“Faced with the choice between changing one’s mind and proving that there is no need to do so, almost everyone gets busy on the proof.”
~John Kenneth Galbraith

Bioethics Online (runs asynchronously)
Philosophy 304-B
Spring 2018
January 8-April 29

Dr. Leslie M. Whetstine
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Office Hours Monday 2-4, Friday 12.30-2.30, and by arrangement
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Office phone: 330.244.4697

Course Description:
This is a seminar designed to be an interdisciplinary study of what science can do versus what science ought to do. Exponential advances in medical-scientific knowledge and technology present many questions and problems that must be considered from the viewpoint of philosophical ethics.

Course Objectives:
Through lecture, discussion, film, case analysis, and various online learning activities, students will be acquainted with substantive issues in the field of bioethics.

Learning Outcomes:
At the conclusion of the course, students may expect to: 1) identify bioethical issues and appreciate their implications for healthcare and public policy 2) develop the fundamental skills to engage in contemporary discourse by integrating moral theory with practical application, 3) apply methodologically sound resolutions to bioethical problems.

Resources:
In order to participate in the course, you will need access to a computer, an internet connection (a high-speed connection is recommended), and have the ability to navigate the Web, install software, and be able to access and use office productivity software (e.g., Microsoft Word, Microsoft PowerPoint, etc.)

3 Required Texts:

Gaudium et Spes available at:  

Technology:  
This course utilizes Walsh’s ECN learning management system. Please make sure you can login to ECN from the link below. You will login with your Walsh username and password. If you are unsure of your username and/or password, please contact the Walsh Help Desk at (330) 244-4357. In addition, please review the technical requirements page and netiquette guidelines that Walsh has established for online courses in ECN.

<table>
<thead>
<tr>
<th>Walsh Sakai Login</th>
<th><a href="http://ecn.walsh.edu">http://ecn.walsh.edu</a></th>
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<tbody>
<tr>
<td>Sakai Technical Requirements</td>
<td><a href="http://ecn.walsh.edu/access/content/group/039f69aa-f786-412b-933c-defe7eb3f4c1/walsh_tech_requirements.htm">http://ecn.walsh.edu/access/content/group/039f69aa-f786-412b-933c-defe7eb3f4c1/walsh_tech_requirements.htm</a></td>
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<tr>
<td>Netiquette Guidelines</td>
<td><a href="http://ecn.walsh.edu/access/content/group/039f69aa-f786-412b-933c-defe7eb3f4c1/Netiquette.htm">http://ecn.walsh.edu/access/content/group/039f69aa-f786-412b-933c-defe7eb3f4c1/Netiquette.htm</a></td>
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Course Requirements:
I. Online activities/assignments:  
Includes contributions to discussion forums, blogs, chat, etc.

II. Quizzes  
Students will demonstrate comprehension of the subject matter covered in class, in the online community, and the readings.

III. A midterm and final exam  
Exams are objectives, short essays, and one or two case studies. The final exam is not cumulative.

IV. Debates  
Students will be put into groups of four where they will work in pairs to present the pro or con side on a selected topic using Zoom Videoconferencing. Each student must contribute equally. Debates must be appropriately researched and each pair must submit a corresponding bibliography.

***Debate Outline and Annotated Bibliography  
In preparation for the debate each student will compose a detailed outline and annotated bibliography of the sources they intend to use. Students should write approximately 150 words per source in order to summarize the source’s main points and describe how the information will pertain to their research. A minimum of four (4) scholarly, peer-reviewed sources is required. Samples of outlines and annotated bibliographies are available on ECN.
**IV. Class participation**
Active contribution to the class is required. Please refer to the rubrics on ECN.

