

CEDAR CREST COLLEGE
BIOLOGY 320 – BIOMEDICAL ETHICS
FALL 2008
General Information and Assignments

“Experience without theory is blind. Theory without experience is empty.”
Immanuel Kant (1724-1804)

I. CATALOG DESCRIPTION

Bio 320 Biomedical Ethics

3 credits

An investigation of the ethical issues posed by contemporary biomedical capability in the areas of death and dying, reproductive manipulation, human experimentation, genetic engineering, behavior control and health care delivery.

II. PURPOSE

The course is designed to focus upon those ethical problems that arise in a biomedical context. The nature of relevant ethical theories, weighing alternatives, decision making, facing consequences of one's choices and the development of critical thinking skills are central themes.

III. GOAL

Not to guarantee universal agreement or to make sure that everyone is comfortable, but to help students develop skillful, professional, responsible ethical reasoning.

IV. ASSIGNMENTS

A. Readings

Assignments in the text are listed on the lecture schedule. You will be expected to follow these without any special reminder. There may be some special reading assignments announced, particularly in the Hasting's Center Report.

B. Case Study

A case study is an actual instance in which an ethical problem arises in a medical context. Students will work in teams on case studies, which will be assigned. The presenters should review the facts of the case for the class, identify the significant ethical issues and deal with possible approaches to their solution.

At the end of the formal presentation, the presenters should be prepared to conduct a class discussion about the case. The formal presentation should take about 30 minutes with another 30 minutes for questions, answers and discussion.

The presentation of the case study may take whatever form the team believes best. It could be a debate; it could be role-playing or some other format. Regardless of what method is chosen to analyze the case, be responsive to the following:

1. The facts of the case.
2. The major ethical issues.
3. Whose interests are to be taken into account?
4. Various courses of action that is possible.
5. Main considerations that favor alternative solutions.

C. Position Paper

Each student will write a short (5-6 pages) position paper on a topic of her/his choice. Topics should be submitted to the instructor for approval no later than **October 21, 2008**. A list of topics will be distributed to provide some direction, but students are not limited to topics on the list. We encourage you to select a topic that is of particular interests to you, subject to approval of the instructor.

In order to write a position paper you must select a topic for which there are alternative approaches. In the paper you will define the problem, identify the relevant ethical issues, identify alternative courses of action, prioritize your values, take a position and support that position.

The paper should be typed. The topic you select should be limited in scope so that you can deal with it adequately in five or six pages. The paper is **due on November 25, 2008**.

Organize the paper as follows:

- Cover page with title, name, date and course
- Introduction
- Discussion
- Conclusion and Summary
- Bibliography

IV. COURSE OBJECTIVES

Upon the completion of the course, students will be able to:

1. Understand basic ethical theories.
2. Be cognizant of the advantages and deficiencies of ethical theories when applying theory to solving ethical problems.
3. Understand history, legal aspects and ethical considerations that arise in a biomedical context.
4. Become aware of the diversity of positions in defining an ethical issue.
5. Develop and articulate well-considered positions on ethical issues.
6. Read and discuss case situations applying theory or principles to trace their implications and evaluate the degree of moral justification they possess.
7. Sharpen analytical skills and become more independent thinkers and less susceptible to opinions that foster narrow-mindedness and bigotry.

V. COURSE OUTCOMES

1. Students will demonstrate critical thinking and reasoning skills in their ability to identify moral/ethical problems and to resolve them.
2. Students will demonstrate the ability to communicate clearly and effectively, both orally and through the written word by class participation, writing a position paper and completing essay exams.
3. Students will demonstrate the ability to understand and articulate their own ethics and values, as well as understand the value system of others by working collaboratively on a case situation that portrays the factual and moral dimensions of an ethical issue.
4. Students will recognize themselves as participants in the decision making process and become aware of the responsibility they have in that process.

