

# Biomedical Ethics

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This course will be delivered via Canvas, your online access point for this course. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, Canvas and otherwise, see <http://ecampus.oregonstate.edu/services/technical-help.htm>.

## Class and Schedule Overview

- **This is NOT a self-taught, self-paced course.** eCampus courses correspond to on-campus courses. Assignments will be made available on a similar schedule to a campus course. See details in the Assessment section below
- All readings are available for download or through links in our Canvas classroom.
- **To see course materials and assignments in the correct order, click the **MODULES** link** on the left side of your front page when you open the Canvas course. You'll find:
  - "Start Here" module, with materials to which you may refer during the quarter
  - Go to the "Course Readings" module
  - Weekly class materials (readings and assignments); new weeks will open on the Friday of the previous week
- **THE ONLY CORRECT SCHEDULE OF EXAMS AND ASSIGNMENTS IS THE TABLE BELOW and/or announcements of changes made on Canvas**
  - Changes to the schedule, assignments, due dates, and reminders. will be made through the Course Announcements on Canvas.
  - Make-up work will not be provided if you miss an assignment because you did not check the table or announcements.
  - The Canvas online calendar DOES NOT ALWAYS PROVIDE CORRECT ASSIGNMENTS AND EXAM DATES (it sometimes inserts previous quarter's exams) – PLEASE DO NOT USE IT.

## Readings and assignments

- All readings and assignments (quizzes, final exam, journal entries) are made available on Canvas.
- Most of the lectures are in Powerpoint format; the later lectures do not have sound. T
- The to-do and due dates for this course are in the table below. **THIS syllabus**, NOT Canvas' calendar, gives the correct due dates for assessments. Please note that these dates are subject to change.

You are responsible for keeping track of schedule changes; make-up work will not be provided if you miss an assignment because you did not check the table below and Canvas announcements.

GRADUATE STUDENTS: If you have questions about your assignments, please contact me. Your assignment dates are the same, but some of them will have different content

## Lectures, course work, and readings

- We will approach each module topic through philosophical analysis.
- Philosophy texts can be difficult to understand until you get comfortable with the style of argument and terminology.
- **The PowerPoint slides function as lectures, “translating” the articles and identifying key points in the readings**
- If you find the readings difficult, try viewing the lecture/s before reading the text.

Dates	Lectures	Readings/Video	Assignments
<b>Week 1</b>			
<b>INTRODUCTION</b>			
3.29			
Monday	Introduction to Course	SYLLABUS	
Wednesday			<b>Quiz 1</b>
Friday	Introduction to Normative Ethics Relativism and Religion		Instructor may have reduced availability
<b>Week 2</b>			
<b>UNIT 1 GROWTH ATTENUATION</b>			
4/5			
Monday	Disability and Growth Attenuation	Field, “Should Parents of Children...”	
Wednesday			<b>Quiz 2</b>
Friday		Single Dad: “The Case For Not Mutilating....” Baker: “The Ashley Treatment...”	<b>Preliminary paper topic ASSIGNED</b>
<b>Week 3</b>			
4/12			
Monday	The Four Principles of Biomedical Ethics: Uses and Limitations	“The Four Principles of Biomedical Ethics”	
Wednesday			<b>Quiz 3</b>
Friday	Applying the Four Principles to Growth Attenuation		<b>Preliminary paper topic DUE</b>

Dates	Lectures	Readings/Video	Assignments
<b>Week 4</b> <b>UNIT 2 HEALTHCARE WORKER-ASSISTED DEATH (Euthanasia)</b> 4/19			
Monday	Death and Dying  Physician-Assisted Death	Zitter, J., "Should I help my patients die?"	<b>Discussion OPEN</b>
Wednesday			Instructor may have reduced availability
Friday	Categories of Assisted Death	First three pages of Roy on cloning	<b>Discussion DUE</b> Instructor may have reduced availability
<b>Week 5</b> 4/26			
Monday	Review of Ethical Theories Rachels on Euthanasia	Rachels' "Active and Passive Euthanasia"	Instructor may have reduced availability
Wednesday			<b>Quiz 4</b> Instructor may have reduced availability
Friday	Consequentialism Utilitarianism and Scapegoating	Overview of Utilitarianism	
<b>Week 6</b> 5/3			
Monday	Sullivan on Active and Passive Euthanasia	Sullivan, T., "Active and Passive Euthanasia"	<b>Final Paper Assigned</b>
Wednesday			<b>Quiz 5</b>
Friday	Deontological Theories Rights and Rights Examples	Human Rights (sections 3a-d)	
<b>Week 7</b> 5/10			
Monday	Li'l Help Sullivan  Critiques of Sullivan	BBC Ethics, "The Doctrine of Double Effect"	
Wednesday			
Friday	Genetics and Genetic Testing	"Brief Guide to Genomics" "FAQ on Genetic Testing"	
<b>GENETIC TESTS</b> <b>UNIT PREP</b>			

