Objectives:

Health care has become the focal point for many of the current social conflicts in the U.S. (e.g., abortion, euthanasia, equity in access to health care, etc.). This course is designed to introduce students to the ways in which social theory and research can illuminate these issues. It encourages a research orientation and critical thinking involving a sociological perspective. Materials selected for reading and discussion situate these issues and the health care institutions in their social, political, and cultural context.

Each issue that is discussed is designed to:

(a) Provide students with well-developed material concerning sharply opposed points of view on social-medical conflicts.
(b) Help students to understand the sociological perspective and its relevance to vital issues confronting them and American society.
(c) Encourage the application of critical sociological thought to the divergent points of view concerning these issues.
(d) Develop students' ability to collect data and information that can be used to draw conclusions and form opinions.

Requirements:

The course is divided into a number of topics that will be discussed in class. Readings will be assigned for reach topic and should be completed prior to the session in which they will be discussed. Written responses to the study questions are due on the date indicated on the schedule. They must be handed in on time to receive full credit. If received by the following class period, they will receive full credit. Assignments handed in at a later date will receive no credit.

In addition, you are expected to write a research paper applying some aspect of the course material to your field of study. The papers should be based on a small scale research project that you design and carry out after consultation with me. You also are expected to make a short class presentation based on your project.

The projects should be carried out in stages (see following section). The preliminary outline of your project is due on Sept. 10. After conducting your research, a draft of the final report of your project is due on Nov. 19. I will go through it and make suggestions for revisions. The final copy of your research report is due on Dec. 10.
Grading in the course is based on the following:

Research Paper 50
Class Presentation 20
Study Questions 20
Class Attendance and Participation 10

Total 100

Texts:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug 20</td>
<td>Introduction: Strangers at the Bedside</td>
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<td></td>
<td></td>
<td><strong>Choices in Reproduction</strong></td>
<td></td>
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<tr>
<td></td>
<td>Aug 22</td>
<td>Should courts be permitted to order women to use long acting contraceptives?</td>
<td>Issue 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 Minutes: Cracking Down</td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td>Aug 27</td>
<td>Are reproductive technologies beneficial or harmful?</td>
<td>Issue 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOVA: High Tech Babies</td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td>Aug 29</td>
<td>Should adolescents be allowed to make decisions about abortion without parental involvement&quot;</td>
<td>Issue 3</td>
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<tr>
<td></td>
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<td>60 Minutes: Becky's Story</td>
<td>TV</td>
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<tr>
<td></td>
<td>Sep 3</td>
<td>Do reproductive technologies result in the unethical treatment of embryos?</td>
<td>Issue 4</td>
</tr>
<tr>
<td></td>
<td>Sep 5</td>
<td>Should postmenopausal women become pregnant?</td>
<td>Issue 5</td>
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<tr>
<td></td>
<td></td>
<td>60 Mins: Never Too Late</td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td>Sep 10</td>
<td>Should commercial surrogate motherhood be banned?</td>
<td>Issue 6</td>
</tr>
<tr>
<td></td>
<td>Sept 10</td>
<td>Preliminary outline of your research project</td>
<td>Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Decisions About Death</strong></td>
<td></td>
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<tr>
<td></td>
<td>Sep 12</td>
<td>Should physicians be allowed to assist in patient suicide?</td>
<td>Issue 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medicine and Mercy</td>
<td></td>
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<tr>
<td></td>
<td>Sep 17</td>
<td>Should parents be allowed to decide to withhold treatment from newborns with birth defects?</td>
<td>Issue 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20/20: The Dark Side of a Miracle</td>
<td>TV</td>
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<tr>
<td></td>
<td></td>
<td><strong>AIDS</strong></td>
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<tr>
<td></td>
<td>Sep 19</td>
<td>Would sexual contact tracing help to control AIDS?</td>
<td>Issue 9</td>
</tr>
<tr>
<td></td>
<td>Sept 26</td>
<td>Do physicians have an ethical duty to treat AIDS patients?</td>
<td>Issue 10</td>
</tr>
<tr>
<td></td>
<td>Oct 1</td>
<td>Should HIV-infected surgeons be allowed to operate?</td>
<td>Issue 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48 hours: Fatal Secret</td>
<td></td>
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<tr>
<td></td>
<td>Oct 3</td>
<td>Should newborns be screened for HIV infection?</td>
<td>Issue 12</td>
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<tr>
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<td></td>
<td></td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td>Oct 8</td>
<td>October Break</td>
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</table>
### Human and Animal Experimentation

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Issue/TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 10</td>
<td>Should animal experimentation be permitted?</td>
<td>Issue 13</td>
</tr>
<tr>
<td></td>
<td>60 Minutes: Animal research</td>
<td>TV</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Is sham surgery ethically acceptable in clinical research?</td>
<td>Issue 14</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Does the use of the Web in human subjects research compromise clinical trials?</td>
<td>Issue 15</td>
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<tr>
<td></td>
<td>TV</td>
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</table>

