

**Biomedical Ethics—PHI 110**  
Section CA, T TH 8:30 – 9:45 am  
Nassau Hall, Room M205

INSTRUCTOR | Amanda Favia  
OFFICE HOURS | T 10<sup>00</sup>-11<sup>15</sup> am, W 12<sup>30</sup>-1<sup>45</sup> pm, & By Appointment  
ROOM | Nassau Hall M217 Rm. G  
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**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, 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.

**Required Books:** Thomas A. Mappes, David Degrazia and Jeffery Ballard, *Biomedical Ethics*, 7th Edition, (McGraw Hill, 2010)—Available at the Campus Bookstore

**Blackboard:** All course information, including syllabus, announcements, additional reading assignments and handouts (marked with “B” on the syllabus), as well as exam review sheets and Case Study Portfolio instructions will be posted on Blackboard.

**Grades:** Your final grade will be determined in the following manner:

Class Participation: 15%  
Case Study Portfolio: 35%  
Exams: Exam I: 25%, Exam II: 25%

**Class Participation (15%):** The class participation grade has three aspects: classroom activity, attendance and 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.

**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*.

**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.

**Case Study Portfolio (35%):** Your case study portfolio will consist of two case study analyses that each provide a brief, 2-page analysis of a case study addressing ethical issues related to the readings. All case study analyses *must be typed*. More details will be provided shortly. All assignments must be handed in **ON TIME. NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

**Cell Phones:** 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).

**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.

### Class Schedule (\*subject to revision\*)

- T 1/19: Introduction to Biomedical Ethics  
TH 1/21: The Nature of Biomedical Ethics & Assessing Competing Ethical Theories (1-6)

#### Ethical Theories

- T 1/26: Utilitarianism (6-17)  
TH 1/28: Mill, *Utilitarianism* (B)
- T 2/2: Kantian Deontology (17-23)  
TH 2/4: Kant, *Foundations of the Metaphysics of Morals* (B)
- T 2/9: Ross' Prima Facie Duties (23-26)  
TH 2/11: The Four Principles (26-27)
- T 2/16: *Winter Break – No Class*  
TH 2/18: *Winter Break – No Class*
- T 2/23: Fundamental Concepts and Principles (40-51)  
TH 2/25: Fundamental Concepts and Principles (*continued*)
- T 3/1: Review Class, Review Sheet Exam I (B)  
**TH 3/3: Exam I**

#### Biomedical Ethical Issues

- T 3/8: The Physician-Patient Relationship  
*Hippocratic Oath* (69-70)
- TH 3/10: The Role and Responsibilities of Nurses  
*Florence Nightingale Pledge* (B)  
Newton, *In Defense of the Traditional Nurse* (88-95)  
Kushe, *Advocacy or Subservience for the Sake of Patients?* (95-102)
- T 3/15: Truth-Telling & Communicating Bad News  
Higgs, *On Telling the Patient the Truth* (103-109)  
Ackerman, *Why Doctors Should Intervene* (83-87)
- TH 3/17: Confidentiality  
Justice Tobriner, *Majority Opinion Tarasoff v Regents of UC* (109-113)  
Justice Clark, *Dissenting Opinion Tarasoff v Regents of UC* (113-116)
- T 3/22: *Spring Break – No Class*  
TH 3/24: *Spring Break – No Class*

- T 3/29: Informed Consent  
President's Commission, *The Values Underlying Informed Consent* (120-125)  
*Canterbury v. Spence* (B)
- TH 3/31: Case Study #1 DUE**  
Human Research: Ethical Codes & Experimental Design  
*The Nuremberg Code* (253-254)  
*Declaration of Helsinki* (254-259)
- T 4/5: Human Research: Unethical Experiments  
*Development of the Tuskegee Case* (B)
- TH 4/7: Human Research: Unethical Experiments  
*The Willowbrook Hepatitis Studies* (B)
- T 4/12: Film & Discussion: *The Sea Inside*  
TH 4/14: Film & Discussion: *The Sea Inside*
- T 4/19: Competent Adults & Refusal of Life-Sustaining Treatment  
AMA, *Withholding and Withdrawing Life Sustaining Treatment* (341-343)  
Powell & Lowenstein, *Refusal of Life-Sustaining Treatment* (343-348)  
Michel, *Suicide by Persons with Disabilities as Refusal of LST* (348-353)
- TH 4/21: Case Study #2 Due**  
Morality of Active Euthanasia  
Rachels, *Active and Passive Euthanasia* (395-399)  
Callahan, *Killing and Allowing to Die* (399-402)
- T 4/26: The Definition & Determination of Death  
Bernat, *The Whole-Brain Concept of Death* (322-332)  
McMahan, *An Alternative to Brain Death* (333-338)  
Brain Death Cases (B)
- TH 4/28: Contested Therapies: Disability  
Crouch, *Letting deaf People be Deaf* (155-162)  
Tucker, *Deaf Culture, Cochlear Implants & Elective Disability* (162-167)
- T 5/3: *Case Study Writing Workshop*
- TH 5/5: **Case Study Portfolio Due**, Review Class, Review Sheet Exam II (B)
- T 5/10: **EXAM II**
- TH 5/12: Grade Conferences