

## Exploring Ethical Dilemmas in Medicine: Biomedical Ethics—PHI 110

Section DA~, M 9:30-10:45, TH 10:00 – 11:15 am  
Nassau Hall, Room M205

INSTRUCTOR | Dr. Amanda J. Favia

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OFFICE HOURS | M 11<sup>00</sup> am-12<sup>15</sup> pm, W 9<sup>30</sup>-10<sup>45</sup> am, & *By Appointment*

ROOM | Nassau Hall M217G



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### Learning Community Description (with ENG 101 CG~, Professor Collins):

Are you interested in examining some of the ethical issues that arise in the field of medicine and biomedical research? In this learning community, we will read about and discuss some of these controversial topics: research on human subjects, euthanasia, disability, and health care

policy. You will also learn to construct well-developed and well-organized essays so you may respond clearly to these issues.

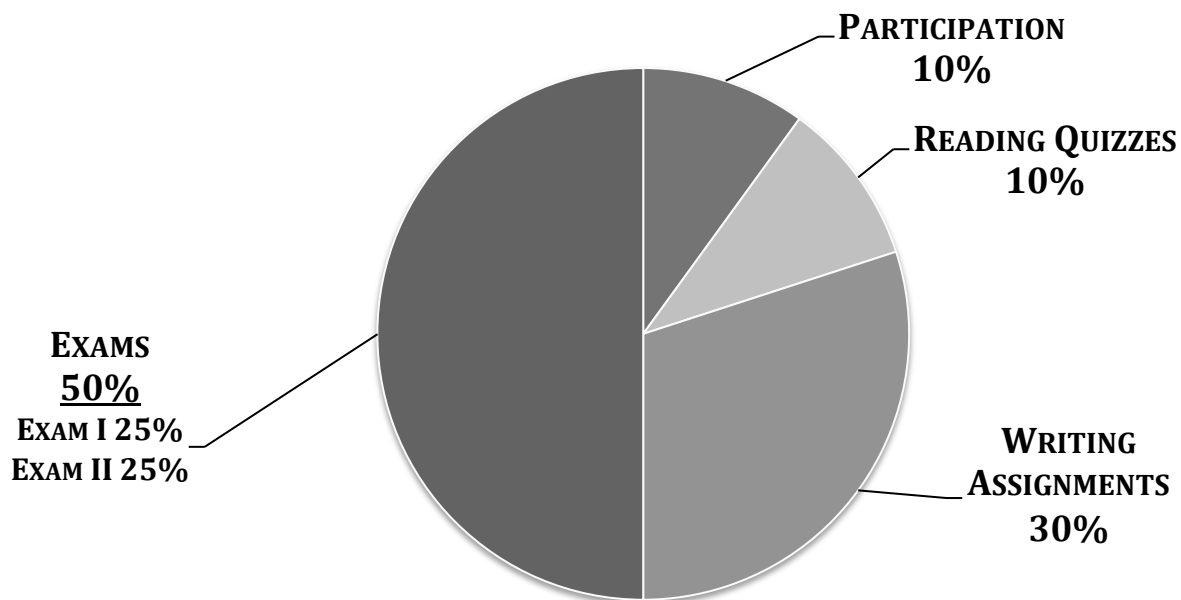
**Biomedical Ethics Course Description:** In this course, we will examine the ethical issues that arise in the field of medicine and related areas of biomedical research. The first part of the course introduces several traditional ethical theories in conjunction with examples from the health care setting. An understanding of these theories will help establish the foundations needed for thoughtful analysis and evaluation of the ethical dilemmas that arise within the context of medical practice. The second part of the course focuses on the application of these foundations to a variety of ethical challenges encountered in the practice of medicine and associated areas of research. Such issues will include: truth-telling, research on human subjects, euthanasia, disability, health care policy and more.

### COURSE OBJECTIVES

- ✓ Establish a basic understanding of ethical theories used to handle bioethical issues.
- ✓ Develop an awareness of the specific ethical challenges that arise in the field of medicine and associated areas of research.
- ✓ Articulate and understand alternative approaches to resolving biomedical ethical dilemmas.
- ✓ Develop critical thinking skills required to carefully examine and evaluate others, as well as your own, views on what ought to be done when such ethical dilemmas arise.