Dates	Lectures	Readings/Video	Assignments
<b>Week 8</b> <b>UNIT 3 GENETIC TESTING</b> 5/17			
Monday	Genetic Testing: Overview of Ethical issues	"The ethics of direct-to-consumer genetic testing"	Tuesday: <b>PHL 444 Final Paper Due</b>
Wednesday			<b>Quiz 6</b>
Friday		"When a DNA test shatters your identity"  Video "Woman Says Genetic Testing May Have Saved Her Life"	
<b>Week 9</b> 5/24			
Monday	"Baby DNA tests raise as many questions as answers"  Video: "How genetic testing could make prescription drugs safer"		Monday: <b>PHL 444 Final Paper Due</b>
Wednesday			<b>Quiz 7</b>
Friday	Kant  Troubles with Kant	Allen, A, "Protecting One's Own Privacy..."  "O'Neill, O., "A Simplified Account of Kant's Ethics"	
<b>Week 10</b> 5/31			
Monday	<b>HOLIDAY</b>		<b>No Assignments</b>
Wednesday	Applying Kant to Ethical Problems		
Friday			
<b>FINALS WEEK</b> 6/7			<b>FINAL EXAM</b> <b>FRIDAY 6/11/21</b>

### READINGS

All available through Canvas; some can be downloaded as PDFs, others are provided as links to web sources.

Field, G.. "Should Parents of Children With Severe Disabilities Be Allowed to Stop Their Growth?" [continued]

[http://www.nytimes.com/2016/03/27/magazine/should-parents-of-severely-disabled-children-be-allowed-to-stop-their-growth.html?smid=fb-share&\\_r=2](http://www.nytimes.com/2016/03/27/magazine/should-parents-of-severely-disabled-children-be-allowed-to-stop-their-growth.html?smid=fb-share&_r=2)

Baker, J. "The Ashley Treatment"

<https://www.psychologytoday.com/blog/the-love-wisdom/201206/the-ashleytreatment>

Single Dad, "The Case for Not Mutilating Your Child"

<https://www.psychologytoday.com/blog/the-lovewisdom/201208/the-case-not-mutilating-your-child>

J. Zitter, "Should I help my patients die?" *NYTimes*, 2017

<https://www.nytimes.com/2017/08/05/opinion/sunday/dying-doctors-palliative-medicine.html>

Roy, I "Philosophical Perspectives," *The Human Cloning Debate*, Berkeley Hills Press, 1998

[on Canvas only]

James Rachels' "Active and Passive Euthanasia"

[https://sites.ualberta.ca/~bleier/Rachels\\_Euthanasia.pdf](https://sites.ualberta.ca/~bleier/Rachels_Euthanasia.pdf)

Thomas Sullivan's "On Active and Passive Euthanasia"

(on Canvas only)

BBC Ethics, Doctrine of Double Effect

<http://www.bbc.co.uk/ethics/euthanasia/overview/doubleeffect.shtml> Internet

Encyclopedia of Philosophy, "Overview of Human Rights," Sections 3a-d ONLY

<https://iep.utm.edu/hum-rts/#SH3a>

O'Neill, O., "A Simplified Account of Kant's Ethics"

[on Canvas only]

National Human Genome Research Institute, "A Brief Guide to Genomics."

<https://www.genome.gov/18016863/a-brief-guide-to-genomics/>

National Human Genome Research Institute, "Frequently Asked Questions About Genetic Testing."

<https://www.genome.gov/19516567/faq-about-genetic-testing/>

Allen, A, "Protecting One's Own Privacy..."

<https://harvardlawreview.org/2016/12/protecting-ones-own-privacy-in-a-big-data-economy/>

Laurie Udesky, "The ethics of direct-to-consumer genetic testing," *The Lancet*, 2010.

