**PHIL 4335: BIO MEDICAL ETHICS**

MARQUETTE UNIVERSITY

PHIL 4335-101 Spring 2018, Tues & Thurs 9:30a-10:45a in Cudahy Hall 118

PROFESSOR: Mr. Brett Yardley OFFICE HOURS: Tues & Thurs at i) 10:45-11:15a Cudahy main floor,

EMAIL: brett.yardley@marquette.edu ii) 3:30-4:30p in 441 Marquette Hall or iii) by appointment.

1. COURSE DESCRIPTION

This course introduces students to moral issues that arise in the practice of health care and modern medicine. The primary goal of the course is to help students become better equipped to make reasoned judgments about certain ethical issues that may arise in healthcare practice and policy formation. We will explore a wide variety of topics through historical medical cases including the definition of disease and death, the morality of suicide & euthanasia, experimentation on human subjects, informed-consent, genetic engineering and other issues involving health care and society.

1. TEXTS
	1. **Required Textbooks:**

Pence, Gregory E. 2017. *Medical ethics: accounts of ground-breaking cases*. (Loose leaf)

ISBN - 978-1259907944

* 1. **Other Required Readings:**

(ARES) Additional required readings in the form of URLs or PDFs as listed in the reading schedule will be made available via ARES reserves system located at <http://www.marquette.edu/library/> >> “Your Accounts” >> “Logon to ARES” OR <https://marquette.ares.atlas-sys.com/ares/ares.dll>. Use your MarqNet logon and password. Select and unlock the course using the password: “Plato”

1. COURSE LEARNING OBJECTIVES

 Upon completion of this course,

1. Students will understand and be able to explain the main principles of bioethics and will be able to apply these principles to ethical issues that arise in the practice of modern medicine.
2. Students will be able to evaluate the strengths and weaknesses of opposing positions on some of the most central ethical issues that arise in medical research and clinical encounters.
3. Students will be able to take and defend a position on at least one of the issues that we cover and be able to address significant objections to the position.

**These objectives will be assessed through reading quizzes, class discussion, exams, an issues paper, and case presentations.**

1. GRADING
	1. **Course Grading Scale: Points**

A (4.00) = 94-100% 421-450
A- (3.67) = 90-93% 403-420
B+ (3.33) = 87-89% 389-402
B (3.00) = 83-86% 371-388

B- (2.67) = 80-82% 358-370
C+ (2.33) = 77-79% 344-357
**Course Grading Scale: Points**
C (2.00) = 73-76% 326-343
C- (1.67) = 70-72% 313-325

D+ (1.33) = 67-69% 299-312

D (1.00) = 60-66% 267-298

F (0.00) = 00-59% 0 - 266

WF (0.00)

* 1. **Composition of Course & Final Grade**
		1. Quizzes & Exams (200 possible points)

Reading Quizzes [13 quizzes-3 lowest dropped] x 6 possible points = 60

Midterm & Final Exam [2 Exams] x 70 possible points = 140

5-Page Paper (150 possible points)

 Issues Paper [1 Paper] x 150 possible points = 150

 Case-Study Presentation (70 possible points)

 Oral Presentation [1 presentation] x 35 = 35

 Presentation Materials [1 presentation] x 35 = 35

 Participation (30 possible points)