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**Grade Evaluation:**
Online activities: 35%
Midterm Exam: 20%
Debate: 20%
Final Exam: 20%
Quizzes: 5%

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**GENERAL DEADLINES:**

1. Modules will open on Sundays at 8 am.
2. Initial postings to EACH discussion question must be completed by Wednesdays at midnight.
3. Responses to at least two (2) other students’ postings are due by Saturdays at midnight.
4. Once the module is closed, no further posts may be added or be considered for grading.

*Missed exams/quizzes/debates will not be made up without a documented and verifiable excuse.*

**Tentative Course Outline:** The schedule is subject to revision by the professor. Each module runs for one week. Modules open on Sunday at 8 am and close Saturday at midnight.

*When participating in the Discussion Forum you must make your initial posts early in the week in order to allow time for your peers to respond and for dialogue to grow throughout the module.*
Module 1 Introductions
READ Flynn ch 1
READ 1 article on ECN: Bertrand Russell, The Value of Philosophy
Activity: Introduce yourself, upload a picture of yourself to the Discussion Forum, comment on two of your peers’ introductions

Module 2 Foundations: Methodologies
READ Flynn ch 13
READ 1 article on ECN: Hurricane Katrina
Activities: Listen to Methodology PowerPoint; participate in the Discussion Forums

Module 3 Bedside clinical issues Forgoing Treatment
*Use Wiki for Debate sign up by midnight Saturday*
READ: Kelly ch 1 and 2
Activities: Write a blog on how technology is related to the issue of forgoing treatment and respond to two of your peers’ blog entries. Title your blog: Forgoing Treatment and your last name (ex Forgoing Treatment Whetstine)
Quiz

Module 4 Definition of Death
READ: Kelly ch 3 and 5
READ 4 articles On ECN: Whetstine TBF, Brain Death IS Death, Clinically Dead? and DDR and Organ Donation
Activities: Participate in the Discussion Forums

Module 5 Legal cases and Advance Directives
*Outline and Bibliography due to ECN Dropbox by midnight Saturday*
READ: Kelly ch 4 and 6; Flynn ch 7
READ 2 articles on ECN: Sulmasy and ANH: The Evolution of Ethics
Activities: Access PowerPoint on Advance Directives, Participate in the Discussion Forums
Quiz

Module 6 Ethical Choices in Medicine
*Take Midterm exam by midnight Saturday*
READ: Kelly ch 8 and
READ: on ECN Whetstine Ethical and legal issues in neurocritical care
WATCH: 2 videos on ECN: Dax Cowart and Being Mortal
Activities: Write a blog entry reflecting on the films. Respond to two of your peers’ blog entries

Module 7 Conflicts in surrogate decision making
Decision making capacity, Competence, Paternalism, Surrogate Decision Making
Watch video on ECN: Dax Cowart
Activities: Participate in the Discussion Forums
Module 8 Artificial Nutrition and Hydration: Schiavo
Go to the Library Website and find the e-book: The Case of Terri Schiavo: Ethics, Politics, and Death in the 21st Century by Kenneth Goodman. READ Chapters 1 and 6
WATCH 2 videos on ECN (Lawyer vs Bioethicist; Schiavo protests)
STREAM video clip from the Library Digital Videos: The Right to Die: Terri Schiavo and view the segment “Life Support Ethics Debate”
Activities: Participate in the Discussion Forums

Module 9 SPRING BREAK

Module 10 Pediatrics
READ Flynn ch 4
READ 1 article on ECN Ashley Pillow Angel
Activities: Participate in Discussion Forum

Module 11 Peds Cont.
Watch the video on ECN Resources: Baby Doe Hopkins Dramatization
Activities: Participate in Discussion Forum

Module 12
Debates

Module 13 Ethics in Neurocritical Care
READ on ECN: Whetstine Ethical and Legal Issues in Neurocritical Care (parts 1 and 2)
Activities: Participate in the Discussion Forums
Quiz

Module 14 Informed Consent, Human Experimentation and Confidentiality
READ Flynn ch 9
READ 1 article On ECN: Syphilis
WATCH video on ECN: Milgram experiment
Activities: Watch assigned video; blog about your reaction to the Milgram experiment and respond to two of your peers’ blogs