### Organ Donation

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Issue/TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 22</td>
<td>Should newborns without brains be used as organ donors?</td>
<td>Issue 16</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Should there be a market in body parts?</td>
<td>Issue 17</td>
</tr>
<tr>
<td></td>
<td>20/20 A Second Chance at Life</td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td>60 Mins: Life by Transplant</td>
<td>TV</td>
</tr>
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</table>

### Doctor/Patient Relationship

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Issue/TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 29</td>
<td>Do parents harm their children when they refuse medical treatment on religious grounds?</td>
<td>Issue 18</td>
</tr>
<tr>
<td></td>
<td>60 Mins: Some Call it Manslaughter?</td>
<td>TV</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Should doctors be able to refuse demands for futile treatment?</td>
<td>Issue 19</td>
</tr>
<tr>
<td></td>
<td>CBS: The right to live</td>
<td>TV</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Does on-line access to health information pose risks to consumer?</td>
<td>Issue 20</td>
</tr>
<tr>
<td>Nov 7</td>
<td>Does the use of information technology in health care increase threats to privacy and confidentiality of patient information?</td>
<td>Issue 21</td>
</tr>
</tbody>
</table>

### Genetic Testing and Research

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Issue/TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 12</td>
<td>Does the use of information technology to process genetic data pose risks to individuals?</td>
<td>Issue 22</td>
</tr>
<tr>
<td>Nov 14</td>
<td>Should human cloning be banned?</td>
<td>Issue 23</td>
</tr>
</tbody>
</table>

### Class Presentations

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 19</td>
<td>Preliminary draft of your research report</td>
<td></td>
</tr>
<tr>
<td>Nov 19,21,26</td>
<td>Class presentations</td>
<td></td>
</tr>
<tr>
<td>Nov 28</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Dec 3,5</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>Dec 10</td>
<td>Research project report</td>
<td></td>
</tr>
</tbody>
</table>
Research Project:

You are expected to write a paper applying some aspect of the course material to your own field of study. The paper should be based on a small-scale research project that you design and carry out after consultation with me. I would suggest that you adhere to the following procedures in carrying out your project:

1. Identify an area of interest or one that is relevant to your major, minor, or career interests (e.g., genetic screening and counseling).

2. Read the relevant chapter in the text to learn more about your area of interest. Also, look up some of the references cited in the text and read them (e.g., read Genetic Testing).

3. Talk to me, a faculty member in your department, a practitioner in your field, or a graduate student in your department who has had some experience in a health-related field (e.g., an M.D., R.N., pharmacist, medical technician, etc.).

4. Define a specific research topic (e.g., ethical implications of genetic counseling and prenatal diagnosis).

5. Develop a preliminary outline of your paper. Your outline should include the following:

   A. State the specific problem that you intend to investigate.

   B. Indicate briefly what you already know from your preliminary readings and discussions about the problem.

   C. Indicate what you want to learn about the problem.

   D. Suggest how you plan to go about collecting information for your study (e.g., library research, site visits, interviews with practitioners and/or patients, questionnaires, etc.).
E. Outline a timetable for your study. This should include expected dates for the completion of:

(1) A literature review

(2) Development of your data collection plan and instruments (i.e., interview schedules, questionnaires etc.)

(3) Collection of data

(4) Preparation of a first draft of your research report

(5) Presentation of your report to the class

(6) Revision and preparation of the final draft of your report

6. Discuss your outline with me and revise it based on our discussion.

7. Carry out your project and prepare the first draft of your report.

8. Present your report to the class.

9. Revise your report and prepare the final draft.

10. Submit your report to me.

11. Don't forget to frequently discuss your project with me, other faculty, and/or students in your department as your research project progresses.
**Class Presentation:**

1. Your class presentation should be timed to last no more than 6 minutes with an additional 3 minutes for questions.

2. It should be organized as follows:

   - 1 min. Introduction: Briefly outline the purpose of your study and what you learned from your literature review.
   - 4 mins. Methods/Findings: State how your study was conducted and summarize your finding.
   - 1 min. Conclusions: Discuss the implication of your research, make policy recommendations, etc.

