

PHIL-205H: HONORS BIOETHICS

Cuyahoga Community College

Viewing: PHIL-205H : Honors Bioethics

Board of Trustees:

2018-01-25

Academic Term:

Fall 2021

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.

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.
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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.
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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.
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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.
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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

Munson, Ronald. *Intervention and Reflection*. 10th. California: Wadsworth Publishing Company, 2016.

Beauchamp T L, Childress J F. *Principles of Biomedical Ethics*. 7th. New York: Oxford University Press, 2013.

Pence, Gregory. *Medical Ethics: Accounts of Ground Breaking Cases*. 8th. New York: McGraw Hill Publishing Company, 2016.

Resources Other

1. American Hospital Association: <http://www.aha.org/>
2. American Hospital Association. "Patients" Bill of Rights": http://www.patienttalk.info/AHA-Patient_Bill_of_Rights.htm
3. American Hospital Association: Patient Care Partnership: <http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html>
4. American Medical Association: <http://www.ama-assn.org/>
5. American Nurses Association: <http://www.nursingworld.org/>
6. National Institutes of Health: <http://www.nih.gov/>
7. US National Library of Medicine: <http://www.nlm.nih.gov/>
8. World Health Organization: <http://www.who.int/en/>
9. BENO, The Bioethics Network of Ohio: <https://www.benoethics.org/>

Instructional Services

OAN Number:

Ohio Transfer 36 TMAH

Top of page

Key: 3576