Module 15 Clinical Issues HIV
Take final exam by midnight Saturday
READ 3 articles On ECN: HIV testing for Minors, Man Cured of HIV, HIV Criminalization
Watch video on ECN: Notification of STIs
Activities: Participate in Discussion Forum
**Academic Integrity**

Any violation of academic integrity will be subject to the highest penalty the university allows. Penalties range from receiving a zero on the assignment, to failure of the course, or expulsion from the university. Examples of academic integrity violations include academic dishonesty, plagiarism, and cheating, among others.

**Academic Dishonesty.** The definition of Academic dishonesty is the fabrication or misrepresentation of work, either intentional or unintentional, which includes, but is not limited to, plagiarism, cheating, forgery, sabotage, bribery, and the multi-submission of work.

**Plagiarism.** Plagiarism is the representation of the works, ideas, data, or arguments of others as one's own. Whether quoting, paraphrasing, or reiterating others' ideas, students are responsible for documenting any materials taken from other sources. This means that students identify the source through footnotes, quotation marks and/or other forms of documentation. Sources include books, magazines, newspapers, electronic media, private letters, interviews, or other individuals’ work. Additionally, a classroom paper must not be merely a series of phrases, sentences, or paragraphs copied from a source or sources.

**Cheating.** Cheating is using, or attempting to use, unacknowledged or unauthorized materials, information, data, or ideas. In addition to plagiarism, looking at another student’s materials and/or using unauthorized external aids of any sort during an exam or completion of assignments is also cheating.

**Accessibility Services for Students with Disabilities**

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. However, please be advised that it is your responsibility to arrange accommodations and failure to do so in a timely manner may have a negative impact on your academic success.

If you feel that you may need an accommodation based on the impact of a disability, please contact Meredith Soduk, Director of Accessibility Services, at 330-490-7529 or msoduk@walsh.edu to begin delivery of services as soon as possible. Once your eligibility for services is determined, your instructors will be provided a letter which will outline your accommodations. If you believe you may have a disability and would like to learn more about disability-related services, please contact The Office of Accessibility Services, located in Farrell Hall 209, immediately.
Bioethics is a Heritage 3 course. While we will have specific discussion questions in which you will reflect on Gaudium Et Spes in light of bioethical dilemmas, it serves as a foundational document from which our class is oriented.

“Advances in biology, psychology, and the social sciences not only bring men hope of improved self-knowledge; in conjunction with technical methods, they are helping men exert direct influence on the life of social groups.

“At the same time, the human race is giving steadily-increasing thought to forecasting and regulating its own population growth. History itself speeds along on so rapid a course that an individual person can scarcely keep abreast of it. The destiny of the human community has become all of a piece, where once the various groups of men had a kind of private history of their own.

“Thus, the human race has passed from a rather static concept of reality to a more dynamic, evolutionary one. In consequence there has arisen a new series of problems, a series as numerous as can be, calling for efforts of analysis and synthesis.”

