

BIOETHICS (FALL 2021)

Instructor: Sr. Associate Dean Michelle Mason

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(305) 348-8005

Class session: Wednesdays, 12:00p.m. – 1:15p.m.

Office Hours: Via Zoom by appointment, schedule through Ms. Ledesma,
ledesmaz@fiu.edu

Review the course syllabus for essential information regarding university policies, course expectations, and important information about assignment guidelines. Your course assignments are chronologically listed below by the due date.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#).

Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

COURSE DESCRIPTION

The course is designed to provide an overview of important bioethical topics. You will gain a familiarity with the terminology, resources, and major frameworks of bioethical theories, analysis, and concerns. 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. Our inquiry is particularly relevant given COVID-19's global impact.

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
- 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.

The instructor reserves the right to make the changes to this course as needed.

COURSE REQUIREMENTS (This syllabus is subject to change to meet pedagogical needs.) If I make any changes to the course, I will always make an announcement in class.

Requirements

1. 5 E-Posts (42-points each/210 points)
2. 1 Case Study (150 points)
3. Student-led Discussions (150 points)
4. Class Participation (20-points per class/300)
5. Final Assignment: Abstract (190 points)

Letter	Range%	Letter	Range%	Letter	Range%
A	950 or above	B	869 - 830	C	769 - 700
A-	949 - 900	B-	829 - 800	D	699 - 600
B+	899 - 870	C+	799 - 770	F	599 or less

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. 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, you must contribute 10 (approximately 300 words each) reading e-responses within the Canvas "Discussion" section. Responses must be posted weekly starting Sunday, September 5, 2021. 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 Study (150 points) (Global Learning, Interdisciplinary and Connectivity, Critical Thinking)

The video case study assignment allows you to analyze real life situations and give you the opportunity to apply theory to actual ethical dilemmas. See Canvas for further instructions.

Student-led Discussions (150 points) (Leadership, Problem Solving)

Beginning October 21, through the remainder of the semester, you will, as a team, take the lead on classroom discussions. Assigned reading will be provided by the instructor. Students will be responsible for planning the seminar activities for that session as well as preparing the readings and materials. These are discussions NOT presentations, and computer visual aids like PowerPoint will not be used. Further, instructions are found on Canvas.

Artifact and Essay (190 points) (Portfolio, Global Learning, Interdisciplinary and Connectivity, Critical Thinking)

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 have analyzed, interpreted, and reflected upon the readings, podcasts, films, and discussions as they apply to various bioethical principles.

At the start of the semester, I made the determination that we should hold off exploring the possible intersectionality between bioethics and tCOVID-19 concerns. In part, this determination was made because I thought that a thorough understanding of ethical frameworks must precede evaluation and analysis of our current public health circumstances. Now that we have reached the end of the semester, I believe such assessment is better contextualized. Using a bioethical framework and associated principles, your final assignment, is to select a tangible artifact that represents your understanding of the COVID-19 pandemic impact. As background, "An artifact is an object created or shaped by humans that has some sort of story or history that is attached to it." Artifacts are personal and vary. This artifact can be something that you currently possess, or you may download a picture of the item from the internet. As a part of your final assignment, you will have to upload the artifact photo along with an associated essay that must accompany it. In a 500-750-word essay, your artifact should symbolize COVID-19's impact upon the human experience in a specific community. Your artifact could represent your own

personal experiences, the local community, the global community, an ethnic community, or socioeconomic class. Further, this artifact should highlight how bioethical principles can assist this community as it moves forward and beyond current circumstances.

You **CANNOT** choose the following as an artifact:

- 1) No memes
- 2) No medical supplies, absolutely nothing medically related.

Your essay should include the following elements.

- 1) Write about your artifact (500-750 words).
 - Tell what your artifact is. Describe it. Where and when did you get it?
 - Tell why you chose the artifact, giving reasons and explanations. Was it an easy or difficult choice? Why?
 - Tell why the artifact is important to you and how it relates to your life.
 - What greater story does the artifact symbolize, capture about your selected community?

You will upload both onto CANVAS.

On your assigned day, bring a picture of your artifact to class.

Be prepared to share your artifact with the class, telling its story and why you selected it.

Course Schedule

Week 1 – Introduction to the Course

Week 2 – Introduction to Bioethics and Moral Reasoning

Week 3 – Bioethics and Moral Theories

Week 4 – Paternalism and Patient Autonomy, Truth-telling Confidentiality

Week 5 – Informed Consent

Week 6 – Medicine, Ethics, and the Legal System

Week 7 – Global Bioethics

Week 8 – Euthanasia and Physician-Assisted Suicide

Week 9 – Biomedical Research Ethics

Week 10 – Disability and “Normal Function?”

Week 11 – Eugenics

Week 12 – Class, Ethnicity and Race

Week 13 – Obligation to Provide Care

Week 14 – Artifact Presentations

Week 15 – Artifact Presentations

LATE SUBMISSION OF COURSE WORK POLICY

All course work must be submitted no later than the due date. Any work submitted after due date, will receive a 5-point deduction for each week, or part thereof, that the assignment is late.

Important Information

Gender Pronoun and Name Preferences: Class rosters are provided to the instructor with the student’s legal name; however, I am happy to honor your request to address you by an alternate name and/or gender pronoun. Please advise me of this preference early in the semester, so I can ensure use of your preferred name and pronouns in this space.

Classroom Diversity/Civility Statement: Classrooms should be spaces where people with conflicting points of view can engage respectfully with one another. Please be kind, considerate, and thoughtful towards your fellow students.

E-mail correspondence: I will typically respond to emails within 24 hours Monday through Friday. Please think of your emails you send to your instructor as professional communication.

COVID-19 Health and Safety Protocols

Daily and before arriving to campus, complete the P3 app. If you are not given the green check mark to enter campus, then return home and contact me either by email (masonm@fiu.edu).

Illness-related absence(s): Exceptions to course attendance policies, expectations, and requirements because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis that requires quarantine or isolation will be made. Do not attend your in-person class if you have COVID-19 (or any other serious illness), if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19 or have other health concerns related to COVID-19.

Students who miss class due to the above conditions will not be penalized for their absence. If you are unable to attend class, take the following steps.

- Notify me in advance of the absence or inability to participate, if possible.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, contact me to discuss other options.
- **As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.**

Mask Wearing: Following CDC guidelines, students are strongly encouraged (but not required) to wear disposable masks or cloth face coverings while occupying indoor public settings, including multi-person offices, hallways, stairwells, elevators, meeting rooms, classrooms, and restrooms. I will wear a mask during class sessions and individual meetings. Students with a diagnosed medical condition or disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact me for assistance in determining reasonable adjustments or if it is you prefer the FIU Disability Resource Center (drc@fiu.edu, 305-348-3850).

Maintaining physical distancing as needed. While distancing requirements have been removed, you who are strongly encouraged to maintain 6 ft distance from others in the classroom.

Classroom protocols: I will remain at the front desk during our class. To maintain social distance, after class, I will not take questions in this setting. However, immediately following class, weekly, I will open a zoom room discussion from 1:30p.m. – 2:00p.m. Zoom Information: Meeting ID: 918 9897 5277, Passcode: 1g778p.

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: The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Before starting this course, please review the following:

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

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.

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 Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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. 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 Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement 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 engagement 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. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

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

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about

CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

GL Learning Outcomes

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.