

# Biomedical Ethics

## Philosophy 444H, Fall 2020

<b>Basic Information:</b>  Dr. Jonathan Kaplan <ul style="list-style-type: none"><li>• Email: Jonathan.Kaplan@oregonstate.edu</li><li>• Office: Miliam Hall, 306B</li><li>• Office Hours: TU 2:00-4:00PM, TH 12-1PM, and by appointment. (NOTE: Office hours via Zoom; use Canvas Calendar Scheduler function to select and reserve a time)</li></ul> Course Time: Tu/Th 12:00-1:40PM Course Credit Units: 4 Course Location: Remote, Zoom Course Website: Canvas	<b>Contents:</b> <ul style="list-style-type: none"><li>• <a href="#">Course Description</a></li><li>• <a href="#">Baccalaureate Core Learning Outcomes</a></li><li>• <a href="#">Required Books and Readings</a></li><li>• <a href="#">Required Work</a><ul style="list-style-type: none"><li>○ <a href="#">Writing</a></li><li>○ <a href="#">Presentations</a></li><li>○ <a href="#">Discussion Board Posts</a></li><li>○ <a href="#">Attendance and Participation</a></li></ul></li><li>• <a href="#">Disability Accommodations</a></li><li>• <a href="#">Help with Basic Needs</a></li><li>• <a href="#">Equity, Diversity, and Inclusion Statement</a></li><li>• <a href="#">Academic or Scholarly Dishonesty</a></li><li>• <a href="#">Tentative Schedule of Readings</a></li></ul>
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**Course Description:** In this course, we will explore some of the classic and contemporary moral and ethical problems in medicine, in the health care field, and in biotechnology. Issues to be addressed include patient autonomy and informed consent, human experimentation, the allocation of scarce resources (including organs for transplantation), health-care distribution more generally, and nature of health and disease more generally. The class will aim for an interdisciplinary focus that draws on social, legal, economic, and scientific arenas to analyze ethical issues medicine.

Students are expected to gain an understanding of some of the classic and contemporary issues in biomedical ethics as well as some of the ways that these issues have been addressed by philosophers, medical doctors, and others. Students should gain the ability to recognize morally salient facts in medical and biomedical contexts, to reason about the situations in which those issues arise, and to reach and defend their own conclusions regarding these cases.

### **Baccalaureate Core Learning Outcomes:**

Philosophy 444 fulfills the “Science, Technology, and Society” (STS) Baccalaureate Core requirement. Students successfully completing the course will:

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

In this class, these STS learning outcomes will be pursued with a focus on the role of biomedical technologies in society, the limits of health-care systems, and the social determinants of health and well-being. Students will write two substantive papers developing a critical perspective towards these issues.

**Required Books and Readings:**

All readings will be posted Online as necessary (Canvas, relevant Modules).

**Required Work:**

Your grade in the class will be based on the following:

Video presentations & Guiding Class Discussion	
3 short presentations during term (3@10% each) =	30%
Discussion Board Posts (15 @ 2% each) =	30%
Final Paper (1 @ 40%) =	40%
<i>Total =</i>	<i>100 %</i>

**NOTE: Everything on this syllabus should be regarded as TENTATIVE and subject to change. You are responsible for any and all announcements made either in class or on the course's website, including (but not limited to) changes in the readings, new assignments, changes in the due dates of assignments, and changes in course policies. So if you miss a class, make sure you find out what you missed!**

**Writing Assignments:** Students will complete one final writing assignment for this course, of about 1250-1750 words (about 5-7 double spaced typed pages). As part of this assignment, they will engage in peer-reviews of at least two other students' papers. This project will have several distinct parts that will be evaluated separately for credit, as follows:

DUE DATE (11:59PM)	ASSIGNMENT	% of Final Grade
Friday, Week 6	Choosing a Topic & Identifying Key Readings:	5%
Friday, Week 7	Thesis Paragraph & Outline of Paper	10%
Friday, Week 8	DRAFT of PAPER DUE for Peer Evaluation (Ungraded)*	0
Friday, Week 9	Peer Evaluations DUE	5%
Monday, Finals Week	FINAL DRAFT of Paper DUE	20%
<b>TOTAL</b>		<b>40%</b>

Note that while the Draft is ungraded, students who fail to complete one in a timely manner will be unable to participate in the required peer review, and so unable to earn those points.

