

Milken Institute School of Public Health

THE GEORGE WASHINGTON UNIVERSITY

Department of Health Policy & Management

PUBH 3151 Spring, 2017

Current Issues in Bioethics, 3 credit hours

Tuesday, 12:45-3:15p.m. SPH/Room 600B

Instructor

Melissa M. Goldstein, J.D.

Associate Professor

Department of Health Policy and Management

Milken Institute School of Public Health

The George Washington University

950 New Hampshire Ave., NW, Second Floor

Phone: 202.994.4235

Email: mgoldste@gwu.edu

Office Hours: By appointment. Please e-mail or call to schedule a meeting

Course Description

Recent advances in science and technology make bioethics a continuing matter of concern for students, health professionals, and laypersons alike. This course offers an opportunity to investigate general and specific ethical questions and ethical decision making from both a personal and organizational perspective, including topics such as the right to health care, research with human subjects, reproductive technology, genetics, professional and student roles and responsibilities, and end-of-life issues. Such investigation requires exposure to complex questions and to varying attempts to address and resolve them. The course requires participation in group discussions, small-group projects, and independent critical writing.

Course Prerequisite(s):

None

Course Learning Objectives – Upon completion of the course, students will be able to:

- describe basic ethical theories, traditions, and perspectives
- identify ethical issues as well as varying approaches to resolving them
- develop and exercise the capacity for ethical reasoning and critical writing
- develop positions on the topics discussed and be able to relate them to ethical theories, traditions, and perspectives

Required Texts

(Readings should be completed before coming to class!)

Title	Author	Edition
Bioethics: Principles, Issues, and Cases ("Text")	Vaughn, L.	3d ed., Oxford University Press (2017)
The Spirit Catches You and You Fall Down	Anne Fadiman	Farrar, Straus and Giroux (1997)
Supplemental Readings on Blackboard or distributed in class		

Supplemental Texts (Students will be assigned a paper/presentation on ONE of the following):

Title	Author	Edition
<u>How Doctors Think</u>	Jerome Groopman	Houghton Mifflin Company, 2007
<u>My Sister's Keeper</u>	Jodi Picoult	Literary Cavalcade, 2005
<u>The Immortal Life of Henrietta Lacks</u>	Rebecca Skloot	Crown Publishers, 2010
<u>The Death of Ivan Ilych</u>	Leo Tolstoy	1886
<u>My Own Country</u>	Abraham Verghese	Simon & Schuster, 1994

Methods of Instruction (check all that apply)

<input checked="" type="checkbox"/> Lectures	<input checked="" type="checkbox"/> Class and Small Group Discussions
<input checked="" type="checkbox"/> Case Studies	<input checked="" type="checkbox"/> Student Presentations
<input checked="" type="checkbox"/> Required Readings/Textbook	
<input checked="" type="checkbox"/> Required Supplemental Readings	

Methods of Evaluation

Percent of Grade

Class Participation [regular attendance, careful preparation, thoughtful and constructive contributions to discussion, written discussion questions/short reflection papers, leadership in class discussion on discussion questions]	30%
Review/Critical Analysis	35%
Group Presentations/Individual Papers	35%

Students will be graded on their class discussion participation, performance in a group presentation, and substantive writings.

Grading Scale and Standards

A: 94-100%	C+: 77-79%
A-: 90-93%	C: 73-76%
B+: 87-89%	C-: 70-72%
B: 84-86%	F: Below 70%
B-: 80-83%	

Workload:

In this course, you will be expected to spend 5 hours per week in independent learning, which can include reviewing assigned material, preparing for class discussions, working on assignments, writing papers, and group work. In addition, 2.5 hours per week will be spent in direct instruction.

Class Policy: Expectations for individual contributions and acceptable levels of collaboration for assignments on which students may work together.

Collaboration among students outside of class is strongly encouraged; however, **all individual assignments** must be written independently. Instructor will provide more details regarding these expectations, including the acceptable sharing of draft papers and proofreading assistance.

Class Policy: Attendance, Participation, and Discussion.

Class attendance is mandatory. Class discussions showing careful preparation, rigorous thought, and an informed understanding of the subject matter will be an integral part of the learning process. *Please read and analyze all of the assigned materials before class to facilitate discussions.* All students will be expected to participate actively in class discussions. Students will also be expected occasionally to lead discussion on discussion questions assigned in class. **Absences will only be excused in extraordinary circumstances and must be discussed with the instructor prior to class.**

Bioethics is a demanding discipline that requires students to think critically and utilize high-level analytical skills regarding complex issues. The discipline requires such mastery not only in well-articulated written work, but also in thoughtful discussions between and among students and instructors. Receiving full points for participation is not simply a matter of showing up and turning work in on time. Outstanding participation grades require truly thoughtful, insightful, and well-argued contributions and leadership in class that demonstrate a high level of mastery of the course material.

Class Policy: Assignments.