3. Your oral report will be graded as follow:

   **Points:**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Content: How well you understand the issues involved in your area and have gone on to develop your own insights.</td>
</tr>
<tr>
<td>8</td>
<td>Research: How you went about your study, your findings and conclusions.</td>
</tr>
<tr>
<td>2</td>
<td>Communication Skills: Your ability to inform others in the class in an intelligent manner about what you know.</td>
</tr>
<tr>
<td>2</td>
<td>Instructional Aids: Your use of instructional aids (e.g., handouts, posters, transparencies, etc.)</td>
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<tr>
<td>20</td>
<td>Total</td>
</tr>
</tbody>
</table>
**Preliminary Report:**

A draft of the final report of your research project is due by Nov. 19. I will go through it and make suggestions for revisions. It should be organized as follows:

<table>
<thead>
<tr>
<th>Pages</th>
<th>Points</th>
<th>Points Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Abstract: A brief summary of the content and purpose, methods, and findings of your research</td>
</tr>
<tr>
<td>2-4</td>
<td>5</td>
<td>Introduction: Clear statement of the purpose or objective of the research</td>
</tr>
<tr>
<td>6-8</td>
<td>10</td>
<td>Literature Review: Summary of the important literature that is relevant to the problem</td>
</tr>
<tr>
<td>1-2</td>
<td>5</td>
<td>Method: Describe how the study was conducted. Include a description of the data collection plan and any instruments used (e.g., questionnaire).</td>
</tr>
<tr>
<td>6-8</td>
<td>10</td>
<td>Results/Findings: Presentation of the results or findings of your research project, summary of the data collected, etc.</td>
</tr>
<tr>
<td>4-5</td>
<td>10</td>
<td>Conclusions/Implications: Clear statement of the conclusions or implications of your research findings, future directions for research, etc.</td>
</tr>
<tr>
<td>1-2</td>
<td>5</td>
<td>References: List all references cited in the text of your report. Minimum -12 references.</td>
</tr>
<tr>
<td>Optional</td>
<td>Appendix: Include copies of data collection instruments you used, agency reports if pertinent, etc.</td>
<td></td>
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<tr>
<td>21-30</td>
<td>50</td>
<td>TOTAL</td>
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</tbody>
</table>

**Final Report:**

The final report of your research project is due by Dec 10.
National Commission for the Protection of Human Subjects of Biomedical Behavioral Research

**Ethical Principles**

1. Respect for persons
2. Beneficence
3. Justice

**Points that apply to issues in biomedical ethics**

1. Conflicts concerning Bioethical issues.

2. Analysis must involve respect for divergent positions
   - A. Establish the facts
   - B. Outline divergent positions
   - C. Identify underlying ethical principals

3. Law and ethics are not the same.

4. Limits to political/legal solutions to social problems

**Issue 1 -Class Exercise**

After watching the video,
60 Mins: Cracking Down

1. Does the policy of requiring every pregnant woman who enters the hospital to sign a statement giving their permission to be tested for drugs violate their constitutional rights?

2. Do you agree with the policy of arresting pregnant women who test positive for drugs and refuse to enter a drug treatment program?

3. Will such a policy deter women from seeking prenatal care?
Should this policy be extended to other behavior that is hazardous to the fetus such as drinking and smoking?

Issue 1 - Should pregnant women be punished for exposing fetuses to risk?

Read Issue 8 from *Taking Sides: Clashing View on Controversial Bioethical Issues* that outlines the affirmative and negative positions on this issue. Outline the arguments for each side.

Issue 2 - Are reproductive technologies beneficial or harmful?

Read Chapter 1 of *Reproductive Technologies*. Outline the following viewpoints:

1. Advocates argue that reproductive technologies help infertile couples to have children and form families.
2. Critics argue that reproductive technologies are open to abuse, allow men to control women's pregnancies, and undermine the family.

Chapter 2 - Class Exercise: Reproductive Technologies

Reproductive technologies allow many couples to have babies. But these technologies raise troubling questions about the increasing medicalization and commercialization of basic biological processes. Below are listed a number of reproductive technologies. List the benefits and potential harm associated with each technology. Also, list any legal restrictions or regulations that you think are needed.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Benefits</th>
<th>Harm</th>
<th>Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sperm Donation</td>
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<tr>
<td>Egg Donation</td>
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<tr>
<td>Harvesting of Eggs</td>
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<tr>
<td>Artificial Insemination (AI)</td>
<td></td>
<td></td>
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<tr>
<td>Invintro Fertilization (IVF)</td>
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<td>Gamete Intrafallopian Transfer (GIFT)</td>
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<td>Zygote Intrafallopian Transfer (ZIFT)</td>
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<td>Intracytoplasmic Sperm Injection (ICSI)</td>
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<tr>
<td>Surrogate Motherhood</td>
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</tbody>
</table>
Issue 3 - Should adolescents be allowed to make decisions about abortion without parental involvement?

Read Chapters 7-8 in Abortion. Answer the questions on pages 92 and 96.

