2014

329-01-02 Bioethics

Robert Hurd

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BIOETHICS
Philosophy 329 01/02

3 Credit Hours: Monday and Wednesday afternoons

Sec. 1: CRN 90467  MW 4:30 pm-5:45 pm in Lindner 103
Sec. 2: CRN 90468  MW 6:00 pm-7:15 pm in Lindner 103

Instructor: Robert Hurd, S.J., M.D., S.T.D.
E-mail: hurd@xavier.edu

Office hours: Call ahead for time and location [513-745-3441]

Course Description:

Bioethics is most commonly looked upon as a problem-solving discipline. The problems may be personal, i.e., what kind of health care do I want, or professionally oriented, i.e., what should I do as a health professional in this situation, or public-policy oriented, namely, what should be allowed in this hospital, this state, or country? Since bioethics involves more than one person, and frequently a circle of professionals, the patient, and the patient’s family, it is often very complex.

This course will encourage informed discussion of a number of “hot topics” in bioethics today. Beginning with a review of the basics of philosophical ethics, students will acquire tools which will help them both to formulate ethical perspectives in line with their own personal values and beliefs and to be able to defend and promote these values in the wider society in which we live.
The Xavier University Philosophy Department mission statement reads in part:

[Our mission is] to educate [Xavier] students in the great ideas and movements of the history of Western Philosophy in order that they might become creative, critical and active participants in the world in which they live. The mission recognizes that introducing undergraduates to the discipline of philosophy in three core courses requires that Philosophy professors’ teaching ... engage their students in the study of the fundamental questions which encompass the whole of human life and knowledge, of nature and God.

**Course Objectives:**

- Students will be able to identify and critically assess multiple key elements in a case situation which ought to provoke ethical reflection. Students identify and critically assess multiple dimensions of an ethical issue in an attempt to reach a conclusion.

- Students will demonstrate their acquaintance with a variety of ethical frameworks and principles by using them to analyze cases.

- Students will be able to articulate and defend their own considered positions on several current hot topics in bioethics.

- Students will prepare themselves to face situations that are likely to be problematic for them in their chosen professions (through role playing, peers feedback, etc.)

- As an E/R S course, students will explore the meanings of justice, tolerance and intercultural diversity and their value in fostering an ethic of solidarity.

- The course will investigate the root causes of injustice with compassion and academic rigor.

- This course will help students examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s world view.
• This course will discuss and evaluate what constitutes human wellness.

• This course will examine the diverse, complex, and interdependent nature of people in the world.

• This course will help the students examine the interconnections between humans and the natural environment.

**Ethics / Religion and Society Program**

Philosophy 329 fulfills the 4th course elective in the Ethics/Religion and Society focus of the Xavier Core Curriculum.

From the website of the Ethics / Religion and Society Program:

*The Ethics/Religion and Society (E/RS) Program endeavors to realize Xavier University's mission and philosophy of education by providing substantive opportunities for the ethical and/or religious analysis of socially significant issues. In keeping with its Catholic and Jesuit tradition, Xavier promotes critical attention to the underlying philosophical and theological implications of issues as well as encourages a worldview that is engaged with issues of peace and justice and oriented to responsible action. Xavier believes it is important for its students to learn to analyze societal issues critically in terms of human values and to develop a sense of compassionate solidarity and service.*

The theme of this year's Ethics/Religion and Society program will be “Is there a Jesuit Ethics?” Students will be encouraged to attend at least one of the scheduled presentations.
FALL SEMESTER 2014
2. Prof. Lisa Fullam (Jesuit School of Theology, Berkeley): Tuesday September 23, 2014
3. Prof. Kathleen Smythe (Xavier): Wednesday, October 1, 2014
5. Rev. Kevin Burke, SJ (Jesuit School of Theology, Berkeley): Wednesday, October 22, 2014
6. Rev. David Meconi, SJ (St. Louis): Wednesday, November 12, 2014

SPRING SEMESTER 2015
2. Rev. David Hollenbach, SJ (Boston College): Thursday February 12, 2015
5. Rev. Drew Christiansen, SJ (Georgetown): Friday, March 27, 2015

Required Text:
Robert M. Veatch: The Basics of Bioethics, Third Edition [A copy is available at the reserve desk in the Conaton Learning Center]

Methodology and Course Requirements:

1) Attendance is strongly encouraged at all sessions. Students who miss more than four classes may be asked to withdraw. You do not need to notify the professor if you will not be in class, but do try to get the notes from one of your fellow students. Sometimes you can attend a session in another section of the course to participate in the same material.