- **Regular attendance at lectures and discussions, constructive participation, and written discussion questions/reflection papers. One-half of the class each week** (Group 1 or Group 2) will turn in: (1) **2-3 pages of “reflection”** that demonstrate your engagement with the assigned readings for that week and reflection on the issues at hand; and (2) **1-2 proposed discussion questions.** The reflection papers should be typed, double-spaced, in 12-point font with 1-inch margins, should include your name and page numbers, and are **due at noon the day before class (Monday) in the week the papers are due.** Instructor will provide more details regarding expectations for this assignment. **30%**
- **Review/Critical Analysis.** Each student will write a 4-5 page paper based on the assigned book, The Spirit Catches You and You Fall Down. The assignment will be due via email before class on **Tuesday, March 7, 2017.** Instructor will provide more details regarding expectations for this assignment. **35%**
- **Group Presentations/Individual Papers.** Randomly-assigned groups will be assigned one book (from the list above) related to bioethics **to be presented to/discussed with the entire class.** **Students will also be required to write a 4-5 page paper individually** that analyzes their assigned book. The group presentations will occur and the individual papers will be due in class on **Tuesday, April 25, 2017.** Instructor will provide more details regarding expectations for this assignment. **35%**

Class Policy: Use of laptop computers/Internet/mobile phones/tablets/electronic devices.

Laptop computers/tablets/etc. may be used in class **only** for taking notes **with wifi disabled.** The Internet, mobile phones, and all other electronic communication devices **should not be used during class** except in the case of an emergency. The instructor reserves the right to ban the use of electronic devices altogether if these guidelines are not followed.

Class Policy: Late Work

Students must meet the due dates for all assignments. **Extensions will be granted only in extraordinary circumstances and must be discussed with the instructor in advance of the due date.** Grades for unexcused late assignments will be reduced one step for each day the assignment is late (A to A-, B+ to B, etc.).

Class Policy: Make-up Exams

Any student who experiences significant family or personal illness or emergency after the final withdrawal date and is unable to complete course work should ask the instructor for an incomplete for the course. Each case will be managed on an individual basis.

University Policy on Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

Blackboard

Blackboard will be used for posting course files and assignments and for communicating with the class. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/> Using your gwu.edu address) for updates to the syllabus/readings.

Academic Integrity

Please review the University's policy on academic integrity, located at www.gwu.edu/~ntegrity/code.html and complete the online training for all GWSPH students; All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. **There will be no exceptions to this policy.**

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Common examples of academically dishonest behavior include, but are not limited to, the following: cheating; fabrication; plagiarism; falsification and forgery of University academic documents; facilitating academic dishonesty. For the remainder of the code, see <https://studentconduct.gwu.edu/code-academic-integrity>.

NOTE: Please type out and sign the following honor pledge at the end of each assignment:

“On my honor as a student of the George Washington University, I have neither given nor received assistance on this assignment.

[Signed: Your name]”

Support for Students Outside the Classroom

Disabilities Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability, should contact the Disability Support Services office at 202.994.8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <https://disabilitysupport.gwu.edu/>

Mental Health Services - 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. <https://counselingcenter.gwu.edu/>

Adverse Weather/Class Cancellation

In the advent of inclement weather or any other emergency, the Milken Institute School of Public Health will follow the decision of the University. Call the University hotline at 202.994.5050 or check the Human Resources status button at <http://hr.gwu.edu/adverse-weather-conditions-and-emergency-situations>. In the event of class cancellation, you will be emailed about rescheduling, assignments due, etc.

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit GW Campus Advisories for incident updates (<http://CampusAdvisories.gwu.edu>) or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, *behind the closed doors*. Firemen will check the stairwells upon entering the building.

- Once you have evacuated the building, proceed to our primary rendezvous location: **the court yard area between the GW Hospital and Ross Hall**. In the event that this location is unavailable, we will meet on **the ground level of Science and Engineering Hall (SEH)** (800 22nd Street NW). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on GW Campus Advisories (<http://CampusAdvisories.gwu.edu>) or by calling the GW Information Line at 202-994-5050.

Session Outline	
Session 1	Tuesday/January 17
<p>COURSE REVIEW/INTRODUCTION</p> <p>Introduction to Bioethics</p>	
Session 2	Tuesday/January 24
<p>MORAL REASONING IN BIOETHICS</p> <p>Film (in class): "The Boy in the Bubble"</p> <p>Required Readings: Text, Chapter 1</p> <p>Group 1 reflection paper and discussion questions due at noon, January 23: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	
Session 3	Tuesday/January 31
<p>BIOETHICS AND MORAL THEORY</p> <p>Required Readings: Text, Chapter 2</p> <p>Group 2 reflection paper and discussion questions due at noon January 30: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	
Session 4	Tuesday/February 7
<p>PATERNALISM AND PATIENT AUTONOMY/TRUTH-TELLING AND CONFIDENTIALITY</p> <p>Required Readings: Text, Chapters 3 & 4</p> <p>Group 1 reflection paper and discussion questions due at noon February 6: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	
Session 5	Tuesday/February 14
<p>INFORMED CONSENT</p> <p>Required Readings: Text, Chapter 5</p> <p>Group 2 reflection paper and discussion questions due at noon February 13: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	