In-Class Participation [1 semester] x 20 possible points = 20

Online Participation [1 semester] x 10 possible points = 10

 TOTAL possible points 450

* + 1. On the Edge: If a student falls somewhere in-between grades, I round up at the half point mark (i.e., 82.49% = 82% & 82.50% = 83%). Positive participation will assist in this regard as well.
		2. Late Work: Late work will receive -5 points the first day and -1 point for each subsequent day.
		3. **Disabilities:** Students with disabilities should see me ASAP. I will make accommodations as needed and work with you in any way necessary as long as it complies with university, college and department policy. Please consult the Office of Disability Services: (414)288-1645 located at 707 N. 11th Street. Room 503 or <http://www.marquette.edu/disability-services/>
	1. **Class Attendance, Punctuality and Participation**
		1. Attendance: General attendance is assessed via the quizzes below in (ii). If you miss six (6) or more classes for any reason (except medical or university approved exemption) you may be withdrawn from the course by the college office and assigned a grade or WA (withdrawn-excessive absences).
		2. Random Reading Quizzes:A fully prepared and engaged mind is essential (*prior* to class time) to wrestling with philosophical ideas and questions. AT THE BEGINNING OF 13 CLASSES a random quiz of 2 questions (worth 3 points each for a total of 6 points) about the readings will be given. Quizzes consist of multiple choice, T/F, short answer and may cover any of the assigned readings. Quizzes may not be made up due to absence (including medical school or job interviews).
		3. “Life Happens”: I understand you have a life outside the classroom which includes events of greater importance (like employment & school interviews) or you simply have a “bad day”. Thus, your three (3) lowest reading quiz grades will be dropped. In other words, you may miss up to three pop-quiz days and a day here-and-there without penalty (i.e., I do not need written excuses, etc.). If you anticipate that you will have trouble with attendance or will miss more than six (6) classes (cumulatively) please come see me.
		4. Distractions: Disruptive or inappropriate behavior will have a negative impact on your grade. If you engage in any such behavior, you may lose one (1) point from your weekly quiz grade for each disruption (quiz grade not to exceed 0). Distractions include, but are not limited to:
			+ Arriving late to class (i.e., arriving after class has begun).
			+ Personal or side conversations.
			+ Using an electronic device **for any reason** other than taking notes.
		5. Participation: Discussion is essential to a successful course. Involvement is expected of everyone.
* In-Class involvement: a) asking for clarification, b) asking relevant questions, c) answering questions, d) offering your perspective or thoughts. Several class discussions will allow for contributions to be submitted electronically using [CoverItLive](http://www.coveritlive.com/) for my fellow introverts.
* Online Involvement: Our class will become a mini-community working together to succeed in this course by participating in discussion forums to: a) help fellow students with questions, b) consider the relevance of material to your major, c) provide content that makes the course more interesting. Posts of little significance such as “I agree!”, “I never thought of that” (i.e. could be summarized as a “like”) are not considered participation.

Scoring calculation: (# of posts read x 0.25pts) + (# of threads created x 2 pts) + (# of responses x 1 pt)

* 1. **Exams**
		1. The midterm and final exam will consist of two cases (35 points each) in which they must evaluate the situation and “diagnose” WHAT the ethical implications are and WHY these are of ethical concern. Any material covered in the assigned readings or in-class lectures may appear on the examinations. A review period will precede the mid-term and the final exam. Students will have 75 minutes to complete each exam.