Issue 3 - Class Exercise: Abortion

After viewing the 60 Minutes Program, Becky's Story:

1. Form into groups of six.

2. Outline the arguments both for and against parental notification for minors seeking abortions.

3. Determine the groups position on this issue (It is quite acceptable to have a minority position on the issue).

4. Appoint a member of the group to report the results of your discussion to the class.

Issue 3 - Class Exercise: Abortion

Attitudes toward abortion range from the contention that women have an absolute right to control their own bodies to the argument that a fetus's right to life is more important than a woman's right to control her reproduction. Much of the debate over abortion centers around who should have a say in the decision to abort: the pregnant woman, the parents of teenage girls, the father or the state. Below is a list of restrictions on abortion, some of which have been enacted into state laws. Indicate whether you agree or disagree with each restriction. Also, briefly summarize the reasons for your decision in each case.

<table>
<thead>
<tr>
<th>Position</th>
<th>Agree</th>
<th>Disagree</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No restrictions on a woman’s right to choose</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Restrict the use of public funds for abortion.</td>
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<tr>
<td>3. Require a 24 hour waiting period.</td>
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<td></td>
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<tr>
<td>5. require parental consent for</td>
<td></td>
<td></td>
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</tbody>
</table>
### Issue 4 - Do reproductive technologies result in the unethical treatment of embryos?

Read Chapter 4 in Reproductive Technologies outline the following viewpoints:

1. Couples have the right to use new technologies that help them to prevent giving birth to embryos with genetic diseases and to conceive biologically stronger offspring.

2. Reproductive technologies allow parents and society to discriminate against embryos with certain traits and disabilities and to use human embryos for research purposes.

3. Outline the arguments against permitting fetal tissue research to be conducted in the U.S.

4. Outline the arguments for permitting fetal tissue research to be conducted.

5. Discuss the following issues:

   A. Should federal funds be used to support fetal tissue research?

   B. What restrictions, if any, should be imposed on this research (e.g., only fetal tissue from natural abortions can be used)?

### Issue 4 - Class Exercise

After viewing the 60-minute program: "Life, Death, and Politics":

1. Form into groups of six

2. Outline the arguments against permitting fetal tissue research to be conducted in the U.S.

3. Outline the arguments for allowing fetal tissue research to be conducted.
4. Discuss the following issues:
   A. Should federal funds be used to support fetal tissue research?
   B. What restrictions, if any, should be imposed on this research (e.g., only fetal tissue from
      natural abortions can be used)?

Issue 4 - Class Exercise -Embryo Research

You have been appointed a member of the NIH Human Embryo Research Panel. The panel has been asked to study the ethical, legal, and social implications of human-embryo research and the new technologies that can be used for preimplantation genetic screening (PGS).

**Preimplantation Genetic Screening (PGS)**

With respect to PGS, you are to discuss and make recommendations concerning the following issues:

1. Should PGS be permitted to allow couples to choose those embryos that are free of their parents' genetic defects for implantation and gestation?

2. Will PGS lead to eugenics, discrimination based on gender and other genetically determined traits? If so, how can this be prevented?

3. Will PGS result in children becoming a means to achieve parents' goals? For example, will tissue matching be used to benefit a third party? If so, how can this be prevented?

4. How can the privacy and confidentiality of information obtained by PGS be protected? For example, will employers and insurance companies be able to gain access to this information?

5. Outline any regulations that you think should be imposed on the use of this new technology.

**Human Embryo Research**

You are to recommend guidelines for the funding of research on human embryos. First, you are to classify potential research into one of three categories: research acceptable for federal funding, research that requires additional review before funding, and research that is unacceptable for federal funding. A number of potential research projects are listed below.

<table>
<thead>
<tr>
<th>Research</th>
<th>Acceptable</th>
<th>Needs More Study</th>
<th>Unacceptable</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Methods to improve chances of pregnancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Fertilization</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3. Egg activation, maturation, and freezing</td>
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</tbody>
</table>
You are to develop specific guidelines for the review and conduct of federally funded research. These guidelines should cover the following aspects of the proposed research:

(1) Research goals
(2) Research design
(3) Alternate means of accomplishing the research goals
(4) Number of embryos required for the research
(5) Informed consent
(6) Commercial buying and selling of embryos for research purposes
(7) Age of embryo when the research is performed
(8) Disposal of embryos

Issue 5 - Should postmenopausal women become pregnant?

Read Chapter 2 in Reproductive Technologies. Outline the following viewpoints:

1. Proponents argue that pregnancy after menopause is safe and older mothers should have the opportunity to raise children.

2. Opponents argue that allowing post-menopausal women to become pregnant would be harmful to themselves, their families and to society.

Issue 5 - Class Exercise: Postmenopausal Pregnancy

Case

Rose is 53 years old and her husband, Paul, is 55. Their only child, a son, was killed in a motorcycle accident three years ago. They have come to the clinic for assistance so that Rose can become pregnant and bear a child.
A clinic board is convened to decide whether Rose should be accepted as a patient. Before the hearing the board should meet and decide on the criteria that they will use in hearing the case and deciding whether to accept Rose as a patient. The board will then meet with Rose, Paul, and their attorney to hear their request and to render a decision.

