

Fall 2018

PHIL 351-451: Biomedical Ethics

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COURSE NUMBER	Phil 351
COURSE NAME	Biomedical Ethics
COURSE STRUCTURE	3 credits
COURSE DESCRIPTION	An examination of the ethical problems and moral foundations of medicine. Among the issues explored are the changing nature of the doctor/patient relationship, increased patient autonomy, advance directives, the rationing of care, doctor-assisted suicide, and "the right to die."
PREREQUISITE(S)	HUM 211, HUM 212 and Hist 213 or their equivalents, all with a grade of C or better.
REQUIRED MATERIALS	Biomedical ethics: an anthology 2 nd edition. Helga Kuhse and Peter Singer ISBN 1405129484

Student Learning Objectives	<p>Upon successful completion of the course, students will</p> <ul style="list-style-type: none"> • have a working understanding of the main principles of biomedical ethics and be able to apply them in practical situations. • have an appreciation of moral arguments and moral theory and will be able to articulate rational justifications for ethical decisions; • understand better the complexity and multidimensionality of biomedical ethical concerns; • recognize what constitutes an ethical concern in healthcare; • define the main areas of ethical discourse; • demonstrate greater tolerance for ethical disagreements among people and ethical ambiguity in reasoning; • analyze and respond to peer comments regarding ethical and philosophical issues; and • Develop the ability to reason through difficult ethical issues both orally and through written work.
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CLASS TOPICS Medical experimentation, end of life issues, patient control, the health care system

Course Outcomes	<ul style="list-style-type: none"> • Engage with some of the important literature and complex topics in biomedical ethics and learn how to think critically and systematically about moral problems in the doamain of biomedical research and medical practice; • Develop skills of critical analysis and analytical reasoning required for analyzing cases and dilemmas and forming and defending positions; • Deal with contemporary issues of biomedical ethics and aquire the knowledge and methods required to analyze, discuss and resolve such issues, especially regarding their scientific, technological, political, cultural, and legal dimensions; and • Examine and analyze scholarly research on biomedical ethics with the objective of training students to write their own research-based articles.
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ACADEMIC INTEGRITY *Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the*

academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu

Method of Instruction

As this is an online class, each subject will be organized around a program of directed readings and introduced by a brief written description of its importance and key theoretical and practical issues around it. Readings will include selections on ethical theory and contemporary essays by philosophers, physicians, legal scholars, and other writers who argue for positions on controversial issues in biomedical ethics. The rest of the time allotted for each specific topic, usually a week from its introduction in Moodle, is to discussions and posting of weekly requirements, as needed.

CLASS HOURS

Course is offered online

Contact information: ajd8@njit.edu

COURSE OUTLINE

Week	Date	Topic	Readings
1		Introduction	What Is Bioethics? A Historical Introduction – Kuhse and Singer
2		Health care system – universal right	Is There a Right to Health Care and, If So, What Does It Encompass? - Daniels
3		Health care system – public health	Manifold Restraints: Liberty, Public Health, and the Legacy of <i>Jacobson v Massachusetts</i> – Colgrove Human rights and Ebola: the issue of quarantine - Lander
4		Health care system - Capitalism	Paying tissue donors: The legacy of Henrietta Lacks The case for allowing kidney sales – Radcliffe-Richards (K&S) Extreme Rise in Some Drug Prices Reaches a Tipping Point - Pianin

5		Paternalism and patient control – informed consent and patient autonomy	<p>On liberty – John Mills (K&S)</p> <p>From Schlerendorff v New York Hospital – Benjamin Cardozo (K&S)</p> <p>Abandoning informed consent – Robert Veatch (K&S)</p>
6		Paternalism and patient control – confidentiality and truth telling	<p>Confidentiality in medicine: A Deceitful concept – Mark Siegler (K&S)</p> <p>On a supposed right to lie from altruistic motives – Immanuel Kant (K&S)</p> <p>Should doctors tell the truth? – Joseph Collins (K&S)</p> <p>On telling patients the truth – Roger Higgs (K&S)</p>
7		Paternalism and patient control – Capacity, competence, an advanced directives	<p>Mental capacity, legal competence and consent to treatment – Buchanan</p> <p>Life past reason – Dworkin (K&S)</p> <p>Dworking on Dementia: elegant theory, questionable policy – Dresser (K&S)</p>
8		End of life issues - euthanasia	<p>The sanctity of life – Jonathan Glover (K&S)</p> <p>Is killing no worse than letting die – Winston Nesblitt (K&S)</p> <p>Why killing is not always worse – and sometimes better – than letting die – Helga Kuhse (K&S)</p>
9		End of life issues – Deciding between patients	<p>Rescuing lives: Can't we count – Paul Menzel (K&S)</p> <p>Should alcoholics compete equally for liver transplantation? – Moss and Siegler (K&S)</p> <p>How age should matter: Justice as the basis for limiting care to the elderly – Robert Veatch (K&S)</p>
10		End of life issues – Health care budget	Quality of life and resource allocation – Michael

