DePaul University
Department of Religious Studies

Syllabus
Biomedical Ethics REL229
Paul F. Camenisch
Section 301 MWF 9:40-10:40 Lincoln Park Spring, 1998

OFFICE HOURS:
Lincoln Park - SAC 435  773 325-1270  e-mail pcamenis@wppost.depaul.edu
MWF 8:45-9:35  Wed. 10:50-12:00  (other hours irregularly)  And by appointment.

Leave a message on the voice mail at Lincoln Park (x 1270) and I will get back to you. I will be in the office at times other than those stated above. Anytime I am there and not otherwise engaged, I am available to you. If you know in advance that you wish to see me, you are well advised to make a specific appointment to save yourself a pointless trip.

COURSE DESCRIPTION: This course is an examination of moral and ethical problems arising currently in medicine, biomedical advances and in health care. It will include description and analysis of and normative reflection on such problems, and will draw on the resources of philosophy, of contemporary religious/theological traditions (primarily Christianity), and of other relevant disciplines.

COURSE OBJECTIVES: to introduce students to contemporary religious and philosophical literature on these matters; to sensitize students to the presence of moral/ethical dimensions of problems in these areas; to introduce them to various modes of analysis and response to these issues; to give students the opportunity, the incentive and some of the tools to begin doing their own systematic critical reflection on these matters.

REQUIRED TEXTBOOKS: Ethical Issues in Modern Medicine, Fourth Edition. Edited by John D. Arras and Bonnie Steinbock. Mayfield Publishing, 1995 (ISBN 1-55934-359-1). The Death of Ivan Ilyich and Other Stores, Leo Tolstoy. Signet Classic (0451525086) COMMENTS: While this course is in part designed for students in or considering entering the health care professions, it should be of interest to all students since the value problems faced in biomedical advance involve all of us and are ultimately questions which the society as a whole must face.

EXPECTATIONS OF THE STUDENT: Students will be expected -

A.-to attend class having read, and in general having understood the readings assigned for that day so that class discussion can move beyond the readings themselves by critically assessing them, raising additional related issues, etc. (see information on unexcused absences under "grading" below)

B.-to participate in class discussion on the basis of the above preparation;

C.-to write a two page typed or computer generated case commentary for session four, based on one of the cases discussed in one of the prior sessions. This is to give me a sample of your writing and your ability to formulate and state ideas. It will count only negatively, that is, if you do not do it, there will be a five % reduction in your total points for the course.

D.-to prepare in ink a Daily Learning Journal sheet for each class session, except for the first two sessions and for those sessions in which the following are due or occur: case commentary; midterm exam; paper declaration; course paper; interview I will provide you with one copy of the DLJ form, from
which you are to make the other copies needed. One sheet is to be completed and brought to class each session except for those noted above. Approximately 4 students randomly identified will be asked to turn in their sheets at each session for examination by the instructor and a general indication of adequacy/quality by the instructor. Any student may be called upon in any session to share something from the student’s DLJ. Each student is to keep all his/her DLJ’s and to turn them in at the last class session. The DLJ’s will determine approximately one third of the student’s participation grade. Failure to have a DLJ prepared when called upon to share something from it and/or when called upon to turn it in will reduce that portion of the participation grade. NOTE: Journals, no matter how well done, will not replace actual participation in class discussions.

E -to take mid-term and final exams based on class readings, lectures and discussions (both will be at least in part essay exams);

F. -write a 5-7 page typed (double-spaced) paper (specific instructions to follow), including a proposal which is to precede it;

G. Write a three to four page account of an interview with commentary based on a conversation with:
   1. a health care professional on a specific case/experience they have had;
   2. or with a person who, as patient or as family member of a patient has had a significant health care experience or even crisis;
   3. or an account of one such experience of your own.