### GRADES

Your final grade will be determined in the following manner:



**Required Text:** *Biomedical Ethics* Course Packets I & II

**Blackboard:** All course information, including syllabus, announcements, additional reading assignments and handouts, as well as exam review sheets and writing assignment instructions, will be posted on Blackboard.

## COURSE REQUIREMENTS

**Class Participation (10%):** The class participation grade has three aspects:

(1) Classroom Activity, (2) Attendance, and (3) Homework.

Participation in class discussions includes raising *relevant* questions and making comments that pertain to the topic being discussed and to the assigned readings.

Participation also includes in-class assignments (group work) and homework.

Excessive absences and consistent lateness to class will affect your grade negatively. For more details, see *Class Participation Rubric*.

**Attendance and Lateness Policy:** There is **NO** distinction between “*excused*” and “*unexcused*” absences—if you do not attend class then you are considered absent.

More than **THREE (3)** absences will result in a reduction of your **FINAL GRADE**.

Excessive absences, **FIVE (5)** or more, will result in automatic **FAILURE of the course**. Consistent **lateness** to class will also affect your grade negatively. It is the student’s job to keep track of his or her absences.

**Please be aware:** if you are absent from class, and you miss classroom/assignment details, it is *your responsibility* to check *Blackboard* for announcements and assignments or contact another *classmate*.

**Reading Quizzes (10%)** 10 Quizzes based on assigned readings. Quizzes will be given during the **first 10 minutes of class**. There are **NO MAKE-UP** quizzes.

**Exam I (25%)** will cover the ethical theories and moral principles covered in the first part of the semester. **Exam II (25%)** will be a cumulative exam. Both exams will be given in class. There are **NO MAKE-UP** exams.

**Writing Assignments (30%):** There are **three** writing assignments—definition essay, argumentation essay, and research paper—that overlap with ENG 101. More details will be provided shortly. All assignments must be handed in **ON TIME**.

### Other Class Policies:

**Cell Phones/Laptops:** Turn **OFF** all cell phones and electronic devices before class begins. Students who do not abide by this may be asked to *leave the class* and consequently counted as *absent* from class.

**Academic Integrity:** Cheating and Plagiarism will result in automatic **FAILURE of the course!**

**Student Code of Conduct:**

[http://www.ncc.edu/administration/policies/code\\_conduct.htm](http://www.ncc.edu/administration/policies/code_conduct.htm).

## Class Schedule

(subject to revision)

### September 2016

Monday 9:30-10:45am	Tues	Weds	Thursday 10-11:15am	Fri
			1	2
			Introduction to Biomedical Ethics	
5	6	7	8	9
<u>NO CLASS: Labor Day</u>			<b>Readings:</b> ▪ Consequentialism (p.114-34)	
12	13	14	15	16
<b>Readings:</b> ▪ The Kantian Perspective (p.144-57) <b>Reading Quiz #1</b>			<b>Readings:</b> ▪ The Kantian Perspective (p.158-75) ▪ Ross's Prima Facie Duties (p. 23-26)	
19	20	21	22	23
<b>Readings:</b> ▪ The Nature of Virtue (p.113-18) <b>Reading Quiz #2</b>			<b>Readings:</b> ▪ The Principles of Biomedical Ethics (p.26-27) ▪ Casuistry: Case-Based Reasoning (p.33-36)	
26	27	28	29	30
<b>Readings:</b> ▪ Fundamental Concepts (p. 40-51) <b>Reading Quiz #3</b>			<b>Readings:</b> ▪ Fundamental Concepts (p. 40-51)	