VI. ASSESSMENT

There will be a take-home mid-semester test and a final exam in the course. The grade for the course will be determined in the following way:

| | |
|--------------------------|-----|
| Case Study Presentation | 20% |
| Participation/Attendance | 15% |
| Mid Semester Exam | 20% |
| Position Paper | 25% |
| Final Exam | 20% |

VII. ATTENDANCE

Students are expected to attend every class. We have all heard the expression” The road to hell is paved with good intentions.” It important that we all become active

participants in discussions, debates and review of case situations, in other words “doing biomedical ethics” is paramount to learning biomedical ethics.

VIII. HONOR CODE

Community Standards for Academic Conduct

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seeks nor receives aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest Computer Use Policy.
- If a student perceives a violation of the Academic Standards, he/she will go to their instructor.
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Classroom Protocol

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students’ access to the Cedar Crest College education.

Learning Disabilities

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

CEDAR CREST COLLEGE

**BIOMEDICAL ETHICS – BIOLOGY 320
FALL SEMESTER 2008**

Instructor: Brian S. Misanko, Ph.D.

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Office Hours: Monday 10:00 – 11:00 A.M.
1:00 – 2:00 P.M.
Tuesday 5:00 – 6:00 P.M.
Wednesday 9:00 – 10:00 A.M.
Or by appointment.

Textbook: Contemporary Issues in Bioethics
7th Ed. Thomson-Wadsworth

Time & Place: Tuesday, 6:00 – 8:30 PM, Room SCI 138

**“We shall not seek from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.”**

T.S. Eliot

Lecture Schedule

| DATE | TOPIC | ASSIGNMENTS |
|--------------------|---|---|
| Aug. 26 | Introduction to the Course Assignments | Handouts Medical Codes of Ethics Hippocratic Oath Professional Codes |
| Sept. 2 Sept. 9 | <u>Ethics in a Medical Context</u> Morality Ethical Theory Principals Utility Kant Ross Law and Policy | Text: 1- 34 |
| Sept. 16 | <u>Physicians, Patients and Others</u> Intro Confidentiality Truth Telling Informed Consent | Text: 129 – 136 137 – 148 149 – 159, 162 – 166 166 - 176 |
| Sept. 23 | <u>Reproductive Technology</u> Intro Assisted Reproduction | Text: 299 – 304 309 - 344 |
| Sept. 30 | <u>Abortion</u> Intro Justification Legal Issues | Text: 304 – 308 345 – 376 376 - 394 |
| Oct. 7 | <u>Biotechnology</u> Intro Human Stem Cell Research Enhancement | Text: 718 – 722 723 – 748, Handout 760 - 779 |
| Oct. 14 | <u>Fall Break – NO Class</u> | |

Oct. 21

MIDTERM EXAM DUE

Human Genetics

Intro

Eugenics

Genes and Society

Genetic Testing

CASE STUDY I

Text:

199 – 204

205 – 220

221 – 236

236 – 252

Oct. 28

Research Ethics

Intro

Past Abuses

Codes

Current Issues

CASE STUDY II

Text:

35 – 42

43 – 70

70 – 81

82 – 102

Nov. 4

Organ Transplantation

Intro

Death and Retrieval

Allocation

Policies and Procurement

CASE STUDY III

Text:

475 – 483

484 – 504

505 – 515

532 – 549

Nov. 11

Death and Dying

Intro

Defining Death

Reconsidering Brain Death

Advanced Directives

Text:

397 – 418

Hand out

185 - 192

Nov. 18

Euthanasia and Physician Assisted Suicide

418 - 472

Happy Thanksgiving

Nov. 25

Justice and Health

Intro

Social justice

Rationing

Text

557 – 564

565 – 574, 590 – 609

609 - 623

POSITION PAPER DUE

| | | |
|---------------|--|-----------------------------|
| Dec. 2 | <u>Bioterrorism: The Ethical Challenges</u> | Text; |
| | Intro | 625 – 630 |
| | Emergency Preparedness | 690 – 694, 705 – 715 |
| | Ethics and Bioscience | 791 - 804 |

Dec. 16 **Final Exam**

“We declare at the onset that we do not make any positive assertion that anything we shall say is wholly as we affirm it to be. We merely report accurately on each thing as our impressions of it are at the moment.”

Sextus Empiricus