PASTORAL CONSTITUTION
ON THE CHURCH IN THE MODERN WORLD
GAUDIUM ET SPES
PROMULGATED BY HIS HOLINESS, POPE PAUL VI ON DECEMBER 7, 1965
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>Does not make initial post</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Makes initial post past the deadline</td>
<td>1</td>
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<tr>
<td></td>
<td>Makes initial post that is superficial in nature or does not address all aspects of the question(s)</td>
<td>2</td>
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<tr>
<td></td>
<td>Initial post shows reading was completed; all parts of the question(s) are addressed.</td>
<td>3</td>
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<tr>
<td></td>
<td>Initial post demonstrates serious contemplation of reading; shows deep reflection and thoroughly addresses all parts of the question(s)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Application of material throughout all posts</strong></td>
<td>Does not apply readings, lectures, etc. No evidence/support for arguments.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Applies one concept from readings, lectures, etc. but provides poor evidence/support for arguments.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Applies one concept from readings, lectures, etc. Evidence for arguments needs to be developed.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Applies two concepts from readings, lectures, etc. Evidence for arguments is sound.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applies more than two concepts from Readings, lectures, etc. Evidence for arguments is strong.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Critical Thinking throughout all posts</strong></td>
<td>No analysis provided.</td>
<td>0</td>
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<tr>
<td></td>
<td>Analysis is weak. Statements are obvious and without support.</td>
<td>1</td>
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<td></td>
<td>Some superficial support is given but analysis needs to be developed.</td>
<td>2</td>
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<td></td>
<td>Analysis is clear, insightful, and demonstrates comprehension of material.</td>
<td>3</td>
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<td></td>
<td>Analysis synthesizes information and provides original perspective.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Does not respond to peers’ posts</td>
<td>0</td>
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<tr>
<td></td>
<td>Responds to one peers’ post.</td>
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<tr>
<td></td>
<td>Responds to two peers’ posts but responses offer little to motivate/continue discussion. (Ex “good point, or I agree”)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Responds thoughtfully to two posts that encourage dialogue, including points of disagreement</td>
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<tr>
<td></td>
<td>Responds to more than two posts and consistently encourages and facilitates interaction among members of the online community on an ongoing basis.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Presentation of material throughout all posts</strong></td>
<td>Utilizes poor spelling/grammar. Conversational writing style</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Frequent errors in grammar and spelling. Conversational writing style</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Postings have occasional errors in grammar and spelling. Professional writing style</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Postings have few grammatical errors, professional writing used</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Postings consistently use correct grammar and spelling. Professional writing style is used.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
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<tr>
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<td>__________/20</td>
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Abbreviations/terms commonly used in bioethics

There is also a glossary at the end of each chapter in Flynn and on pages 155-58 in Kelly.

≥: greater than
≤: less than
S: without
C: with
Cachectic: physical wasting, loss of weight and muscle
Cyanotic: blue discoloration of skin/mucous membranes due to low o2 saturation
AIDS: Acquired Immune Deficiency Syndrome
AMA: Against Medical Advice
AMA: American Medical Association
ANH: Artificial Nutrition and Hydration
Anoxia: no o2
APGAR: Appearance, Pulse, Grimace, Activity, Respiration (test given to newborns at 1 and 5 minutes, scored on a scale 0-10)
CPR: cardiopulmonary resuscitation
CVA: Cerebral Vascular Accident
D/C: discontinue
DNR: do not resuscitate
DOA: dead on arrival
DPA: durable power of attorney (you may also see this as POA: power of attorney)
DRG: diagnosis related group
Dx: diagnosis
ED: emergency department
EEG: electroencephalogram
ECG: electrocardiogram
GSW: gun shot wound
HIV: Human Immunodeficiency Virus
HMO: health management organization
Hypoxia: low o2
Hx: history
ICU: intensive care unit
IRB: Institutional Review Board
LP: Lumbar Puncture
MI: myocardial infarction
MVA: motor vehicle accident
MV: mechanical ventilator
NG tube; nasogastric tube
N/v/d: nausea, vomiting, diarrhea
O2: oxygen
PAS: physician assisted suicide
PDE: principle of double effect
PEG tube: Percutaneous Endoscopic Gastrostomy
PET: positron emission topography
PMH: Past Medical History
PSDA: Patient Self determination Act
Pt: patient
PVS: persistent vegetative state
Px: prognosis
Rx: prescription
Trach: tracheostomy-a surgical procedure to create an opening through the neck into the trachea/windpipe, typically placed to provide an airway and remove lung secretions
Tx: treatment
UDDA: Uniform Determination of Death Act
USCC: United States Catholic Conference

*Please volunteer any abbreviations you are familiar with that I have missed!* 😊