2) The course Canvas site is our main sources of information on announcements, reading assignments, extra credit opportunities, etc.
3) Please make every effort to acquaint yourself with the material in this syllabus, as this will make it easier for you to fulfill the assignments and prepare for the examinations at your own pace.

4) Each student should read the assigned readings before class. Classes may begin with quizzes covering the assignments. We may not have time at the end of the semester to address articles which the class was not ready to discuss at the assigned time.

5) Active participation is expected of all students, particularly in the second half of the semester when we are discussing the student presentations.

6) No eating, texting, or reviewing materials from other classes will be allowed during the classes or during examinations. No credit will be given for any exams in which texting occur.

7) Each class member will write an ethical analysis of one “case.” The case will be chosen by the students themselves from the popular press, websites, or from examples provided by the professor (not from the textbook, as these are usually already densely analyzed by the author.) Ideally the source will simply describe an ethically problematic situation, and not include extended ethical commentary. Also, the topic of the case should not be the same as your group presentation topic or a topic which was extensively discussed during the initial portion of the class. **The ENTIRE source must be copied and turned in with your analysis (including any commentary.)**

   Your ethical analysis should demonstrate your familiarity with the ethical approaches discussed in the early part of the semester, including “Principlism” as well as and your own value-intense ethical approach. No analysis may be less than five or more than seven, typed, and double-spaced pages.

   After a thorough discussion of the case, the students are encouraged to expand upon one or more key aspects of the case using at least two other well chosen references.

   Your cases will be graded according to their degree of **organization, grammar and spelling, depth of understanding of the situation, and punctuality.**

   If the case writeup is due the day your group is making its presentation, you are welcome to turn in the paper the following class.
8) Each student will also be part of a group of two students which will make a presentation on a “hot topic” in ethics. This will necessitate some exposition of the context of the issue, the situation of a “case” patient (if applicable,) and an ethical analysis of the issue and the conclusions reached. Always use Principlism, explain other pertinent ethical theories involved, include diverse cultural perspectives, and express your personal solutions. Be sure that your presentation addresses at least three of the course objectives noted on pages 2 and 3 of this syllabus. See the recommendations at the end of the syllabus for other suggestions on how to prepare your class presentation.

9) Submit by the last day of class the certificate from the Protecting Human Research Participants course prepared by the National Institutes of Health which is available at http://phrp.nihtraining.com/users/login.php.

10) Students are encouraged to attend events on campus related to the field of bioethics. Many of these will be presentations sponsored by Xavier’s Ethics/Religion and Society and Peace and Justice programs. You can receive participation points (usually two points/session) for attending these sessions by preparing a two-page reflection on what you heard at the presentation and how it relates to our course material or your major. Each student may earn up to 6 points in this way, which can count to make up points missed on exams, quizzes, papers, etc. Please do your best to attend at least one of the presentations of the Ethics/Religion and Society program.

11) If this class is taken as part of a philosophy major or minor or honors program, please notify the professor within the first two weeks of the semester, so the course can be adapted to the specific requirements and expectations of your program.

Evaluation:

- Class participation, NIH certificate, quizzes       10%
- First semester exam                                20%
- Class presentation                                 20%
- Paper                                              25%
- Final exam                                         25%
Grading Scale:

- A  93 - 100
- A- 90 - 92
- B+ 88 - 89
- B 80 - 87
- C+ 78 - 79
- C 70 - 77
- D 60 - 69
- F Below 60

Recall these three definitions prepared by the Philosophy Department in regard to grading:

\[ A = \text{work that not merely fully and accurately reproduces class discussion, the main thread in an argument or the main philosophical significance of a text under discussion, but which, having considered arguments and counter-arguments, goes beyond these and indicates a contribution of the student himself or herself, giving evidence of an individual and hence deeper understanding of the material in question.} \]

\[ B = \text{work that shows a more or less complete and exact understanding of the issues, texts, and/or arguments as explained in class, clearly and logically formulated without going beyond such explanations.} \]

\[ C = \text{work that shows basic understanding of the material but with errors, omissions and confusions of either a formal or material nature.} \]

A Five-Step Model for Ethical Problem Solving [from Veatch, Haddad, and English's Case Studies in Biomedical Ethics]