## October 2016

Monday 9:30 -10:45am	Tues	Weds	Thursday 10:00-11:15am	Fri
3	4	5	6	7
NO CLASS: Rosh Hashanah			<b>Review for Exam I</b>	
10	11	12	13	14
<b>Exam I</b>			<b>Definition Essay DUE</b>  <i>The Physician Patient Relationship</i> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ The Hippocratic Oath</li> <li>▪ Pellegrino, "The Virtuous Physician"</li> </ul>	
17	18 <b>MONDAY Schedule</b>	19	20	21
<u>The Role and Responsibilities of Nurses</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Florence Nightingale Pledge</li> <li>▪ Newton, "In Defense of the Traditional Nurse"</li> <li>▪ Kushe, "Advocacy or Subservience for the Sake of Patients"</li> </ul> <b>Reading Quiz #4</b>	<u>Truth Telling</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Higgs, "On Telling the Patient the Truth"</li> <li>▪ Ackerman, "Why Doctors Should Intervene"</li> </ul>		<u>Confidentiality</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Justice Tobriner, "Majority Opinion Tarasoff v Regents of UC"</li> <li>▪ Justice Clark, "Dissenting Opinion Tarasoff v Regents of UC"</li> </ul>	
24	25	26	27	28
<u>Informed Consent</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ President's Commission, "The Values Underlying Informed Consent"</li> <li>▪ Majority Opinion Canterbury v. Spence</li> </ul> <b>Readings Quiz #5</b>			<u>Human Research: Ethical Codes &amp; Experimental Design</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ The Nuremberg Code</li> <li>▪ Declaration of Helsinki</li> </ul>	
31				
<u>Human Research: Experiments</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Development of the Tuskegee Case</li> </ul> <b>Reading Quiz #6</b>				

## November 2016

Monday 9:30-10:45am	Tues	Weds	Thursday 10:00-11:15am	Fri
	1	2	3	4
			<i>Human Research: Experiments</i> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ The Willowbrook Hepatitis Studies</li> </ul>	
7	8	9	10	11
<u>Competent Adults &amp; Refusal of Life-Sustaining Treatment</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ AMA, "Withholding &amp; Withdrawing Life Sustaining Treatments"</li> </ul> <b>Reading Quiz # 7</b>			<b>Argumentation Essay DUE</b>  <u>Morality of Active Euthanasia</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Rachels, "Active and Passive Euthanasia"</li> <li>▪ Callahan, "Killing and Allowing to Die"</li> </ul>	
14	15	16	17	18
<u>Contested Therapies &amp; Disability</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Crouch, "Letting deaf People be Deaf"</li> <li>▪ Tucker, "Deaf Culture"</li> </ul> <b>Reading Quiz #8</b>			<b>Film &amp; Discussion:</b> <i>Sound &amp; Fury</i>	
21	22	23	24	25
<b>Research Paper DUE</b> <i>(Hand in via office mailbox by Tuesday 11/22)</i>  <b>Film &amp; Discussion:</b> <i>Sound &amp; Fury</i>			<u>NO CLASS: Thanksgiving</u>	
28	29	30		
<u>The Definition &amp; Determination of Death</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Bernat, "The Whole-Brain Concept of Death"</li> <li>▪ McMahan, "An Alternative to Brain Death"</li> </ul> <b>Reading Quiz #9</b>				

## December 2016

Monday 9:30-10:45am	Tues	Weds	Thursday 10:00-11:15am	Friday
			1	2
			<u>The Determination of Death</u> <b>Readings:</b> <ul style="list-style-type: none"> <li>▪ Brain Death Cases</li> </ul>	
5	6	7	8	9
<u>Health Care Policy</u> <b>Readings:</b> TBA  <b>Reading Quiz #10</b>			<b>Research Paper DUE</b>  <u>Health Care Policy</u> <b>Readings:</b> TBA	
12	13	14	15	16
<b>Review Exam II</b>			<b>Exam II</b>	
19	20	21	22	23
<b>Grade Conferences</b>			No Class—Friday Schedule	
26	27	28	29	30

**Please Note:** If you have a physical, psychological, medical, or learning disability that may have an impact on your ability to carry out the assigned coursework, I urge you to contact the staff at the Center for Students with Disabilities (CSD), Building U, (516)572-7241, TTY (516)572-7617. The counselors at CSD will review your concerns and determine to what reasonable accommodations you are entitled as covered by the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. All information and documentation pertaining to personal disabilities will be kept confidential.