**Presentations:** Students will make three short video presentations throughout the term. Students will sign up for dates / topics during the first week of class. Each day, 2-3 students will be presenting; students are encouraged to produce a joint video, but may post separate ones if it is necessary. The videos should be no longer than 10 minutes per student – so if 3 students are presenting, the total length should be no longer than 30 minutes. The videos should cover what the students regard as the most central points of the readings, and introduce what they regard as the key moral and ethical questions raised by the readings. These videos will be posted to Canvas no later than 72 hours before the class in which the material is to be discussed. In class, the students should guide the discussion as necessary, providing for example questions for the class to discuss. Each video presentation and class discussion session will be worth 10% of the course grade.

**Discussion Board Posts:** Students are responsible for posting substantive responses to the video(s) posted by the presenters on the discussion board, based on the readings throughout the term; to earn credit, generally students will need to complete their post before the start of class. Students may also earn credit by responding substantively to another student's answer. Credit will be on a 0-1-2 point scale (in general, students will earn full marks for a substantive post that engages meaningfully with the video presentation, and/or another student's response, AND makes use of at least one of the readings for the day. A maximum of 30 points (30% of the final course grade) may be earned through these posts.

**Attendance & participation:** You are expected to attend class (via Zoom) regularly, prepared to discuss the material for that day. You are expected to take an active part in any group activities or projects, as well as any general discussions. This does not mean that you have to e.g. make a comment or ask a question in every class, but rather that you are expected to regularly contribute to the class and to remain (relatively) focused (keeping in mind that it is often harder to remain focused on Zoom sessions than in person!).

- You may miss three (3) classes without penalty (this includes classes for which you are present, but failing to make a reasonable effort to participate); each additional class missed will result in a 2% penalty in your course grade. If you miss more than 10 class periods without an extraordinary reason of the sort described below, you will be assigned a failing grade in the course as a whole.
- Exceptions to this policy will only be made in light of extraordinary circumstances: e.g., illness, OSU-sponsored travel, etc. Documentation may be required in these cases, and in any event extra work will be required to make up the lost points. Not sure if a circumstance is 'extraordinary'? Talk to me about it! (During this pandemic, I'm counting a lot more things as "extraordinary" than I might have in the past, so definitely do talk to me if you need to miss class or missed class!)

The lowest grade one will earn for a given score (after rounding) in this class is given by the following table. I reserve the right, however, to 'curve' the grades, such that lower scores may earn higher grades than given below.

Score	94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

## **Disabilities Accommodations / Statement Regarding Students with Disabilities:**

“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

In general, my goal is not merely to follow the “letter of the law,” or to abide by the narrowest interpretation of the University’s rules, but rather to try to find ways to help every student learn effectively, and, with luck, to enjoy the process (at least as much as possible). If you have any questions, need additional help with some aspect of the material, etc., please ask me!

**Help with Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support ([hsrc@oregonstate.edu](mailto:hsrc@oregonstate.edu), 541-737-3747). The HSRC has a [food pantry](#) and other programs to help.

Additionally, the [HSRC Textbook Lending Program](#) offers eligible students the opportunity to check out required textbooks for the academic term.

Furthermore, please notify the professor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

**Reach Out for Success:** University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](http://oregonstate.edu/ReachOut). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

**Equity, Diversity, and Inclusion Statement:** The Honors College and its members strive to create an equitable and inclusive community in which all members are welcome, heard, and treated with respect. We uphold these values and take the opportunity to learn from each other. Our greatest strengths and most innovative ideas come from disagreements and collaborations among people with diverse perspectives, lived experiences, and expertise.

## Statement of Expectations for Student Conduct & Academic or Scholarly Dishonesty:

Please see <http://studentlife.oregonstate.edu/studentconduct/offenses-0> for official guidelines and details.

Please note especially the guidelines re: Academic dishonesty. Academic dishonesty in this class will not be tolerated. It is defined by OSU as follows:

### 4.2 Academic Misconduct (Policy 1)

1. Academic Misconduct. Any action that misrepresents a student or group's work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process. Prohibited behaviors include, but are not limited to doing or attempting the following actions:
  - a. Cheating. Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.
  - b. Plagiarism. Representing the words or ideas of another person or presenting someone else's words, data, expressed ideas, or artistry as one's own. Examples include, but are not limited to, presenting someone else's opinions and theories as one's own, using another person's work or words (including unpublished material) without appropriate source documentation or citation, working jointly on a project and then submitting it as one's own, etc.
  - c. Falsification. Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.
  - d. Assisting. Any action that helps another engage in academic misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone's work, grades or academic records, taking a test/doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.
  - e. Tampering. Interfering with an instructor's evaluation of work by altering materials or documents, tampering with evaluation tools, or other means of interfering.
  - f. Multiple submissions of work. Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.
  - g. Unauthorized recording and use. Recording and/or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

In addition, note that behaviors that are disruptive to learning will not be tolerated and will be referred to the Student Conduct Office for disciplinary action. In keeping with federal law, behaviors that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, religion, age, disability, marital status, or sexual orientation will be referred to the Office of Equal Opportunity and Access.