Your interest in the interview/account and commentary is:
   a. to identify and get a better understanding of any ethical issues that arose in the experience (was appropriate information given the patient, was appropriate action taken, was the patient and/or family included in the decision making etc.), and how such issues were dealt with;
   b. and/or to get a better understanding of what it is like to be a health care professional facing a difficult issue or dealing with a difficult patient, or what it feels like to be a patient (helpless, depressed, angry, guilty, somehow a failure, etc.) and how one deals with those feelings.

This is to be typed or computer generated and to follow all the requirements of a formal paper concerning clarity and focus, spelling, grammar, sentence construction, etc. To protect the privacy of the persons involved, you should disguise their identity by giving them another name and by omitting any facts that would make identification easy (e.g., head of surgery at Children’s Hospital). If the case is your own and you wish to disguise it, simply write it as though it were about someone else, about whom you would speak in the third person rather than in the first. Your interview/commentary will be considerably strengthened if you can link some of the issues it raises with matters we have taken up in class.

GRADING: The three major written exercises (two exams and longer paper) will be evaluated on the basis of (a) student’s grasp of the course materials; and (b) the student’s ability to articulate and support an informed and critical stance of her/his own toward the issues raised. Superior performance (i.e., certainly “A” level performance) will require not only good knowledge of course materials but the ability to locate and respond to central issues raised therein, to put one’s own helpful and critical questions to the materials read and the issues raised (i.e., to go beyond memorization to critical, even to creative thinking).

For grading purposes, the various elements will be weighed as follows: mid-term exam (20%), course paper (25%), final exam (25%), interview/commentary (15%), and in-class participation (15%).

Minimum achievement required for each grade level: 90% of the total possible points will put the student in the A range (A/A-); 80%, the B range (B-/B/B+); 70%, the C range (C-/C/C+); 60%, in the D range (D/D+); less than 60% will receive an F.

There are, however, four possible adjustments to the above grading policy:
a. failure to turn in the initial case response when due will result in a 5% reduction in student’s final total score;
b. **after the first three unexcused absences each** subsequent one will result in the loss of one third of the total participation grade; **more than four unexcused absences will result in an F for the course.** If you are absent and think it should be excused, it is your responsibility to give me a written note stating the reason for the absence. I need only the general reason—illness, family emergency, etc. I do not need details of your illness or crisis. If I do not consider your excuse adequate I will let you know. Common courtesy to each other requires that we all be on time for class. Therefore while arriving late is better than not attending at all, you are strongly urged to be on time. Three unexcused tardies will be counted as an unexcused absence.
c. failure to turn in a declaration of paper topic and sources when due will result in one full grade level reduction in the grade for the paper.

**PLAGIARISM:** Plagiarism (roughly defined as the use of someone else’s ideas, words, or materials without giving the author credit and providing adequate documentation of the source) is a serious academic offense. It can result in an F for the course and possibly in even more serious University penalties. If you have any doubt about what plagiarism is and how to avoid it, consult the DePaul Student Handbook and/or see the instructor.

**CLASS SCHEDULE**

HELPFUL HINT: Concerning the assignments from Arras: Some of these articles will be a bit difficult. In many cases you will do yourself a favor by looking in the introduction to the section in which the article appears to see what the editors have to say about the article’s major points

1 3/30 INTRODUCTORY SESSION handout

SOME BASIC CONSIDERATIONS

2 4/1 A literary presentation “Death of Ivan Ilych”

3 4/3 TWO SAMPLE CASES
   Dax’s Case Arras, 195-202
   Mary Northern’s case Arras, 178-185

4 4/6 **INITIAL CASE COMMENTARY DUE**
   THE GOALS OF MEDICINE
   medicine and the aging Arras, 622-628
   short children and growth hormone Arras, 496-502
   on medical futility Arras, 276-7 Arras, 281-8

5 4/8 GOAL: PROTECTING LIFE AND ITS VALUE-I
   defining life by defining death Arras, 144-162