Caroline Johnson "Baby DNA tests raise as many questions as answers," *Washington Post*, 2019

[https://www.washingtonpost.com/national/health-science/sequencing-newborn-babies-dna-raises-more-questions-than-it-answers/2019/01/03/3a7c31c2-0ed9-11e9-84fc-d58c33d6c8c7\\_story.html](https://www.washingtonpost.com/national/health-science/sequencing-newborn-babies-dna-raises-more-questions-than-it-answers/2019/01/03/3a7c31c2-0ed9-11e9-84fc-d58c33d6c8c7_story.html)

How genetic testing could make prescription drugs safer

<https://globalnews.ca/news/5191104/dna-testing-prescriptions-pharmacogenetics/>

Laura Zhang, "When a DNA test shatters your identity," *The Atlantic*, 2018

<https://www.theatlantic.com/science/archive/2018/07/dna-test-misattributed-paternity/562928/>

## Videos

Journeyman Pictures, "Should Parents Be Allowed to Stop Their Children From Growing"

<https://youtu.be/Z856vIXg3cc>

Video "Woman Says Genetic Testing May Have Saved Her Life"

[https://youtu.be/k\\_I3R-0GSMQ](https://youtu.be/k_I3R-0GSMQ)

"DNA testing: How genetic tests can make prescriptions safer for you"

<https://www.youtube.com/watch?v=ycmcqS60SR8>

## Assessments

### Make up work policy:

Because of ongoing changes in local COVID-related regulations, I will be flexible about related extensions and make-up work. Same with climate- and weather-related emergencies ((e.g. hurricanes, etc). Please contact me as soon as possible before or after the missed work so we can work out make up options.

Otherwise: Extended due dates, early exams, or make-up assignments will only be given in the following circumstances: medical or family emergencies, to accommodate religious needs or military duty, or because of documented technology failures. Late assignments will only be accepted only by request in similar circumstances.

If you feel that you may need an extension/make-up because of an event that cannot be moved (e.g. expected childbirth/adoption date, scheduled surgery, major work event) please feel free to contact me ahead of time so we can arrange for alternative assignments/assessments.

Extra credit work is never given to an individual student; if extra credit work is available, *it is at the instructor's discretion* and made available to *all* students.

### Quizzes

Quizzes are available on Canvas (see schedule above). They open at the midnight Pacific Time of the beginning of that day and close at 11:55 p.m. of that same day (so if it's a Wednesday quiz it opens midnight at the end of Tuesday and stays open until 11:55 pm. Tuesday)

**If you do not see a quiz prior to the time it is due to open, I have taken it down to adjust it.** I often do this if I notice people having issues with a particular part of the material and need to adjust the questions accordingly. **If a quiz isn't available when it *should* be open, please contact me.**

Quizzes can be taken open-text, open-note, and open-internet and comprise "objective" questions (t/f, multiple choice, multiple answer, and short answer). The quizzes include questions that ensure you've done the readings/watched the lectures.

### Discussion

You will be participating in one discussion. As with the quizzes, the discussion opens at midnight of the opening day and close at 11:55 pm of the closing day. Instructions for participation are provided in the discussion area. There are only two requirements for the discussions:

- Provide thoughtful input to the discussion following the directions
- Be respectful, responsible, and kind to other discussion participants; you are unlikely to agree with all other participants—that's expected and most people find the range of ideas interesting—but you must follow our Student Conduct guidelines (see below) in your interactions.

### Paper

You will be assigned a preliminary short paper, which will be incorporated into your final paper. The final paper will be 1250 words (1500 for graduate students) and will incorporate work and responses from the preliminary paper. The paper topic and case will be preassigned.

The topic will require research into the medical/scientific background of the issues involved. For the final paper you will need to cite at least two scientific papers or articles (note: *not* philosophical or ethics papers) to help support your argument.

Papers will be graded based on the following criteria: addressing all portions of the topic, thoughtful examination of a medical ethics case, avoiding argumentation pitfalls, integrating the material from class into the paper, and providing the citations

### Final Exam

This exam will be available all day (midnight to 11:59 p.m. Pacific Time) **Friday, June 11th**.