**Hearing**

You will be assigned a role to play in the hearings. Review the pros and cons of this issue that appear in the class notes. Introduce details as needed. Feel free to ask questions and challenge statements that are made.

**Roles**

1. Rose, the woman requesting assistance in becoming pregnant
2. Paul, her husband
3. Attorney for Rose and Paul
4. Chair of the clinic board
5. Attorney for the clinic
6. Members of the clinic board.

At the end of the hearing the board is to vote on the request and inform Rose and Paul of the decision and the reasons for the decision.

**Issue 6 - Is surrogate motherhood beneficial or harmful?**

Read Chapter 3 in Reproductive Technologies. Outline the arguments for and against the use of surrogate mothers who are paid for their efforts.

**Issue 6 - Class Exercise**

**Case**

Valerie, a 23-year old mother of two boys, age two and three, agreed to become a surrogate mother for $10,000 fee and expenses. She conceived by artificial insemination with Aaron's sperm. Aaron and Mandy had undergone years of treatment for infertility without success. They had considered adoption, but would have to wait for several years before an American baby would be available. As the pregnancy progressed, Valerie and her husband, Bill, a truck driver, had begun to have reservations about giving up the child that was "one-half" theirs. When the baby girl was born they refused to give it up and offered to return the money. Aaron and Mandy want the court to order Valerie and Bill to honor their contract.

Valerie and Bill want the court to permit them to keep and raise the baby and to allow them to refund the $10,000 they were paid. A court appointed fact finder has suggested that the two couples be granted joint custody of the baby.

**ROLE PLAY**

You will be assigned a role to play in the hearing. Try to create details as you go along. Convey your feelings of anger, outrage, betrayal, concern for the best interests of the baby.
The judge and members of the jury can ask questions or challenge statements made by the couples and their attorney at any time. At the end of the hearing the jury will be asked to vote on the three proposals.

**ROLES**

1. **Valerie**, the surrogate mother. You might argue that you carried the baby to term; endured the discomfort, pain and risk of childbirth and that you have bonded with the baby.

2. **Bill**, Valerie’s husband. You might argue that the baby is “one-half” yours and that you and the other children consider the baby part of the family.

3. **Attorney for Valerie and Bill**. You could argue that the contract is null and void since it constitutes “sell a Baby” which is against State Law.

4. **Aaron**, Mandy’s husband. You can argue that it is your baby since you contributed the sperm.

5. **Mandy**. You might argue that you have tried for years to have a baby without success. Since Valerie and Bill already have two children, it is only fair that they permit you to have this child.

6. **Attorney for Aaron and Mandy**. You can argue that the contract is binding and should be enforced by the courts.

7. **Court Appointed Fact Finder**. You might argue that the dispute could be resolved by granting the two couples joint custody of the baby.

8. **Social worker**. You should argue that the baby’s welfare is the most important consideration.

9. **Judge**. You are to ask each participant and their attorneys to make a statement to the jury. Each attorney may question the other couple and their attorney. Jury members may ask questions and challenge statements made by the two couples and their attorneys.

10. **Jury**. You will vote at the end of the trial. You may vote to:

    A. Award custody of the bay to Valerie and Bill and refund the $10,000 that was paid.

    B. Award custody of the baby to Mandy and Aaron.

    C. Award joint custody of the baby to the two couples.

    D. Award custody of the baby to Valerie and Bill with visitation rights by the other couple.

    E. Award custody of the baby to Mandy and Aaron with visitation rights to the other couple.

    F. Award custody of the baby to the state with the intention of finding a foster home for the baby.
Issue 7 - Should physicians be allowed to assist in patient suicide?

Read Issue 4 in Taking Sides.

1. Outline the arguments for and against legalizing euthanasia.

2. Outline the arguments for and against doctors assisting patients to end their lives.

Class Exercise

Answer the following questions:

1. A patient with a terminal disease ought to be able to tell the doctor to let him die rather than to extend his life when no cure is in sight.
   
   ________ Yes  ________ No

2. If a patient is terminally ill, in a coma and not conscious, with no cure in sight... the family of such a patient ought to be able to tell doctors to remove all life-support services and let the patient die.
   
   ________ Yes  ________ No

3. A necessary condition for withdrawing life-support systems should be -to determine "what the patient said about life-support treatment while still mentally competent."
   
   ________ Yes  ________ No

4. If there is no evidence of what the patient said, then the family and doctors should measure whether the burdens of the patient's life outweighs the benefits the patient gets from being alive.
   
