

- Instructor:** Michelle Mason
Senior Associate Dean, Clinical Education, Experiential Learning & Engagement and Associate Dean for Enrollment Management
- Classroom:** Academic Health Center 4, Room 302
- Office Hours:** RDB Hall 1010, Thursday, 5:00 – 6:00p.m. or by appointment, contact Ms. Zoraya Ledesma at 305-348-4242 or ledesmaz@fiu.edu.
- Required Text:** Bioethics, Principles, Issues and Cases, 3rd edition by Lewis Vaughn; (Oxford Press, 2016)
Bioethics, Anthology, 3rd Edition, edited by Helga Kuhse, Udo Schüklenk and Peter Singer.

Course Description

This is a two-semester course, designed to provide an overview of important theories and topic areas of biomedical ethics. Participants will gain familiarity with the terminology, resources, and major frameworks of ethical analysis in biomedical ethics. The course looks at how ethical issues have evolved into modern-day science and medical practices that affect today's healthcare practitioner. The course will also introduce legal influences on the development of bioethics, including a review of seminal legal cases. Secondly, this course is designed to help students develop systematic strategies for analyzing bioethical dilemmas as well as a framework for applying this knowledge.

In the second semester, with a solid understanding of the wide-ranging biomedical ethical issues, we will then focus on professionalism issues that arise for the practice of medicine as well as in healthcare, scientific, and research settings.

Student Learning Outcomes

Upon successfully completing this course, students will be able to do the following:

- recognize philosophical questions
- analyze ethical arguments
- Entertain, and respond to criticism of his/her own ethical viewpoints
- work with philosophical concepts and methods, and to construct and evaluate arguments
- participate in classroom discussion, developing and displaying an ability and readiness
- defend one's own point of view while listening openly but carefully to others
- demonstrate a willingness to entertain criticism, formulate and reply to reasonable objections, and represent opposing views both critically and sympathetically
- read both primary and secondary texts and analyze the arguments contained in them correct
- articulate and write lucidly on a specific ethical position or topic related to the bioethics field.

Teaching Methods

The teaching method for this course will be a seminar format. That is, students are expected to have thoroughly prepared for class by having read the assigned material so that rigorous and insightful discussion can occur during class. In addition, consideration and discussion of assigned readings will be augmented by in-class assignments and audio-visuals, where appropriate.

COURSE REQUIREMENTS (Due dates and requirements are subject to change):

Requirements

1. 5 (five) Short Writing Assignments - 25% of final grade
2. 4 (four) Quizzes – 20% of final grade
3. Class Participation – 25% of final grade
4. Final paper (3,000 words) – 30% of final grade

Grading Scale: Out of 1000 Points

A	950 – 1000
A-	900 – 949
B+	870 – 899
B	830 – 869
B-	800 – 829
C+	770 – 799
C	700 – 769
D	600 – 699
F	599 and below

Class Participation (25% of final grade/Total Points: 250)

This course is highly experiential, consisting of a mixture of lecture, group work, and many opportunities for classroom discussions. In order for you to participate effectively, it will be necessary for you to read the assigned materials and come to class prepared for meaningful discussions. I expect you to ask questions, answer questions, offer comments, viewpoints, relevant experiences and observations, fully engaging in classroom assignments. Regular and consistent discussion of ethics and ethical issues helps to clarify your own thinking, to sharpen your reasoning skills, and to bring out the different legitimate ways of approaching ethical issues. It is a good thing; it is solid preparation for your later careers as you interact with various constituencies and your co-workers who may not understand or agree with your view of things.

Civility in the Classroom

Since we will be engaging some of the most controversial and passion fueled debates in our society, it is imperative to maintain a spirit of cordiality, respect, and dialogue. I am committed to finding a way for everyone's ideas to be heard and discussed in a welcoming and non-judgmental environment. If I find someone regularly acts or speaks in disrespectful, scornful, or disparaging ways towards other students, this will reflect poorly on his or her participation grade.

I reserve the right to request that the department administratively withdraw you if your behavior is consistently disruptive.

Attendance Policy

You are required to attend each class session and sign the attendance sheet (which will be at the front desk) as you enter class. **NO STUDENT IS PERMITTED TO SIGN-IN FOR A COLLEAGUE, THIS IS A VIOLATION OF COURSE POLICY AND STUDENT WILL BE REPORTED TO THE DIRECTOR OF STUDENT SERVICES.** A student who is absent for more than **3 class sessions** shall be deemed not to have regularly attended class and I reserve the right to request that the department administratively withdraw you from this course. Note: I reserve the right to request the department administratively withdraw you if you are consistently late to class.

