PHIL-205H: HONORS BIOETHICS

Cuyahoga Community College

Viewing: PHIL-205H : Honors Bioethics

Board of Trustees:
2018-01-25

Academic Term:
2018-08-27

Subject Code
PHIL - Philosophy

Course Number:
205H

Title:
Honors Bioethics

Catalog Description:
An in-depth study and analysis of moral philosophy as applied to issues in health and life sciences with emphasis on developing students' abilities to correctly identify moral problems and defend their moral judgements.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites
Prerequisite and Corequisite
ENG-101H Honors College Composition I; or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Recognize ethics as a branch of philosophy and determine how to identify ethical issues.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Explain the concept of ethics and the goals of descriptive, normative and metaethical views.
Course Outcome(s):
Identify and discuss the basic normative theories of ethics.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Identify and critique major normative consequentialist views in ethics.
2. Identify and criticize major normative non-consequentialist views in ethics.
3. Identify and critique other normative theories of ethics.

Course Outcome(s):
Explore the theories of moral status and apply them to the issues of abortion and euthanasia.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Utilize the theories of moral status to argue for or against terminations at the beginning and the end of life.

Course Outcome(s):
List the four components of the theory of principlism and describe how it relates to issues in bioethics.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Learn about the principle of nonmaleficence and how it relates to controversial issues in bioethics.
2. Learn about the principle of beneficence and how it relates to controversial issues in bioethics.
3. Learn about the principle of justice and how it relates to controversial issues in bioethics.
4. Learn about the principle of autonomy and how it relates to controversial issues in bioethics.

Course Outcome(s):
Identify issues in biomedical ethics and successfully apply normative ethical theories and principles to reach well reasoned conclusions.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Develop original resolutions to bioethical issues based on logically rigorous and rationally constructed argument structures.
2. Identify ethical dilemmas within reproductive and genetic controls.
3. Identify issues with acquiring and allocating medical resources.
4. Demonstrate the ability to solve ethical dilemmas in bioethical issues by applying various ethical theories.

Course Outcome(s):
Research a controversial topic in bioethics and present a well reasoned argument using the theories and principles from this course.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Objective(s):
1. Develop original resolutions to bioethical issues based on logically rigorous and rationally constructed argument structures.
2. Demonstrate the ability to solve ethical dilemmas in bioethical issues by applying various ethical theories.

Methods of Evaluation:
1. Essay/written exams
2. Comprehensive exams
3. Research paper
4. Research project
5. Class participation
6. Oral presentation

Course Content Outline:
1. Introduction to ethics as a major branch of philosophy.
   a. Prescriptive (normative) versus Descriptive
   b. Metaethics
   c. Common morality vs. particular morality
   d. Types of rules
   e. Principlism
2. Major normative ethical theories
   a. Relativism
      i. Individual (Ethical subjectivism)
      ii. Cultural Relativism
      iii. Critiques of relativism
   b. Divine Command theory
      i. Critiques of divine command theory
   c. Consequentialist theories
      i. Egoism
         1. Ethical Egoism
         2. Psychological Egoism
         3. Critiques of egoism
      ii. Utilitarianism
         1. Act
         2. Rule
         3. Critiques of utilitarianism
   d. Non-consequentialist theories
      i. Kantian Theory (Deontology)
         1. Autonomy of the will vs. heteronomy
         2. Categorical Imperative I (universally valid rules)
         3. Categorical Imperative II (practical imperative)
         4. Hypothetical Imperative
         5. Critiques of Kantian theory
      ii. W. D. Ross
         1. Prima facie duties
         2. Critiques of Ross”s theory
   e. Other normative theories
      i. Virtue Ethics
         1. Aristotelian virtue ethics
         2. Focal virtues in bioethics
         3. Supererogatory acts
         4. Critiques
      ii. Care Ethics
      iii. Feminist Ethics
      iv. Rights-based ethics
3. Moral Status
a. Introduction to the problem of moral status
   i. Historically marginalized populations
   ii. Moral status and the abortion debate
   iii. End of life issues
b. Theories of moral status
   i. Human genetic properties
   ii. Cognitive properties
   iii. Moral agency
   iv. Sentience
   v. Relationships
c. Utilization of the theories of moral status to create usable guidelines
   i. Pro-life framework
   ii. Pro-choice framework
   iii. End of life issues
   iv. Vulnerable populations
   v. animal experimentation