   ________ Yes  ________ No

5. Artificial nutrition and hydration are a form of medical treatment and should be withheld or withdrawn from terminally ill patients at the request of the patient or his/her family.
   
   ________ Yes  ________ No

6. When a patient is terminally ill, "with no cure in sight," requests the right to tell his doctor to "put him out of his misery," this should be permitted.
   
   ________ Yes  ________ No

7. Patients who are chronically ill or seriously injured (e.g., quadriplegics) but not terminally ill, should be permitted to request that their doctor put them out of their misery.
   
   ________ Yes  ________ No

8. Parents should be allowed to withhold life-saving surgery from severely retarded infants born with other defects that would be fatal without surgery.
   
   ________ Yes  ________ No
Issue 8 - Is infant euthanasia ethical?

Read Chapter 3-4 in Euthanasia.

1. Outline the arguments for and against infant euthanasia.

2. Who should decide whether infant euthanasia is ethical: parents, doctors, ethics committees?

Issue 8 - Infant Euthanasia

Case study A:

Gary and Pam had wanted a child ever since they had married seven years earlier, and were thrilled beyond belief when Pam learned that she was pregnant one spring. They busied themselves with preparations for the baby. Pam learned how to crochet, and she fashioned booties and sweaters and hats. Gary, handy with a hammer, converted the extra bedroom into a nursery, complete with ruffled curtains and built-in shelves for the power, lotion and diaper pins. They bought a used crib, and splashed it with yellow paint.

Their eager anticipation was destroyed one snowy December morning when their son was born a victim of Down's Syndrome-Mongolian Idiocy. He rested in Pam's arms, a picture of concomitant, oblique eyes, clubbed fingers, set-back ears, eye folds, and fat-scruff on his neck. Pam and Gary knew that he would live a short life, but that even the time he did live would be characterized by heart trouble, respiratory and digestive ailments, and arrested mental development. Several hours after birth, the baby did develop respiratory problems. Pam and Gary conferred with the physician. The two choices were to place the baby on a respirator or in a sanitarium without any respiratory devices.

Case study B:

Carole and Tom's only child, four year old Matthew was diagnosed with cancer in April of 1986. It was Easter and unlike the common vivacious child, Matthew wasn't interested in hunting eggs. He had been constipated and was feverish for three days. His mother, Carole, had repeatedly taken him to his pediatrician. All that his physician had to say was "give him an enema". The fever progressed and his parents chose to consult a specialist at Methodist Hospital in Indianapolis, Indiana. The oncologist, Dr. Jones, took one look at him and knew what was wrong with little Matthew. He had begun to reach the fourth and final terminal stage of what was known as a Whelm's Tumor. The cancer only occurs in male infants and slowly grows around and smothers vital organs. When surgeons opened him up they refused to continue believing it would disturb the tumor and result in further complications. The physicians told Carole and Tom that they had two choices. They could proceed with chemotherapy and radiation treatments or they could suspend further treatment except for palliative care.
Issue 10 - Class Exercise

Pair off with another member of the class.

**Patient**

Person A is to play the part of the patient. You are to argue that you should not be required to undergo testing nor to disclose your HIV status in order to receive necessary medical care. It is your opinion that such a requirement violates your rights to "privacy" and "confidentiality." Also, if you are HIV positive and information concerning your HIV status were to become known to your employer, you might lose your job and your health insurance.

At the same time, you are to argue that the physician and other health care providers who will be treating you should be required to be tested for HIV, to disclose their HIV status to you in advance of treatment, and should be prohibited from conducting invasive procedures. You can argue that such disclosure and restrictions are implied by the requirement of "informed consent" and the ethical imperative "to do no harm."

**Physician**

Person B is to play the part of the physician. You are to argue that the risk of contracting HIV from the patient while performing invasive procedures is much greater than the risk of patients contracting the disease from health care providers. What is more the physician has a right to protect him/herself from exposure by requiring potential patients to be tested. The patient can find another physician to treat them if they refuse to be tested.

At the same time, you are to argue that submitting to a test for HIV is unnecessary for you (the physician) because there is such an infinitesimal probability of transmission of the virus to the patient during treatment. Second, you can argue that mandatory testing, disclosure and restrictions on medical practice violates your rights to "privacy" and "confidentiality." Also, you may be deprived of your "property rights" if you were HIV positive and it became known to potential patients.

After 15 minutes, doctor and patient should switch roles and argue the other point of view.

Issue 9 - Would contact tracing help to control AIDS?

Read Chapter 2: parts 7-8 and Chapter 3 in AIDS. Answer the questions on pages 84 and 93.

Issue 9 - Exercise - The Epidemiology of HIV

1. Place the small square in your right hand with the blue side up. Do not show it to anyone else.

2. Walk around the classroom. Introducing yourself to one person in each of the four corners of the room. Shake hands with person that you meet.
3. After you shake hands, show your square to that person.

