

BIOMEDICAL ETHICS Fall 2018, Spring 2019 Section U09 IDH 3034/IDH 4007
Wednesday 11:00am – 1:45p.m., RDB 1009 Canvas (Web Assisted):

Instructor: Michelle Mason
Senior Associate Dean, Clinical Education, Experiential Learning &
Engagement and Associate Dean for Enrollment Management

Required Text: Bioethics, the basics, 2nd edition by Alastair V. Campbell (Routledge)
Additional reading materials including links to relevant websites are
posted in Canvas.

Course Description:

This is a two-semester course, designed to provide an overview of important theories and topic areas of bioethics. This course will provide students with an understanding of bioethics main terms and concepts. 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 and frameworks for applying this knowledge.

In the second semester, with a solid grounding in your understanding of the wide-ranging bioethical issues, we will then focus on professionalism issues that arise in medical, healthcare, scientific, and research settings.

Student Learning Outcomes

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

- Define bioethics and explain the fundamentals of the ethical theories and principles that apply to bioethical dilemmas recognize philosophical questions **(Critical Thinking)**
- Evaluate multiple perspectives concerning bioethical issues and recognize that different value systems may lead to different ethical decisions **(Critical Thinking)**
- Describe the process of moral development of humans and how society and its laws affect this development **(Global Learning, Interdisciplinary and Connectivity)**
- demonstrate an understanding of bioethics in both a global and local context **(Global Learning, Interdisciplinary and Connectivity)**
- Describe the process of moral development of humans and how society and its laws affect this development **(Leadership and Community Engagement)**
- Select and integrate information from various sources, including electronic and print resources to address bioethical questions **(Research)**

Teaching Methods

The teaching method for this course will be 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. 14 Reading Response E-Posts (15-point each/210 points)
2. 2 Case Studies (150-points each/300)
3. Class Participation (20-points per class/300)
4. Research and Writing Assignment (190 points)
 - a. Submit research paper topic (20 points)
 - b. Submit Bibliography (20 points)
 - c. Final Essay (150 points)

Class Participation (300 points) (Leadership and Community Engagement)

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 in science labs, and hospitals, with patients, and coworkers who may not understand or agree with your view of things.

Attendance Policy

You are required to attend each class session and sign the attendance sheet (which 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 DEPARTMENT CHAIR.** 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 or impede a guest speaker's ability to effectively present, **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.

Weekly Reading E-Responses (210 points) (Critical Thinking)

During the semester, student must contribute 14 1-page (approximately 400 words each) reading e-responses within the **Canvas** "Discussion" section. **Responses must be posted weekly starting Sunday, September 2, 2018.** You are expected to post a substantive response to the prompt and must additionally respond to posts by made by two of your peers. The forums are meant to provide a space for you to engage and connect with your peers. I will read all posts and when appropriate, will provide individual feedback via the comments section in the grading rubric or will send out a group message to the class to share observations that I think may be helpful for future discussions.

See Canvas for further instructions.

Case Studies (300 points) (Global Learning, Interdisciplinary and Connectivity, Critical Thinking)

The case study writing assignment allow you to analyze real life situations and give you an opportunity to apply theory to actual ethical dilemmas. You are required to submit two case studies.

See Canvas for further instructions.

Final Essay (190 points) (Research, Global Learning, Interdisciplinary and Connectivity, Critical Thinking)

Ethics and ethical decision-making starts 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 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 (5) 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) 1500-2500 words
- 2) One inch margins on sides, top and bottom;
- 3) Text: Times New Roman 12 point font.
- 4) Double-space the text of paper
- 5) APA, MLA or Chicago Style Citation

See Canvas for further instructions.

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://integrity.fiu.edu/>

FIU Honors College Plagiarism Policy <http://honors.fiu.edu/honors-policies/Q>

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 <http://honors.fiu.edu/current-students/portfolio/>.

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/current-students/citizenship/>.

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/current-students/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/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>

FIU Honors College Plagiarism Policy- <http://honors.fiu.edu/honors-policies/>

GL Learning Outcomes

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.

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).

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Honors College Important Dates – Fall Semester

Convocation Dates: September 26: Freshman Convocation; September 28: Honors College Convocation (transfer students)
Excellence Lecture TBA
Fall Awards Assembly: TBA

Week 1 (August 22rd)

Topics and Subtopics

Introduction to Course
What is Ethics?

Week 2 (August 29th)

Introduction to Bioethics and Moral Reasoning
Campbell, Chapter 1

ADDITIONAL READING

What Makes Us Moral

http://content.time.com/time/specials/2007/article/0,28804,1685055_1685076_1686619,00.html

Week 3 (September 5th)

Bioethics and Moral Theories
Campbell, Chapter 2, 3

ADDITIONAL READING

Human dignity and respect for persons: a historical perspective on public bioethics

http://bioethics.georgetown.edu/pcbe/reports/human_dignity/chapter2.html.

Week 4 (September 12th)

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

Week 5 (September 19th)

Informed Consent
Vaughn, Chapter 5

Week 6 (September 26th)

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.

Turn in your research paper topic – due by 9/30/18

Week 7 (October 3th)

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>

Week 8 (October 10th)

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&loid=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>.

Turn in your working bibliography – Due 10/14/18

Week 9 (October 17th)

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&loid=4839&tScript=0.

Week 10 (October 24th)

Obtaining Organs

Kushe, 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

Week 11 (October 31st)

Research

Campbell, Chapter 5

IN-CLASS FILM

Science can answer moral questions

https://www.ted.com/talks/sam_harris_science_can_show_what_s_right

Week 12 (November 7th)

Justice and Health Care

Public Health Issues

Campbell, Chapter 6

IN-CLASS FILM

Sicko: <https://www.youtube.com/watch?v=zKYCf4h5XgE>

Week 13 (November 14th)

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

Week 14 (November 21th – No Class)

Week 15 (November 28th)

Dividing Up Health Care Resources

Part IV: 381 – 412.

IN-CLASS FILM

Redefining Health Care

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

Week 16 (December 5th)

Final Writing Assignment Due