			<p>Lockwood (K&S)</p> <p>A lifespan approach to health care – Norman Daniels (K&S)</p> <p>Saying No Isn't NICE — The Travails of Britain's National Institute for Health and Clinical Excellence – Steinbrook NEJM</p>
11		<p>Medical experimentation: Adult human subjects</p>	<p>Ethics and clinical research – Beecher (K&S)</p> <p>The Nuremberg code</p> <p>The morality of clinical research – Tannsjö (K&S)</p> <p>Paying tissue donors: The legacy of Henrietta Lacks</p>
12		<p>Medical experimentation: Genetic engineering</p>	<p>Questions about using genetic engineering – Glover (K&S)</p> <p>Ethical issues in manipulating the human germ line – Lappe (K&S)</p> <p>Should we undertake genetic research on intelligence – Newson (K&S)</p>
13		<p>Medical experimentation – The developing world</p>	<p>Testing Drugs on the Developing World – Kelly</p> <p>Unethical trials of interventions to reduce perinatal transmission of the human immunodeficiency virus in developing countries – Lurie (K&S)</p>
14		Presentations	
15		Presentations	
16			

GRADING POLICY

Paper 1	30 %
Presentation	25 %
Weekly posts and response to peers	15 %
3 Quizzes (10% each)	30 %

There will be a 1500 word paper required for the course due at the end of week 15. The paper will be of the students topic of choice, however the topic should be approved by me. The topic should be approved by me by the end of week 8.

Paper Grading Rubric
Rubric for Scoring Research Papers (100 points total)

The paper will be graded based on the quality of writing and content using a four-scale model (Inadequate, Minimal, Adequate, and Excellent.)

Writing (50 points)

- **Organization**
 - Inadequate (10 points): No logical organization of essay’s content.
 - Minimal (15 points): Organization of essay is difficult to follow, with inadequate transitions and/or rambling style.
 - Adequate (20 points): Essay is easily followed, with basic transitions and a structured style used.
 - Excellent (25 points): Essay is easily followed, with effective transitions and a methodical presentation used.
- **Mechanics and grammar**
 - Inadequate (10 points): Sentences and paragraphs are difficult to read and understand, with poor grammar or mechanics.
 - Minimal (15 points): Essay contains numerous grammatical and mechanical errors.
 - Adequate (20 points): Essay contains minor grammatical or mechanical errors.
 - Excellent (25 points): Essay is clear and concise and contains no grammatical or mechanical errors.

Content (50 points)

- **Correctness of facts**
 - Inadequate (10 points): Most facts are wrong.
 - Minimal (15 points): Some facts are wrong.
 - Adequate (20 points): Technical details are generally correct.
 - Excellent (25 points): All facts are correct, and technical explanation is concise and complete. Appropriate, reputable sources are cited.
- **Completeness**
 - Inadequate (10 points): Some questions are not addressed.
 - Minimal (15 points): Questions are addressed, but few details are provided.
 - Adequate (20 points): Questions are addressed, but some details are left out.
 - Excellent (25 points): Questions are completely addressed.

Weekly posts

By Sunday of each week students should create a post in moodle with their reactions to the weeks readings. Each post should be at least 3 paragraphs (should be minimum 300 words). *Additionally*, students must reply in short paragraph form to another student’s response with their thoughts as part of their grade.

WEEKLY POST GRADING

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Quality of Content	Post is off-topic, incorrect, or irrelevant to readings.	Paraphrases the readings but does not add substantive information to it.	Posts is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; Demonstrates understanding of topic.

Reference to Readings and Support for Ideas	Does not specifically reference the readings or adequately supports communicated ideas.	Does not specifically reference the readings but offers personal experience in support of topic covered.	Includes some references from the readings and relevant personal experience.	Includes direct references to the readings. Also quotes from text, or offers relevant personal experience to support comments.
Clarity & Organization	Post is too short or unnecessarily long and unorganized; may contain errors or inappropriate content.	Adequate ideas are resented but lack in clarity or mechanics.	Valuable information is given with minor clarity or mechanics errors.	Clear and concise comment written in an easy to read style that is free of grammatical or spelling errors. 3 paragraphs in length

PRESENTATIONS

Students should give a 15 minute presentation about their paper. It will be done on **PowerPoint** using a voice over. Significantly shorter presentations will result in grade deduction.

Presentation Rubric				
	1	2	3	4
Organization	Listener cannot understand presentation because there is no sequence of information.	Listener has difficulty following presentation because student jumps around.	Student presents information in logical sequence which listener can follow.	Student presents information in logical, interesting sequence which listener can follow.
Subject Knowledge	Student does not appear to have grasp of information being conveyed.	Student appears uncomfortable with information being conveyed.	Student is at ease with information being conveyed.	Student demonstrates full knowledge of information being conveyed.
Visuals	Student uses excessive graphics or no graphics at all.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce text and presentation.
Mechanics	Student's presentation has excessive spelling errors and/or grammatical errors.	Presentation has significant misspellings and/or grammatical errors.	Presentation has some misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too softly to be heard.	Student's voice is low and incorrectly pronounces terms. Listener has difficulty hearing presentation.	Student's voice is clear and pronounces most words correctly. Listener can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms. Listener can hear presentation.

TENTATIVE GRADING SCALE

- A: 90 - 100
- B: 80 - 89
- C: 70 - 79
- D: 65 - 69
- F: 0 - 64

Grading scale may be subject to change