4. If the other persons square is red turn your square over so that the red side is facing up (Do not show your square to anyone but the person you shook hands with).

5. Continue until you have met and shaken hands, with four people in the classroom.

(Note: All those students with a red square at the end of the exercise are infected with HIV.)

Issue 9 - Class Exercise

Fabian Calvin Bridges has recently moved to West Lafayette from Houston, Texas. He is a homosexual and has AIDS. He has continued to have sexual relations with others resulting in additional AIDS infections. You are a member of the state Public Health Department. The Department has been asked to come up with policies that will prevent Fabian and other AIDS patients from spreading the disease. Several proposals have been made for the Department to consider. These are:

(1) Quarantine Fabian and other AIDS patients.

(2) Arrest AIDS patients who continue to expose others to the disease.

(3) Require tests for AIDS of all:
   A. Homosexuals
   B. IV drug Users
   C. Prostitutes

(4) Report all AIDS cases to the Department.

(5) Trace all sexual partners of AIDS patients and notify them that they have been exposed to the disease.

(6) Provide special hospitals and nursing homes for AIDS patients at public expense (If the Department proposes this policy, it also must propose how the program will be funded for example, cut back on prenatal services, inoculations for children, etc.).

Issue 10 - Do physicians have an ethical duty to treat AIDS patients?

Read the handout from Taking Sides and outline both sides of the argument.

Issue 11 - Should HIV -infected health care workers be restricted from performing some procedures?

Read Issue 3 in Taking Sides and outline both positions.
Dr. John is a cardiovascular surgeon who has AIDS. He has just recently moved to Lafayette, IN and has requested staff privileges so that he can admit patients and perform surgery at Home Hospital. The hospital medical staff board that must approve his application is planning to meet with Dr. Johns and his attorney to hear his request. You will be assigned a role to play in the hearing. You can ask questions or challenge statements made by Dr. Johns, his attorney, or board members. At the end of the hearing, you will be asked to vote on Dr. Johns' request.

Roles

1. Dr. Johns- you have AIDS but want to continue your medical practice. You and your attorney can argue that (1) you have a right to practice your profession; (2) there is little risk to patients when universal precautions are followed; (3) you will lose your patient population if it becomes known that you are infected; (4) since St. Elizabeth Hospital and Home Hospital have merged, there are no other hospitals in the community in which you can perform surgery.

2. Attorney for Dr. Johns - you are to support Dr. Johns' arguments. You can argue that (1) Dr. Johns has a disability and that denial of staff privileges violates American's with Disabilities Act; (2) you can also threaten a civil suit to seek compensation for lost income and punitive damages for harm to his reputation and practice if he is denied full hospital staff privileges.

3. Board Members -you are to hear Dr. Johns request for staff privileges-you are to raise the following concerns: (1) Informed consent requires the hospital to notify Dr. Johns' patients of his HIV status and that patients have a right to know about the risk; (2) professional ethics requires that the physician "do no harm" in treating patients; (3) if the hospital allows Dr. Johns to operate without first informing patients of his HIV status and they subsequently find out about his HIV status, the community will longer trust the hospital and the medical staff, causing irreparable financial harm; (4) if a patient is infected from contact with Dr. Johns, they can sue the hospital.

At the end of the hearing, the hospital board is to vote on the following alternatives:
(1) Accord Dr. Johns full staff privileges with no restrictions.
(2) Accord Dr. Johns staff privileges but require him to inform his patients before surgery of his HIV status.
(3) Restrict Dr. Johns to a practice that does not involve surgery or other invasive procedures.
(4) Deny Dr. Johns staff privileges at the hospital.

Issue 12 - Should newborns be screened for HIV infection?

Read Chapter 2, parts 1-4 in AIDS. Answer the questions on pages 42 and 50.
Issue 12 - Class Exercise: HIV Testing of Pregnant Women

One person will play the role of a woman who has just learned that she is pregnant; the other will play the role of her obstetrician.

ACT I

Obstetrician
You have just determined that your patient is pregnant. In previous visits, she has informed you that her husband is an IV drug user. You are to tell your patient that you intend to order an HIV test for her. You are to argue that as an agent for the state you have the responsibility to protect children from harm. In this case you are protecting the unborn infant from the possibility of contracting HIV and dying within one to five years since there is no known cure for AIDS.

Mother
You are to refuse to be tested or have the results of the "blind" test of the infant disclosed after birth. You are to argue that you have the constitutional right to privacy. What is more, disclosure of the results of the HIV test on the infant is directly or indirectly a test of your HIV status as well.

