

Biomedical Ethics | PHI 4633 | 3 Credits

Instructor: Dr. Sarah Malanowski

Office Hours: Social Sciences 382, TR 12:00-2:00P

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Class meeting days: Tuesday/Thursday

Class Meeting Hours: 10:00-11:50

Class Location: Physical Science 111

I. Welcome!

Welcome to biomedical ethics!

II. Catalog Description

An in-depth philosophical study of the ethical issues arising from the practice of medicine, emphasizing the four principles of medical ethics (autonomy, nonmaleficence, beneficence, and justice) and how to apply these principles to standard case studies in the field.

III. Course Prerequisites/Co-requisites

None.

IV. Required Texts and Materials

Munson (ed.) *Intervention and Reflection: Basic Issues in Bioethics*, 9th edition

Additional readings will be uploaded to Canvas under the Files section.

V. Course Objectives

The two primary objectives for this course are (1) to give you a basic understanding of some of the core issues in philosophy and (2) to give you a basis from which you can formulate your own philosophically informed opinion on these matters. This course has a number of secondary objectives as well, such as: to improve your critical thinking skills, to improve your reading analysis skills, to improve your ability to write clearly and succinctly, and to improve your ability to communicate effectively about difficult and complex issues.

This class will be made up of lecture and discussion. Because I will expect you to be able to discuss the readings, you should come to class having carefully read the assigned readings.

VI. Course requirements

2 tests: 20% each

1 paper: 15%

1 group presentation/debate: 15%

Critical reading response: 15% total

You need to do a total of 8, and you cannot do more than one per week. Reading responses should not simply be summaries of a reading; instead they should bring up an objection to, a question for, or an extension of an author's view. A good reading response will give a brief summary of the point you are responding to, and then give your critical response to the point. (Examples: I think x is wrong because...I don't understand x because it is unclear in these ways...I find x's argument can be supported by this thing I learned in another class)

These will be posted to the Canvas discussion section. You can also respond to another student's point, if you have something of substance to say.

In class activities/active participation: 15%

In class activities are assignments you do in class. These are assigned randomly throughout the semester and must be done on the day they are assigned in class. They cannot be made up (even if you are absent for any reason including illness, cat got out, zombie apocalypse, etc.). You will be able to miss 2 without affecting your grade.

Participation is what you do in class. You should come to class prepared to discuss your thoughts on the readings (the critical reading responses should help you organize your thoughts).

VII. Course Grading Scale

93-100: A; 90-92: A-; 88-89: B+; 83-87: B; 80-82: B-; 78-79: C+; 73-77: C; 70-72, C-; 68-69: D+; 63-67: D; 60-62: D-; Below 60: F

VIII. Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

IX. Policy on make-up exams, late work, and incompletes

Please let me know in advance if you for see having a problem making a deadline to discuss the possibility of an extension. Late work turned in without an extension is subject to penalty depending on the reason for lateness and how late it is.

X. Classroom etiquette policy

Please be on time, and do not leave early. Try to go to the restroom/get a snack/take selfies in the hallway before or after class—I will notice if you take a break in class every day. Don't do distracting things on your phone/laptop.

XI. Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

XII. Policy on Accommodations

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

XIII. Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to

help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Course Outline

Tentative schedule: Readings may change throughout the semester. I will post changes via Canvas announcements, so make sure you keep up to date.

Topic 1—Basic ethical theory and how to approach bioethical questions

8/21: Introduction

8/23: Basic ethical theories, p.862-891

8/28-8/30:

Major moral principles, p. 891-904

Topic 2—Patient Autonomy

9/4-9/6: Paternalism and autonomy

Dax Cowart case p. 3-6

Autonomy and Paternalism p. 38-44

Cowart and Burt, “Confronting death” p. 69-73

O’Neill, “Paternalism and Partial Autonomy” p. 53-59

BBC article “How do we really make decisions?": <http://www.bbc.com/news/science-environment-26258662>

Scientific American article, “The irrationality within us” (online)

9/11-9/13: Paternalism continued, Children and consent

Social context: Health cops: How much regulation is too much? p. 26-31

Social context: Autism and vaccination p. 6-14

Suffer the little children p. 14-17

Diekema, “Parental Refusal of Medical Treatment: The Harm Principle as a Threshold for State Intervention” 97-92