No laptop, tape recording devices or cell phone usage during class

In our meetings, we seek to establish and maintain an extended conversation with each other concerning matters of bioethics, professionalism, ethics, and professional identity. This means that each class session will be devoted to the effort of fostering a conversation within the classroom around the aforementioned topics. Class participation is very important. Your views on the issues and questions presented, and willingness to engage with the reading assignments, in-class assignments and guest speakers is important to the progression of this course. Therefore, to prevent unnecessary distractions for yourself and so as not to interfere with others' opportunity to learn, **use of laptops, tape recording devices or cellphones during class is not permitted.** A violation of these rules may result in an absence for that class.

Five Short Writing Assignments (25% of final grade/Total Points: 250)

Using the chapter/article/story provided to you in the relevant unit, respond:

- 1) first with your intuitive reaction to this material,
- 2) your thoughtful, reflective response to the unit's identifiable ethical issue(s) and
- 3) a possible resolution to the ethical issues with a rationale for this decision
- 4) 750 word minimum for each assignment

Four Quizzes (20% of final grade/Total Points: 200)

There will be **4** (four) take home quizzes (no more than 15 questions per exam). Quizzes will cover reading assignments from the Lewis Vaughn text. You may use your text and class discussion notes but you are not to consult with your classmates or anyone else as you complete each exam.

Final Essay (30% of final grade/Total Points: 300)

Ethics and ethical decision-making start with an internal reflection on the principles, virtues, and theories of moral philosophy as well as one's experiences. Our ethical beliefs find expression in the decisions and actions that each of us makes as part of a community. "Ethical Integrity" involves identifying one's ethical foundations and incorporating those principles and virtues in a consistent manner into the context of your professional and personal life. Throughout the course,

you will have analyzed, interpreted and reflected upon the readings, podcasts, films and discussions as they apply to healthcare administration.

Write an essay where you synthesize the content of ethical principles and theories with your interpretation/analysis and illustrate how they will impact your ethical outlook and your ethical decision-making as a leader in health care.

Please incorporate at least four (4) resources/materials from the course into your essay. Do not simply "re-tell" the content of the materials, but critically analyze and illustrate the meaning and application of ethics to your work in health care.

Final paper format:

- 1) One inch margins on sides, top and bottom;
- 2) Text: Times New Roman 12 point font.
- 3) Double-space the text of paper
- 4) Chicago Style Citation

Topics

Week 1 (August 23rd)

Introduction to Course
What is Ethics?

Week 2 (August 30th)

Introduction to Bioethics and Moral Reasoning
Vaughn, Chapter 1

Week 3 (September 6th)

Bioethics and Moral Theories
Vaughn, Chapter 2

ADDITIONAL READING

Human dignity and respect for persons: a historical perspective on public bioethics
http://bioethics.georgetown.edu/pcbe/reports/human_dignity/chapter2.html.

Quiz #1 – due by 9/10/17

Week 4 (September 13th)

Paternalism and Patient Autonomy, Truth-telling Confidentiality
Vaughn, Chapter 3 & Chapter 4

Week 5 (September 20th)

Informed Consent
Vaughn, Chapter 5

Quiz #2 – due by 9/24/17

Week 6 (September 27th)

Medicine, Ethics and the Legal system

ADDITIONAL READING

Understanding Federal and State Cases

<http://www.uscourts.gov/about-federal-courts/court-role-and-structure/comparing-federal-state-courts>.

The Role of Law in the Development of American Bioethics

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3038328/>

HIPAA

<https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html>

Advance Directives

<http://jamanetwork.com/journals/jama/fullarticle/1104456>

Nuremberg Code, Vaughn, 259.

Declaration of Helsinki: Ethical Principles for Medical Research Involving Human Subjects, Vaughn, 260.

The Belmont Report, Vaughn, 263.

Writing Assignment #1 – due by 10/1/17

Week 7 (October 4th)

Global Bioethics

ADDITIONAL READING

Universal Declaration on Bioethics and Human Rights

Review both homepage and declaration.

<http://www.unesco.org/new/en/social-and-human-sciences/themes/bioethics/bioethics-and-human-rights/>.

Bioethics and international human rights

<http://onlinelibrary.wiley.com/doi/10.1111/j.1748-720X.1997.tb01412.x/pdf>

Accounting for Culture in a Globalized Bioethics

<http://onlinelibrary.wiley.com/doi/10.1111/j.1748-720X.2004.tb00472.x/pdf>

Writing Assignment #2 – due by 10/8/17

Week 8 (October 11th)

Conscientious Refusal of Health Care Providers

Kuhse, 271 – 304.