Class Discussion

Act II

Obstetrician
You are to try to convince the mother that she should allow "unblinding" disclosure of the results of the HIV status of the child. You can argue that if the child is HIV positive, then you can more closely monitor its health status and begin treatment immediately with AZT. This treatment may prevent the infant from becoming infected with HIV. Should the child become infected, the use of antibiotics and other drugs can ward off some of the most devastating complications of AIDS. Timing is critical since newborns have immature immune systems and HIV makes them much sicker. Also, if the test is positive, the mother should not breastfeed her baby, which she intends to do.

Mother
You are to grudgingly agree to have the HIV status of your newborn disclosed to your doctor so that the baby can be treated if it is HIV positive. However, you are to refuse to be treated yourself early in your pregnancy. You are to express fear of the consequences if your HIV status became known. The father of the baby might desert you and your child. You might lose your insurance coverage and your job.

Class Discussion

Act III

Obstetrician
You are to try to convince the mother that she should be tested for HIV early in her pregnancy. That early detection and treatment of the mother with AZT after the 14th week of her pregnancy and during labor and delivery offers the greatest protection against transmission of the HIV virus to her baby. You can suggest that you can help the family to obtain social services and counseling. The new multiple drug regimens may extend the mother's life and prevent more serious illnesses if the mother is HIV positive.

Mother
You are to reluctantly agree to being tested for the HIV virus early in your pregnancy. But you are to request that your physician keep the test results confidential and not disclose them to the father of the child, your employer, or your insurance company if you are HIV positive. Furthermore, you are to express concern that you would be unable to follow the treatment regiments of five oral doses of AZT a day on an outpatient basis beginning at the 14th week of pregnancy. You are afraid the side effects of the drug may prevent you from working.

Class discussion

Issue 13 - Should animal experimentation be permitted?

Read Issue 13 in Taking Sides. Outline both sides of the issue.

Issue 14 - Is sham surgery ethically acceptable in clinical research?

Read Issue 16 in Taking Sides. Outline both sides of the issue.
Issue 15 - Does the use of the Web in human subjects research compromise clinical trials?

Read chapter 7 in Ethics and Information Technology. Answer the questions associated with one of the case studies at the end of the chapter.

Class exercise

After viewing the 60-minute program: "Life, Death, and Politics":

1. Form into groups of six

2. Outline the arguments against permitting fetal tissue research to be conducted in the U.S.

3. Outline the arguments for allowing fetal tissue research to be conducted.

4. Discuss the following issues:
   A. Should federal funds be used to support fetal tissue research?
   B. What restrictions, if any, should be imposed on this research (e.g., only fetal tissue from natural abortions can be used)?

Issue 16 - Should newborns without brains be used as organ donors?

Read the selections on using anencephalic fetuses as organ donors in the syllabus. Outline the arguments for and against using anencephalic fetuses as organ donors.

Issue 17 - Should there be a market in body parts?

Read Issue 20 in Taking Sides.

Outline the arguments for and against the position that body parts are personal property and that individuals should have the ability to transfer and sell them.

Issue 18 - Do parents harm their children when they refuse medical treatment on religious grounds?

Read Issue 10 in Taking Sides and outline both sides of the issue.

Issue 19 - Should doctors be able to refuse demands for "futile" treatment?

Read Issue 6 in Taking Sides. Outline the debate over who should make decisions regarding what kind of life is worth prolonging.
Issue 20 - Does online access to health information pose risks to consumers?

Read Chapter 3 in Ethics and Information Technology. Answer the questions associated with one of the case studies at the end of the chapter.

Issue 21 - Does the use of information technology in healthcare increase threats to privacy and confidentiality of patient information?

Read Chapter 4 in Ethics and Information Technology. Answer the questions associated with one of the case studies at the end of the chapter.

Issue 22 - Does the use of information technology to process genetic data pose risks to individuals? Read Chapter 5 in Ethics and Information Technology. Answer the questions associated with one of the case studies at the end of the chapter.

Issue 23 - Should human cloning be banned?

Read Issue 12 in Taking Sides. Briefly answer the following questions:

1. Is cloning merely another reproductive technology like IVF?
2. Does cloning raise new ethical issues?
3. Is cloning permissible for some purposes but not for others?
4. Does the pre-embryo have a certain moral status that needs to be respected?
5. Can we reconcile the concerns about the pre-embryo with the basic right to procreate?
6. Do individuals/couples have a right to have children with certain characteristics?
7. Should the government prohibit/regulate cloning?
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4. Changing Definitions of Social Deviance

A. AIDS


B. Drug Addiction


C. Alcoholism

5. Social Control of Human Reproduction

A. Abortion


B. Reproductive Technologies


C. Adolescent Pregnancy


6. Quality of Life Issues

A. Death, Dying, and Euthanasia


B. Organ Transplants


7. **Doctor-Patient Relations**


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