Catlin, “The dilemma of Jehovah’s Witness children who need blood to survive” p. 96-100

Rosam, “Reply to Catlin” p. 101-103

9/18-9/20: Truth Telling and informed consent

Lipkin, “On Telling Patients the Truth” p. 73-74

Sirotin and Lo, "The End of Therapeutic Privilege?" p. 75-78

Kennedy and Malanowski, "Mechanistic Reasoning and Informed Consent" (online)

Alzheimer's gene testing: <https://www.nytimes.com/2016/03/08/health/alzheimers-genetics-testing.html>

"The Placebo Debate": <https://www.theatlantic.com/health/archive/2011/12/the-placebo-debate-is-it-unethical-to-prescribe-them-to-patients/250161/>

https://www.washingtonpost.com/lifestyle/home/what-if-physicians-stopped-weighing-heavier-patients-health-care-might-improve/2018/06/18/3eb32ae4-635c-11e8-a768-ed043e33f1dc_story.html?utm_term=.86a18261ce80

"Why I've stopped telling my patients to lose weight": <http://www.wbur.org/commonhealth/2016/10/14/why-stopped-telling-patients-lose-weight>

Topic 3—Resource Allocation

9/25-9/27: Who deserves scarce medical resources?

Playing God with Dialysis p. 625-628

Annas, "The prostitute, the playboy, and the poet" p.662-666

Cohen et al., "Alcoholics and liver transplantation" p. 648-652

Case: The Prisoner who needed a heart 623-625

Appel, "Wanted, Dead or Alive?" p. 645-646

Sade, "The prisoner's dilemma" p. 647-648

10/2-10/4: Giving, Buying, Selling, and Taking Organs

Social context: Acquiring and allocating transplant organs p. 629-635

Munson, "The donor's right to take a risk", p. 653-654

Radcliffe-Richards et al., "The case for allowing kidney sales", p. 654-657

Phadke and Anandh, "Refuse to support the illegal organ trade", p.657-659

Spital and Erin, "Conscription of cadaveric organs for transplantation" p. 659-662

10/9: REVIEW for test 1

THURSDAY 10/11: TEST OVER TOPICS 1-3

Topic 4—Abortion

10/16-10/18: Abortion debate

Roe. Vs. Wade background p. 433-434

Finkbine case p. 434-435

Statistical profile of abortion in the US p. 435-439

Noonan Jr. "An almost absolute value in history" p. 469-472

Thomson, "A defense of abortion" p.472-481

10/23-10/25: Abortion debate continued

Warren, "On the moral and legal status of abortion" p.482-490

Marquis, "Why abortion is immoral" p. 461-465
 NYT "What happens when women are denied abortions" (online)

10/25: PAPER DUE

Topic 5—End of life

10/30: Defining death and Euthanasia

Terri Shiavo case p. 565-571
 Kevorkian case p. 571-572
 Types of Euthanasia p.578-580
 Defining death p. 580-582
 Owens et al. "Detecting awareness in the vegetative state" (online)
 J. Gay-Williams, "The wrongfulness of euthanasia" p. 593-596

11/1: NO CLASS

11/6-11/8: Euthanasia catch up, Advanced directives and changes in personhood

Singer, "Voluntary euthanasia: A utilitarian perspective" p. 605-612
 Advanced directives p. 582-584
 Jaworska, "Respecting the margins of agency: Alzheimer's patients and the capacity to value" (online)
 "To have and to hold: consent and intimacy for people with Alzheimer's": <https://psmag.com/to-have-and-to-hold-consent-and-intimacy-for-people-with-alzheimer-s-effcfd86e771#.h9lufql2t>

Topic 6—The definition of disease and the limits of medicine

11/13-11/15: Chapters 1, 6, and 11 of "Overdiagnosed" (online)

11/20: The prescription painkiller epidemic: <http://www.vox.com/science-and-health/2017/3/23/14987892/opioid-heroin-epidemic-charts>
 Szasz, "The myth of mental illness" (online)
 "Attention disorder or not: Pills to help in school":
<http://www.nytimes.com/2012/10/09/health/attention-disorder-or-not-children-prescribed-pills-to-help-in-school.html>

11/22: THANKSGIVING

11/27-11/29: Presentations

Final exam time: R (Dec 6) 7:45am -10:15am