#### **PLEASE NOTE:**

"Your instructor may ask you to submit one or more of your writing assignments to the TurnItIn plagiarism prevention service. Your assignment content will be checked against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. TurnItIn generates a report that highlights any potentially unoriginal text in your paper. Papers that you submit through Turnitin for this class or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work."

Note that in this class you will be encouraged to work together, to share ideas, and, more generally, to help each other learn. If you have any questions about the limits of permissible collaboration, please ask! Similarly, if you have questions about using outside resources, etc., please ask me. In general, our goal here is to find effective ways for everyone to learn, and, with luck, enjoy the process.

## Tentative Schedule of Topics: All Readings on Canvas

Week / Day	Readings
<b>Week 0</b> 1. Thursday 9/24	<b>Introduction</b> 1) Introduction: What can we learn from COVID-19?
<b>Section 1</b> <b>Week 1</b> 2. Tuesday 9/29	<b>Key Concepts</b> 2) A whirlwind overview of the principles of biomedical ethics & ethical decision making!
<b>Section 2</b> <b>Week 1</b> 3. Thursday 10/1 <b>Week 2</b> 4. Tuesday 10/6 5. Thursday 10/8	<b>Disability and Enhancement</b> 3) Concepts of Health and Disease 4) Enhancement versus Treatment 5) Disability and its Models
<b>Section 3</b> <b>Week 3</b> 6. Tuesday 10/13 7. Thursday 10/15 <b>Week 4</b> 8. Tuesday 10/20	<b>Patients, Persons, and Responsibility</b> 6) Doctor-Patient Relationships 7) Informed Consent and Related Issues 8) Clinical Trials and Other Medical Experiments
<b>Section 4</b> <b>Week 4</b> 9. Thursday 10/22 <b>Week 5</b> 10. Tuesday 10/27	<b>Health Care Allocation</b> 9) Access to Health Care and Justice 10) Health Care Costs
<b>Section 5</b> <b>Week 5</b> 11. Thursday 10/29 <b>Week 6</b> 12. Tuesday 11/3	<b>Death and Dying</b> 11) Death: Definitions and Related Conditions? 12) End of Life Care and Euthanasia
<b>Section 6</b> <b>Week 6</b> 13. Thursday 11/5	<b>Organ Transplantation</b> 13) Organ Transplantation
<b>Section 7</b> <b>Week 7</b> 14. Tuesday 11/10	<b>Triage</b> 14) Triage: Ethical issues in Disasters and Catastrophes
<b>Section 8</b> <b>Week 7</b> 15. Thursday 11/12	<b>Psychiatric Illness</b> 15) Mental Illness: Philosophical and Ethical Issues
<b>Section 9</b> <b>Week 8</b> 16. Tuesday 11/17 17. Thursday 11/19	<b>Reproductive Technologies &amp; Procreation</b> 16) Parenthood and Procreation 17) Abortion (and related issues)
<b>Section 10</b> <b>Week 9</b> 18. Tuesday 11/24 19. Thursday 11/26 <b>Week 10</b> 20. Tuesday 12/1 21. Thursday 12/3	<b>Health &amp; Justice: Broader Views</b> 18) The Social Determinants of Health 19) No Class – Thanksgiving 20) Race and Health 21) Environment and Health / Environmental Justice and Health

### The Final Paper:

DUE DATE	ASSIGNMENT	%
Friday, Week 6	Choosing a Topic & Identifying Key Readings:	5%
Friday, Week 7	Thesis Paragraph & Outline of Paper	10%
Friday, Week 8	DRAFT of PAPER DUE for Peer Evaluation (Ungraded)	0
Friday, Week 9	Peer Evaluations DUE	5%
Monday, Finals Week	FINAL DRAFT of Paper DUE	20%