* 1. **Issue Papers**
		1. Students are required to choose an issue and write a 5 page response essay (no more, no less) in a dialectical style. “Dialectical style” refers loosely to a method of reasoning in which the writer attempts to work through a problem or question by considering multiple types of potential arguments equally. Students must first address two different arguments on the chosen topic (typically for and against) and then provide a synthesis through sound philosophical reasoning (one may take a side or attempt to find a middle ground). At a minimum, students should be able to: 1) summarize the case in their own words, 2) identify the moral issue, 3) identify and explain two strands of argumentation used in ethical writing on the topic (MUST USE LIBRARY RESOURCES), and 4) attempt an original synthesis of the existing arguments. I encourage you to contact me (email, office hours, appointments outside of office hours) if you have any questions or concerns in the process of selecting your topic, outlining, and drafting your essay. However, I will not read a draft. See D2L for rubric, examples and comment guide. **Submit** **papers via TurnItIn enabled D2L dropbox by midnight on the due date**.
		2. The Ott Memorial Writing Center offers free one-on-one consultations for all writers, working on any project, at any stage of the writing process. Marquette's writing center is a place for all writers who care about their writing, because every writer can benefit from conversation with an interested, knowledgeable peer. Writing center tutors can help you brainstorm ideas, revise a rough draft, or fine-tune a final draft. You can schedule a 30- or 60-minute appointment in advance (414-288-5542 or [www.marquette.edu/writing-center](http://www.marquette.edu/writing-center) ), but walk-ins (in 240 Raynor) are also welcome. The Ott Memorial Writing Center also offers free workshops and hosts writing retreats.
	2. **Case Study Presentation**
		1. Each student will choose a case study to research and present to the class (see class schedule). The presentation should be 7-10 min in length consisting of a professional powerpoint and/or handout containing relevant data, pictures, and library resources. Afterwards, 3-5 minutes will be reserved for question & answer. The presenter is expected to be the “resident expert” on the chosen case and should be confident in their knowledge and its ethical issues. See D2L for rubric & example.
	3. **Extra Credit**
		1. Extra credit (EC) is not guaranteed, but may be made available during the semester. EC typically include: participation in experimental research project or writing a summary of a designated event.
1. ACADEMIC DISHONOESTY & MISCONDUCT POLICY
	1. In this course you will be required to submit written assignments in electronic form to a dropbox on D2L enabled with plagiarism detection service called **Turnitin**. Your assignments become a permanent part of the **Turnitin** database, but will not be used for any other purpose than checking for plagiarism.
	2. Academic misconduct includes, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner. Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. If a student is in doubt as to whether an action or behavior is subject to the academic misconduct policy, he/she should consult an appropriate member of the Academic Integrity Council, faculty or staff. For more information visit the university website:
	<http://bulletin.marquette.edu/undergrad/academicregulations/#academicintegrity>
	3. **Acts of academic misconduct include but are not limited to:**

**Cheating**1. Copying from others for an assignment and/or during an examination, test or quiz.
2. Obtaining an assignment, examination, test, quiz, or answer key without authorization.
3. Using unauthorized electronic devices or materials for an assignment, during an examination or quiz.
4. Communicating answers or providing unauthorized assistance for an assignment, exam or quiz.
5. Using unauthorized answers or assistance for an assignment, examination, test or quiz.
6. Offering one’s own work to another person, or presenting another person’s work as one’s own.
7. Completing an assignment and/or taking an examination, test or quiz for another student, or having someone complete an assignment, take an examination, test or quiz for oneself.
8. Tampering with an assignment, examination, test or quiz after it has been graded, and then returning it for additional credit.
9. Outsourcing assignments, papers, examinations, tests, quizzes to fellow students or third parties.
10. Using purchased answers or selling answers to assignments, examinations, quizzes or papers.

**Plagiarism & Academic Fraud**

Plagiarism is intellectual theft by the unethical use of sources. It means use of another’s creations or ideas without proper attribution. Credit must be given for every direct quotation, for paraphrasing or summarizing any part of a work and for any information that is not common knowledge. Plagiarism is further addressed in the Academic Integrity Tutorial. Academic Fraud consists of submitting substantial portions of the same work for credit in more than one course, or from previous institutions, without receiving permission from all instructors involved.