4/10 GOOD FRIDAY—NO CLASSES

6 4/13 GOAL: PROTECTING LIFE AND ITS VALUE-II
   why it is wrong to take life—one account Arras, 343-351 (we are more interested here in where Marquis locates the apparent value of life than in his argument against abortion)
   a Biblical starting point Hebrew Bible, Genesis, chs. 1-3

7 4/15 GOAL: RESTORING PATIENT AUTONOMY  Arras, 202-211
   Informed consent Arras, 86-97

8 4/17 GOAL: PROTECTING SOCIETY’S INTERESTS AIDS/HIV  Arras, 97-109
   Threats of physical violence—the Tarasoff case Arras, 110-115
9 4/20 ROLE OF HEALTH CARE PROFESSIONALS-I
four possible models Arras, 67-77

104/22 ROLE OF HEALTH CARE PROFESSIONALS-II
truth-telling and paternalism Arras, 50-67

11 4/24 SOME PHILOSOPHICAL & OTHER APPROACHES-I  Arras, 1-14
review Arras, 50-54

124/27... APPROACHES-II  Arras, 14-28
review DAX 195-202

13 4/29... APPROACHES-II  Arras, 28-40
Review M.Northern 178-185

14 5/1 MID TERM EXAM HERE (unless announced otherwise)

SPECIFIC PROBLEM AREAS
REPRODUCTIVE TECHNOLOGIES AND GENETICS

15 5/4 Artificial Insemination and In Vitro Fertilization-I
"Making Babies" revisited Arras 430-436
Creating Embryos Arras 436-447

16 5/6 IVF and Women’s Interests  Arras 447-459

175/8 PAPER PROPOSAL DUE
Surrogate Motherhood Baby M  Arras 460-464
Sun. Motherhood as Prenatal Adoption  Arras 464-472
On “Surrogacy” Arras 472-478

18 5/11 Emerging issues
Human Genome Research  Arras 479-488
Somatic and Germline Gene therapy  Arras 488-496  review Arras, 496-502

DEATH AND DYING: SELECTED ISSUES

19 5/13 Death and Dying
Advance Directives and Proxy Consent
health care proxy and living will  Arras, 212-222
the case of Claire Conroy  Arras, 222-232

20 5/15 A theory of proxy decisions  Arras, 267-275
From “letting die” to “helping die” death and dignity--a case Arras, 292-295

21 5/18 Voluntary active euthanasia  Arras, 295-309
Too much self determination?  Arras, 310-314

ISSUES IN EXPERIMENTATION

22 5/20 Ethics, consent and experimentation  Arras, 525-537
Ethical Problems with randomized trials  Arras, 538-549

23 5/22 Experimentation: Access and vulnerable populations:
AID’s Challenge to the Regulatory Process Arras  550-559
Noncompliance in AID’s research  Arras 559-570
5/25 MEMORIAL DAY--NO CLASSES

24 5/27 Wanted: SWM for Medical Research Arras  570-5 78
Dangers of Difference: Tuskegee Study  Arras 578-582

ISSUES IN HEALTH CARE ORGANIZATION AND FINANCING

25 5/29 COURSE PAPER DUE IN CLASS
Managed care: Quality vs. Costs??  Arras, 116-126 handouts

ALLOCATION OF HEALTH CARE AND SOCIAL JUSTICE

26 6/1 The need for Reform and Competing Frameworks
Why reform
Ethical Foundations of Reform Arras, 593-607

27 6/3 Rationing by Age and Economic Status The Limits of Setting Limits (NOTE: This is a response to “Aging and the ends of Medicine”, session 6. You should review that article.) Arras, 629-633
The Oregon Plan Arras, 63 3-640 Rationing: Whether, How, and How Much? Arras 640-648

28 6/5 INTERVIEW/COMMENTARY DUE
Justice in Transplants Alcoholics and Livers Arras, 649-656
Rights & Responsibilities of Potential Donors Arras, 656-663
Fetal Tissue Transplants Arras, 663-674

FINAL EXAM: As scheduled by the University: MONDAY, JUNE 8, 8:45-11:00