@fiu.edu [305.348.2362](tel:305.348.2362) (Please identify yourself as a member of this course)**E-mail:** Please use Blackboard course messages.**Required Text/Readings:**

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

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 asynchronic 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)

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].

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

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements 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.

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](#) (DRC), if you have not done so already.

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

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 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 2003-4

- 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 dynamics (social-cultural, political, economic, etc.) that shape the actions of multiple figures 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 causal forces that shape the perspectives of historical individuals/persons — 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 demonstrate a willingness to engage in negotiation regarding actions of global import within the context of the class simulation.

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: 15%

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

Engagement: 15%

These points come with ACTIVE class participation, both its quantity and the quality, and in-class assignments. Of course, to participate, one has to be present and prepared in class. Attendance alone is not sufficient. Full credit will require being an active participant in class discussion, which includes speaking but also listening, evidenced by questions and remarks that are responsive to the materials and to your fellow students. All this requires reading carefully in advance and coming to class with developed questions and ideas. See also the description of Classroom Decorum for the kinds of behavior that is expected at in a university course.

Everyday Bioethics Responses: 15%

A short piece (1-3 paragraphs) emailed to me by midnight the day before each class. Subject line should be [your last name] bioethics response [date of class]. You should discuss something you found interesting, confusing, or just worthy of discussion which touches upon bioethics. It could be pulled from the news, social media, or real life experience. If you could not find a bioethical issue worthy of discussion that particular week, you may discuss something from the reading. The goal is not to summarize the bioethical issue but to share ideas, questions or observations of bioethics in daily life. Explaining your confusion regarding an issue or even disagreement with a decision or position is okay too, but be sure to expand upon your confusion or disagreement. Be prepared to discuss these issues in class.

Longitudinal Personal Values Self-Assessment and Midterm Reflection Paper: 25%

Students are required to take a weekly inventory of their personal values during the first semester of the course (August 24-December 7) and will hand in weekly worksheets according to this questionnaire: <http://www.scu.edu/ethics/practicing/decision/today.html>. You must do at least 12 or you will receive a zero for this assignment. On December 7 each will hand in a 6-8 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."

Take Home Final Exam: 30 %

All course work must be completed to receive a grade in the course.
Late course work will be penalized.

Letter Grade Scores:

| | | |
|------------|----------|-----------------|
| A Above 93 | A- 90-92 | |
| B+ 87-89 | B 84-86 | B- 81-82 |
| C+ 77-80 | C 74-76 | C- 71-73 |
| D+ 67 | D 64-66 | D- 61-63 F < 61 |

Course Schedule Fall 2016

Module One: Introduction

Module Learning Objectives:

Know where syllabus can be found and professor can be contacted.

Distinguish an ethical question from a religious, legal or scientific question.

Engage in principled ethical reasoning.

Week One: August 24, 2016 “Introduction to Course”

Week Two: August 31, 2016 “Introduction to Bioethics and Ethical Reasoning”

Week Three: September 7, 2016 “Social Determinants of Health” In Class Presentation;
Citiprogram Training Independent Study Project

Week Four: September 14, 2016 “The Goals of Medicine”

Module Two: Ethics, Eating and Health:

Module 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 Five: September 21, 2016 “Genetically Modified Foods”

Week Six: September 28, 2016 “ Food Deserts”

Week Seven: October 5, 2016 “Obesity and Stigma”

Module Three: Ethics, Gender, Sexuality, and Health:

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.

Week Eight: October 12, 2016 “HIV/AIDS”

Week Nine: October 19, 2016 “Role of Gender/Culture in Optimization of Health Care”

Week Ten: October 26, 2016 “Intersex Children”

Week Eleven: November 2, 2016 “Intactivist: Revisiting the Practice of Circumcision”

Module Three Quiz: Nov 2, 2016

Module Four: Shared decision Making/Advanced Care Planning

Module Learning Objectives

1. Articulate the ethical foundations of shared decision making

2. Articulate the continuum of medical decision-making, distinguishing doctor directed from patient or family directed decision-making

3. Reflect on the process of advance care planning and the end of life.

4. Utilize a shared decision making tool that is commonly used in clinic.
5. Define common terms in shared decision making including: DNR, withdrawing and withholding care, doctrine of double-effect, healthcare proxy, surrogate decision maker, substituted judgment, best interests standard, among others.

Week Twelve: November 9, 2016 “Intro to Shared Decision Making

Week Thirteen: November 16, 2016 “Intro to Advanced Care Planning”

Week Fourteen: November 23, 2016 Independent Study Day: The Five Wishes Document

Week Fifteen: November 30, 2016 “Organ Donation: Conflicts in Advanced Care Planning in Effect”

Week Sixteen: December 7, 2016 Discussion of Personal Values Inventory and Hand in PVI reflection paper