1. LEARNING SCHEDULE

**NOTE 1: This schedule is TENTATIVE and is subject to change**

**NOTE 2: Readings are due by the day they appear BEFORE CLASS. Assignments are due by midnight**

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| **Week # & Start Date** | **Tuesday** | **Thursday** |
| **1 (1-16)** Syllabus Quiz | Intro to course, Hanoko & Semantic TriangleClass input on Rubric:Paper: <https://answergarden.ch/615321> Pres: <https://answergarden.ch/621747>  | PHIL2310 – Theory of Ethics Review (ARES, Pence, Ch 1. Good & Bad Ethical Reasoning)*Read Syllabus* |
| **2 (1-23)** Last day to drop/add 1-24 | Theory of Ethics Review cont.Library Resources Guest  | The Hippocratic Oath & 4 Principles of Bioethics(ARES, Summers 47-62)*Sign up for Presentation* <https://www.surveymonkey.com/r/B2PCFNL> |
| **3 (1-30)** | Physician-Patient RelationshipPaternalism, & Informed Consent(ARES, Mappes 59-70)  | What is health? What is disease?(ARES, “Phil of Medicine” 1. *How Should We Define Health and Disease?*) |
| **4 (2-06)** | Mental IllnessCh. 14 (299-321) | Mental Illness cont.Addiction |
| Presentations: | 1 - Joyce Brown Case | 2 - Ernie Crowfeather case |
| **5 (2-13)** | Euthanasia Part 1Suicide, CompetenceCh. 2 Requests to die (19-34) | Euthanasia Part 2 Suicide, Killing vs. Letting DieCh. 2 (34-51) |
| Presentations: | 3 - Elizabeth Bouvia | 4 – Larry McAfee | 5 – Brittany Maynard | 6 - Dr. Pou & Katrina |
| **6 (2-20)** | ComasBrain deathCh. 3 (57-78) | Comas & “death” part 2Once competent patients |
| Presentations: | 7 - Karen Quinlan | 8 - Nancy Cruzan  | 9 - Terri Schiavo case | 10 – Clive Wearing |
| **7 (2-27)** | **Mid-Term Review** | In-Class Film*:* on geneticediting / CRISPR |
| Presentations: | None | None |
| **8 (3-06) Dis**No Quiz | **Mid-Term** | CRISPRARES |
| Presentations: | None | 11 – OPEN | 12 – OPEN | 13 – OPEN  |

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| **Week # & Start Date** | **Tuesday** | **Thursday** |
| **9 (3-13)** | **SPRING BREAK**No class | **SPRING BREAK**No Class |
| **10 (3-20)** | Screening for Genetic DiseaseCh. 15 (323-342) | Ethics of the UnbornPersonhood, Viability, Abortion Ch. 4 (84-106)/ Ch. 5 |
| Presentations: | 14 - Angelina Jolie Case | 15 - Nancy Wexler | 16 - Dolly |17 - Kenneth Edelin|18 - Octomom  |
| **11 (3-27)**3-26 Campus speaker | Impaired Babies & DisabilityDegrees of Defect, DisabilityCh. 7 (155-175) | **EASTER BREAK** No Class |
| Presentations: | 19 – Infant Doe | 20 – Baby Gabriel & Holc  |  |
| **12 (4-03)** | Disability Cont.  | Medical Research on Vulnerable PopulationsInformed Consent, Deception, RacismCh. 9 (196-216) |
| Presentations: | 21 – Louise Brown | 22 – Davis Case  | 23 – Nazi “medicine” | 24 – Tuskegee Syphilis  |
| **13 (4-10)**Withdraw Deadline 13th | Ethical Issues in LGBT medical treatmentCh. 13 (284-295) | LGBT Cont. & Infectious Diseases: AIDS, Ebola, ZikaCh. 16 (346-364)**Issues paper due by midnight** |
| Presentations: | 25- David Reimer Case | 26 - AIDS | 27 - Kimberly Bergalis  |
| **14 (04-17)**Deadline for “W” Withdraw | Allocating Scare Medical ResourcesCh. 11 (243-261) | Allocating Medical Resources Part 2 |
| Presentations: | 28 - The God Committee Case | 29 - OPEN |
| **15 (04-24)** | The Patient Protection and Affordable Care ActsCh. 17 (367-389) | THE PPA and the ACA cont.HIPAA and Social Media |
| Presentations: | 30 - Rosalyn Schwartz Case |  |
| **16 (05-1)**No Quiz | Catch up | **Final Review** |
| Presentations: |  |  |
| **Finals Week** |
| 17 (05-08) | **NO CLASS** | Wednesday 5/9: FINAL EXAM8AM-10AM in Cudahy 118 | **NO CLASS** |