- No proctor is required.
- The final will cover all the material that was covered during the course, focusing on lectures and problems that learners encountered with material in the papers and on the quizzes.
- Like the quizzes, the final will be available all day, has largely “objective” questions (true/false, multiple choice, matching), and may be taken open-text, open internet, etc.
- The format of the final exam is the same as the quizzes’ but is longer. It will be available all of Friday, opening Thursday night at midnight

### Grading

#### 7 quizzes: 10 points each (70 points)

Quizzes will check for understanding of written material. They may be taken open-note, open internet, and open-text. Make-up quizzes will only be provided in extraordinary circumstances (see above). Quizzes will include objective questions (e.g. multiple choice, multiple answer, true/false); occasionally a short answer question may be included.

#### Discussion 5 points (5 points)

All students must participate in the discussion and will receive 5 points for doing so. Discussion participation must be completed by the end of the period allowed (seven or more days) following the topic assignment.

#### Paper (10 points)

3 points for preliminary paper  
7 points for final paper

**NOTE: BOTH PAPERS ARE REQUIRED IN ORDER TO PASS THE COURSE. Failure to turn in either paper will result in an automatic “F” in this course, regardless of total points earned.** Please contact the instructor if you’ve run into issues with completing these assignments or turning them in.

#### 1 final exam: 15 points (15)

#### **Total points: 100 (excluding potential extra credit and before curving)**

After curving, final grades will be assigned based on the following **POINT TOTALS (not on percentage)**. It does not matter what percentage of possible points you get (there will be more than 100 possible points) – you just need to look at point total to determine what grade you have.

A	95-100 points
A-	90-94
B+	85-89
B	80-84
B-	75-79
C +	70-74
C	65-69
C-	60-64
D	55-60
F	54 and below

For example, if you receive 42 points on the quizzes, 15 points on the papers, 10 points on discussions and 13 points on the final, your point total is 80 points. Unless grades are curved, you will receive an B in the course, regardless of how many possible points Canvas says are available.

Grades will be curved if no student has reached the 100 points total without extra credit. Final grades for students whose point totals fall between two grades may be determined by evidence of improvement in writing during the course.

## Learning Outcomes

When you have finished this course, you should be able to

- identify ethical dilemmas when they occur in a health care or biomedical research context
- elucidate and assess arguments given in favor and against different positions taken on such dilemmas
- analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines
- articulate in writing a critical perspective on issues involving medicine and science, technology, and society, using evidence as support

## Contacting the instructor

- Unless there's some kind of emergency or the table above notes that I will be difficult to contact, I check all messages (email, text, and Canvas messages) *at least* once every twenty-four hours.
  - You can reach me via the Canvas inbox
  - My email address is [ina.royfaderman@oregonstate.edu](mailto:ina.royfaderman@oregonstate.edu) -- if you need to send me documents, this is the reliable place to send it
- Because I don't have an "office," my office hours are held via **Zoom, Tuesdays from 11:30am-12:00pm, Pacific Time**. I admit one student at a time, so you have personal time with me; I do not make recordings of office hours. If I don't admit you immediately, it's because I'm talking with another learner and will admit you to the Zoom room ASAP.
- My home is full of noisy and active organisms; given the nature of Zoom, you will probably see or hear them.
- I am happy to make alternate arrangements if Zoom or the time do not work for you.



- For students in a significantly different time-zone I am happy to arrange a one-on-one phone or Skype conversation at a time that is workable for both of us.
- Please note that I'm located in California. Most of you are in Oregon, so in-person meetings might be a bit difficult that means that you should feel free to use these other means to contact me (remember, that's what I'm here for).

## 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 1800-273TALK (8255)

## Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

## Expected student conduct

I would like to emphasize that treating all participants in this class with respect is particularly important; the issues discussed often have personal or religious implications for course participants. Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

- It is likely that each course participant has had to grapple personally with at least one of the issues we discuss; therefore, please speak respectfully in any online forum about all perspectives on an issue, whether or not you agree with a given viewpoint.
- Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](#).
- Part of philosophical work is questioning and disagreeing with ideas and arguments put forward by others; however it does not include personal attacks, demeaning others or embarrass them. Do not make sexist, racist, homophobic, or victim-blaming comments. I will remove any such comments and attacks posted to any course-related group forum; I will contact the commentator to discuss the first offense. Second or third offenses, depending on their nature, may warrant removal from the class. If you have questions about something you wish to say in a classroom forum, please feel free to contact me prior to posting to discuss.
- Your arguments, ideas, or thoughts are expected to provoke discussion, commentary and critique; please read the critiques and comments carefully; ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.