1. Respond to the “sense” or feeling that something is wrong
2. Gather information/assessment
3. Identify the moral problem/moral diagnosis
4. Seek a resolution
5. Work with others to determine a course of action
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Aug 25 M &amp; W</td>
<td>Introduction to the Course</td>
<td>Lanier: “Should Facebook Manipulate Users?” [Clinical Research Ethics module]</td>
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<tr>
<td>Sep 1</td>
<td>Monday: No class [Labor Day] Wednesday: PowerPoint presentation on The Bioethical Terrain</td>
<td>Ch. 1 A Map of the Terrain of Ethics</td>
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<td>Sep 29</td>
<td>Monday: Review for first semester exam</td>
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<td><strong>Wednesday [October 1]:</strong> FIRST SEMESTER EXAM on Chapters 1,2,3 &amp; 11 and PowerPoint presentations on The Bioethical Terrain, The Hippocratic Tradition, Life, Death, and Moral Standing, Ethical Frameworks and associated readings</td>
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<td><strong>Wednesday:</strong> E/R S presentation by Prof. Kathleen Smythe</td>
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<td><strong>Thursday:</strong> Presentation by Fr. Greg Boyle, SJ</td>
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<td>Oct 6</td>
<td>PowerPoint presentation and discussions of Principlism</td>
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<td>Ch. 4 Problems in Benefiting and Avoiding Harm to the Patient</td>
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<td>Ch. 5 The Ethics of Respect for Persons</td>
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<td>Lo: &quot;HIPAA and Patient Care” [Principlism module]</td>
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| Oct 13 | Monday: PowerPoint presentation and discussion of Principlism [continued]  
Wednesday: Presentations and discussion by Fr. Ben Urmston, SJ of his “Vision of Hope” and Ms. Donna Park of “A Vision of Peace for Planet Earth”  
**Thursday**: E/R S presentation by Rev. Jim Keenan, SJ | Fr. Urmston’s handout  
Ms. Park’s handout  
Material on Fr. Urmston’s Vision of Hope in the Bioethical Terrain  
PowerPoint presentation |
| Oct 20 | Monday: Student presentation and discussion on end-of-life issues  
Response from the Rev. Terri Thornton of Cincinnati Children’s Hospital Medical Center  
Wednesday 4:30 Presentation on Dorothy Day by Rosalie Riegle  
**Wednesday**: E/R S presentation by Rev. Kevin Burke, SJ | Ch. 6. The principle of Avoiding Killing  
Ch. 7: Death and Dying: The Incompetent Patient  
Cleveland Clinic Bioethics. “CCF Implementation of the New Ohio ‘DNR Comfort Care’ Rules and Regulations” [Death and Dying module]  
Cleveland Clinic Bioethics. “Advance Directives: Frequently Asked Questions”  
Bibler: “Why I No Longer Say ‘Withdrawal of Care’ or ‘Life Sustaining Technology”  
Welie. “Lessons to be Learned from the Schiavo Case” |
<p>| Oct 27 | Monday: Student presentation and discussion on Genetics or Ethics of Human Experimentation | Ch. 9. Human Control of Life |
|        | Wednesday: Anne Lovell, CNP of Cincinnati Children’s Hospital Medical center on Embryo Ethics | Lyerly: “Fertility Patients’ Views about Frozen Embryo Disposition” [In genetics module] |
|        | Wilson: Babble Bloggers” | |
| Nov 3 | Monday: Monday: Student presentation and discussion Ethics in Occupational Therapy | Haddad: “Teaching Ethical Analysis in Occupational Therapy [In Introductory Materials module] |
| Nov 10 | Monday: Student presentation and Discussion on Healthcare Inequalities | Ch. 8. Social Ethics of Medicine |
|        | Wednesday: Student presentation and discussion LGBTQI issues | Murray: “American Values and Health Care Reform [In Health Insurance module] |
|        | Wednesday: E/R S presentation by Rev. David Meconi, SJ | Steinmetz: “The Transgender Tipping Point” |
| Nov 17 | Monday: Student presentation and discussion on disability ethics | |
|        | Paper Due on Monday | |
|        | Wednesday: Student presentation and discussion on abortion | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday: Student presentation and discussion on Ethical Issues in Psychology/Mental Health</th>
<th>Wednesday: Thanksgiving Holiday—No Class</th>
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<tbody>
<tr>
<td>Nov 24</td>
<td>Monday: Student presentation and discussion on Ethical Issues in Psychology/Mental Health</td>
<td>Wednesday: Student presentation and discussion on Ethical Issues in Psychology/Mental Health</td>
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<td>Dec 1</td>
<td>Monday: Student presentation and discussion HIV/AIDS</td>
<td>“El-Sadr: AIDS in America—forgotten but not gone” [AIDS module]</td>
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<td>Wednesday: Student presentation and discussion on Emergency Response Ethics</td>
<td>Gostin: “Ethical and Legal Challenges Posed by Severe Acute Respiratory Syndrome [Emergency Response Ethics module]</td>
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<td>Dec 8</td>
<td><strong>Monday: Review for final exam</strong></td>
<td>Trewinnard: “Every Drop Counts” [Miscellaneous module]</td>
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<td>Monday: Student Presentation and discussion on environmental ethics</td>
<td>Blum: “A Spreading Health Worry” or “Flame Retardants Are Everywhere” [Miscellaneous module]</td>
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<td>Wednesday: Student presentation and discussion on ethical issues involved in obesity</td>
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<td>NIH web course certificate due</td>
<td>“Ethical Issues in the Care of the Obese Woman” by the American College of Obstetricians and Gynecologists</td>
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**Bioethics Modules on Canvas** [This can serve as a list of possible presentation topics as well.]:

1. Abortion
2. AIDS
3. Assisted Reproduction Technologies
4. Bioengineered Seeds
5. Catholic Ethics
6. Clinical Research Ethics
7. Cloning and Stem Cell Research
8. Death and Dying
9. Disability
10. Emergency Response Ethics
11. Ethical Theories
12. Genetics
13. Global Climate Change
14. Health Insurance and Just Allocation of Health Resources
15. Hippocratic Tradition
16. Impaired Newborns
17. Introductory Materials
18. Islamic Ethics
19. Jewish Ethics
20. LGBTQI Ethics
21. Miscellaneous
22. Obesity
23. Occupational Therapy
24. Organ Transplantation
25. Peace and War
26. Principlism
27. Surrogate Parenthood
Hints for Preparation of Case Analysis

1. **Assessment**
   - What is the patient's condition? What are the indications for treatment?
   - Is the patient capable of making decisions?
   - What are the patient's preferences?
   - What are the preferences of the family/surrogate decision-makers?
   - What are the needs of the patient as a person?
   - What are the interests of the medical staff, including the social worker and chaplain or anyone else connected with the care of the patient?
   - Are there institutional or legal factors that complicate possible decisions?
   - Are there possible social repercussions based on the decisions made and implemented in this case?

2. **Ethical Considerations**
   - What principles are involved in this case? How do they rank?
   - What ethical theory is being espoused by the major players in this case?
   - Are there similar cases in the literature?
   - Are there relevant guidelines set by the institution or be professional societies or interdisciplinary groups, e.g., the Ohio DNR Laws?
   - Are there other ethical theories or perspectives that might shed light on this situation? Any church guidelines for their believers?

3. **Discussion and Implementation**
   - What are the ethically acceptable options?
   - What justification can be given for the preferred resolution of the case?
   - How is the resolution to be accomplished?
   - Is a wider ethical consultation necessary or desirable? Legal consultation or judicial review?

4. **Evaluation**
   - Is the plan working?
   - How might the problem have been prevented?

5. **Institutional Ethics**
   - Could there be a policy or guidelines for similar cases?

6. **Societal Ethics**
   - Cost for one denies others care
   - Society should resist monetary considerations in most individual patient care decisions.

Adapted from *Introduction to Clinical Ethics*, Edly, Fletcher, et al., 1995
Hints for Preparing Your Bioethics Presentations

Once you have chosen your topic, the next step is to meet with your co-workers, divide up the responsibilities and exchange contact information.

Try to meet several times as a group so that the presentation will flow well and not be merely a series of several separate presentations.

The instructor will usually give you some material to start you thinking about the topic. Focus on just one or at most two cases so that your presentation does not become too broad. The electronic reserves have additional material on your topic.

Prepare a background presentation that gives an introduction to the issue. Next, discuss the case from the point of view of several ethical theories, the four principles, intercultural perspectives, including diversity, and tolerance. Finally, give your own synthesis.

Discuss recent legislative or legal decisions, as well as scientific developments. Be sure your discussion is up-to-date. Avoid being partisan or too one-sided. Perhaps one presenter could act as a “devil’s advocate,” expressing opposing views even if all the speakers are in agreement on the issue.

Do not forget to prepare a title slide, including your names and the date of the presentation. Also prepare a concluding slide with references. Be sure you identify the content of a website citation so students will have an idea what it is about.

Do not put too much information on each slide.

If more than three students have signed up for a particular topic, one student should prepare a discussion of at least two of the assigned readings.

Your presentation should last between 45 to 60 minutes.

BE CREATIVE!!! Try to encourage group participation and lively discussion.

Take your presentation seriously, perhaps even dressing professionally for the occasion.

In the end, please e-mail me a copy of your PowerPoint presentation so that I can add it to our course documents on Blackboard. If you have prepared a Prezi, please prepare also a PowerPoint version which can be submitted to the professor and placed on Blackboard/Canvas.

REMEMBER, your presentations are what make each semester of Bioethics different and exciting!