Session 6	Tuesday/February 21
<p>HUMAN RESEARCH</p> <p>Required Readings: Text, Chapter 6</p> <p>Group 1 reflection paper and discussion questions due at noon February 20: 2-3 pages of “reflection” that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	
Session 7	Tuesday/February 28
<p>EUTHANASIA AND PHYSICIAN-ASSISTED SUICIDE</p> <p>Required Readings:</p> <ol style="list-style-type: none"> 1) Text, Chapter 10 2) Current Annual Report on Oregon’s Death with Dignity Act, available at: http://public.health.oregon.gov/ProviderPartnerResources/EvaluationResearch/DeathwithDignityAct/Pages/ar-index.aspx <p>Group 2 reflection paper and discussion questions due at noon February 27: 2-3 pages of “reflection” that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	

Session 8	Tuesday/March 7
<p>ABORTION</p> <p>Required Readings: Text, Chapter 7</p> <p>Review/Critical Analysis due via email prior to class: Each student is to write a 4-5 page paper based on the assigned book, <u>The Spirit Catches You and You Fall Down</u>.</p> <p>NO REFLECTION PAPERS/DISCUSSION QUESTIONS DUE</p>	

Session 9	Tuesday/March 21
<p>REPRODUCTIVE TECHNOLOGY</p> <p>Required Readings: Text, Chapter 8</p> <p>Group 1 reflection paper and discussion questions due at noon March 20: 2-3 pages of “reflection” that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	

Session 10	Tuesday/March 28
<p>GENETIC CHOICES</p> <p>Required Readings: Text, Chapter 9</p> <p>Group 2 reflection paper and discussion questions due at noon March 27: 2-3 pages of “reflection” that demonstrate your engagement with the assigned readings and reflection on the issues at hand and 1-2 proposed discussion questions.</p>	

Session 11**Tuesday/April 4**

ETHICS IN AGING

Required Readings:

- 1) Fitzpatrick, A. L., Powe, N. R., Cooper, L. S., Ives, D. G., & Robbins, J. A. (2004). Barriers to Health Care Access Among the Elderly and Who Perceives Them. *American Journal of Public Health, 94*(10), 1788–1794.
- 2) Kane, R. (n.d). Finding the Right Level of Posthospital Care "We Didn't Realize There Was Any Other Option for Him". *Journal of The American Medical Association, 305*(3), 284-293.
- 3) Reuben, D. (2009). Medical care for the final years of life: "When you're 83, it's not going to be 20 years". *Journal of The American Medical Association, 302*(24), 2686-2694
- 4) Aging with Dignity, "Five Wishes"
- 5) U.S. National Library of Medicine, National Institutes of Health. "End of Life Issues," available at: <http://www.nlm.nih.gov/medlineplus/endoflifeissues.html> (Excerpt)

Group 1 reflection paper and discussion questions due at noon April 3: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand **and** 1-2 proposed discussion questions.

Session 12**Tuesday/April 11**

JUSTICE AND HEALTH CARE

Required Readings: Text, Chapter 11

Group 2 reflection paper and discussion questions due at noon April 10: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand **and** 1-2 proposed discussion questions.

Session 13**Tuesday/April 18**

PUBLIC HEALTH ETHICS

Required Readings:

- 1) Childress, J., Faden, R., Gaare, R., Gostin, L., Kahn, J., Bonnie, R., Kass, N., Mastroianni, A., Moreno, J., & Nieburg, P. (2002). Public health ethics: mapping the terrain. *Journal of Law, Medicine & Ethics, 30*(2), 170-8.
- 2) Callahan, D., & Jennings, B. (2002). Ethics and Public Health: Forging a Strong Relationship. *American Journal of Public Health, 92*(2), 169-76.
- 3) Kass, N. (2001). An ethics framework for public health. *American Journal of Public Health, 91*(11), 1776-82.
- 4) Baum, N., Gollust, S., Goold, S., & Jacobson, P. (2007). Looking ahead: addressing ethical challenges in public health practice. *Journal of Law, Medicine & Ethics, 35*(4), 657-667.
- 5) Bayer, R., & Fairchild, A. (2004). The genesis of public health ethics. *Bioethics, 18*(6), 473-492.
- 6) Kuehn, B. (2016). Pediatrician Sees Long Road Ahead for Flint after Lead Poisoning Crisis, *Journal of the American Medical Association, 315*(10), 967-969.
- 7) Sharfstein, J. (2016). JAMA Forum: Flint, Michigan and the Failure of Public Agencies, February 17, 2016.

Group 1 AND Group 2 reflection paper and discussion questions due at noon April 17: 2-3 pages of "reflection" that demonstrate your engagement with the assigned readings and reflection on the issues at hand **and** 1-2 proposed discussion questions.

In-class group presentations/Individual papers due at the beginning of class: Randomly-assigned groups will be assigned one book (from the Supplemental Reading list) related to bioethics to be presented to/discussed with the entire class. Students will also be required to write a 4-5 page paper individually that analyzes their assigned book.