FILM (watch before class session)

Ethics Committees

http://fod.infobase.com.ezproxy.fiu.edu/p_ViewVideo.aspx?xtid=47461&luid=135715&tScript=0.

ADDITIONAL READING

Clinical Ethical Committees

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2080817/>

Parental Rights in Child's Health Care,

<https://www.economist.com/news/britain/21725536-protracted-legal-case-closes-parents-desperately-ill-child-agree-let-him-die>.

Charlie Gard Dies, Leaving a Legacy of Thorny Ethics Questions

<https://www.nytimes.com/2017/07/28/world/europe/charlie-gard-dead.html>.

Writing Assignment #3 – due by 10/15/17

Week 9 (October 18th)

Euthanasia and Physician-Assisted Suicide

Vaughn, Chapter 8

Kuhse, 225 – 257.

FILM (Watch before class session)

A Death of One's Own

http://fod.infobase.com.ezproxy.fiu.edu/p_ViewVideo.aspx?xtid=10480&luid=4839&tScript=0.

Week 10 (October 25th)

Obtaining Organs

Kuhse, 413 – 442.

FILM (watch before class session)

Dying to Live

<https://www.youtube.com/watch?v=0tYgbtedkss>

ADDITIONAL READING

“Opting in vs Opting Out”

<http://www.nytimes.com/2009/09/27/business/economy/27view.html?mcubz=2>.

IN-CLASS FILM

Tales from the Organ Trade

Quiz #3 – due by 10/29/17

Week 11 (November 1st)

Abortion

Vaughn, Chapter 7,
Kuhse, 9 – 60.

IN-CLASS FILM

Moral Choices in Medicine

http://fod.infobase.com.ezproxy.fiu.edu/p_ViewVideo.aspx?xtid=4994&tScript=0&loid=145821#

Writing Assignment #4 – 11/5/17

Week 12 (November 8th)

Public Health Issues

Kuhse, 551 – 590.
Vaughn, Chapter 11.

IN-CLASS FILM

Sicko: <https://www.youtube.com/watch?v=zkYCf4h5XgE>

Quiz #4 – 11/12/17

Week 13 (November 15th)

Neuroethics

Kuhse, 729 – 760.

ADDITIONAL READING

Monitoring and Manipulating Brain Function: New Neuroscience Technologies and Their Ethical Implications

<http://onlinelibrary.wiley.com/doi/10.2307/3528418/full>

IN-CLASS FILM

http://fod.infobase.com.ezproxy.fiu.edu/p_ViewVideo.aspx?xtid=40631

Writing Assignment #5 – 11/19/17

Week 14 (November 22th – No Class)

Week 15 (November 29th)

Dividing Up Health Care Resources

Kuhse, 381 – 412.

IN-CLASS FILM

Redefining Health Care

http://fod.infobase.com.ezproxy.fiu.edu/p_ViewVideo.aspx?xtid=47302

Quiz #8 – 12/3/17

RESOURCES

The American Journal of Bioethics
<http://www.tandfonline.com/loi/uajb20>.

BioEdge
<https://www.bioedge.org/>.

Encyclopedia of Global Bioethics
<https://link.springer.com/referencework/10.1007/978-3-319-05544-2/page/2>.

FIU Bioethics Conference
<https://bioethicsconference.eng.fiu.edu/>

The Hastings Center
<http://www.thehastingscenter.org/>.

University of Miami Bioethics
<http://www.miami.edu/index.php/ethics/programs/bioethics/>.

National Institute of Environmental health Sciences
<https://www.niehs.nih.gov/research/resources/bioethics/index.cfm>.

SPRING SYLLABUS WILL BE MADE AVAILABLE LATER IN THE SEMESTER

University Requirements

Academic Honesty and Plagiarism

FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

- *Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.*
- *Plagiarism – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.*
- *Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.*

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

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 Requirements

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio method 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 the 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. 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 honors.fiu.edu/portfolios.

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. All College members are expected to participate in the community-building activities listed below:

- Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
- Participate in the Honors College Convocation each Fall. (Attendance will be taken).
- Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
- 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.

GL Learning Outcomes

GL Learning Outcomes for IDH 3034-9

- 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.

Assignments must be able to assess the students' ability to demonstrate these outcomes. We will be collecting them at the end of the academic year (spring).

Honors College Important Dates – Fall Semester

Convocation Week: TBA

Excellence Lecture TBA

Fall Awards Assembly: TBA