4. Autonomy
   a. Definition of autonomy as self-rule
   b. Split-level theory
   c. Beauchamp & Childress’s theory
      i. Intentionality
      ii. Understanding
      iii. Non-control
d. Should autonomy be emphasized?
   e. Competence
   f. Disclosure
   g. Understanding

5. Nonmaleficence
   a. Harm / negligence
   b. Overprotection / underprotection
   c. Withholding vs. Withdrawing treatments
d. Ordinary vs. extraordinary means
   e. Futile Treatments
   f. Quality of life issues
   g. Killing vs. letting die
   h. Assistance in dying
      i. Group harm

6. Beneficence
   a. Duty of rescue
   b. Expanded access programs
   c. Paternalism
      i. Soft paternalism (libertarian paternalism)
      ii. Hard paternalism
      iii. Anti-paternalism
d. Suicide intervention
   e. Futile treatments
   f. Surrogate decision making
g. Cost-benefit analysis
   h. QALY (quality of adjusted life years)

7. Justice
   a. Distributive justice
   b. Deserts theory
   c. Specific contemporary formulations of justice
      i. Utilitarian
      ii. Libertarian
      iii. Egalitarian
      iv. Communitarian
v. Capabilities
vi. Well-being
d. Justice in the context of contemporary issues
   i. Positive vs. negative rights
   ii. Disparities in health care
   iii. Vulnerable groups
   iv. Universal health care debate
   v. Minimum standards of care
e. Allocation of scarce resources
f. Rationing

8. Bioethics as applied ethics
   a. Issues at the beginning of life
      i. Right of and responsibility of reproduction
      ii. Reproductive technologies
      iii. Abortion
      iv. Birth defects
   b. Conflicting loyalties
      i. Institution
      ii. Patient
      iii. Physician
      iv. Family
   c. Issues at the end of life
      i. Active euthanasia
      ii. Passive euthanasia
      iii. Rule of double effect
      iv. Physician assisted suicide
      v. Palliative care
      vi. Palliative sedation therapy
      vii. Hospice care
      viii. Living wills/durable power of attorney
   ix. Definitions of death
       1. Cardiopulmonary
       2. Whole brain
       3. Higher brain
   x. Forgoing life support
       1. Withdrawing and withholding treatment
       2. Do-not-resuscitate orders (DNR)
d. Futility treatment decisions
e. Practitioner/patient relationship
f. Experimentation
   i. Informed consent
   ii. Information for patients
   iii. Right to consent
   iv. Terminally ill
g. Professional/patient relationship
   i. Basic models patient-centered encounters and communication
   ii. Informed consent
      1. Basic elements
      2. Barriers
   iii. Confidentiality and privileged communication
   iv. Truth-telling and deceit
   v. Patient compliance
   vi. Infectious disease and the professional
      1. Duty to treat infected patients
      2. Duties and rights of the infected professional
   vii. Documentation in the patient medical record
h. Adoption: legal and ethical issues
   i. Professional moral conflicts
i. Responsibilities to self and personal integrity
ii. Peer relationships: team support and challenges
iii. Employer demands and conflicts of interest: whistle blowing
iv. The professional and a good citizen
j. A model of applied ethical decision making
   i. Steps in making a defensible and definitive moral judgement
      1. Identification of case details
   ii. Identifying the morally relevant facts
      1. Identification of analogous cases
      2. Determination of applicable moral concepts
      3. Accumulation of moral arguments
      4. Justification for resolutions
         a. Developing a defensible and definitive moral argument
      5. Anticipate criticism
   iii. Resolve conflicting judgements

Resources


Resources Other
1. American Hospital Association:http://www.aha.org/

Instructional Services
OAN Number:
TMAH
Top of page
Key: 3576