

## HECC 5370.460

### Course Information

**Time: Online July 5 – Aug 6, 2022**

#### INSTRUCTOR & CONTACT INFORMATION

Cheryl Cooper, PhD, MSN, RN

Professor

Health Sciences

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#### **Office hours:**

By appointment

#### COURSE REQUIREMENTS

✦ TEXT

*Contemporary Debates in Bioethics*

**Edited by: Arthur L. Caplan & Robert Arp**

**Wiley Blackwell; 2014**

ISBN: 978-1-4443-3713-6; 978-1-4443-3714-3

✦ Internet Access

✦ Connection to UT Tyler Canvas)

**Use your Patriot email account for communication about this course (no other email account is acceptable).**

#### COURSE OVERVIEW

HECC 5370 is a graduate level course covering most of the current ongoing debates in bioethics. The text covers both sides of each issue.

The primary aim of the course is to introduce the student to these issues and to study conflicting responses to each issue.

The course will cover most of the book in the period so the reading will be intense.

The student will not be graded on the reading but will be expected to contribute of online discussions of the issues raised in the text. The instructor will not lead the discussions but will observe and make comments to the discussion and occasionally to students personally to assist in the ongoing discussions.

The primary purpose of the course is help the student to recognize good ethical arguments and to see how professional philosophers criticize each other's position – in a responsible and professional manner.

**Throughout the course you will be encouraged to question your own ethical beliefs, and in the process, explore the extent to which reason and argument can play a role in everyday ethical decision-making. (See course guide)**

## GOALS AND OBJECTIVES

**COURSE GOALS:** The goals of this course are to promote

- a. student familiarity with a wide range of bioethical issues and arguments which animate the current debates in Bioethics..
- b. student ability to reason critically and to engage in ethical reflection through considering a variety of problems involving ethical and moral issues.
- c. student ability to write a reasoned argument supported by peer-reviewed literature and to recognize the flaws in one's own reasoning.

**STUDENT LEARNING OBJECTIVES:** Students who complete this course successfully should be able to

- **Write** a reasoned argument supported by peer-reviewed literature with the presentation of:
  - **A clear claim of a position**
  - **The support for the claim**
  - **The recognition of potential objections to the main claim**
  - **A resolution of the potential conflicts revealed in the argument**
- **Interpret** assigned readings by accurately and fully describing the reasoning and theories, principles, basic concepts and the various arguments related to various bioethical controversies.
- **Reason** about moral issues and ideas (a) by evaluating the content, structure, and strategies involved in addressing ethical problems and (b) applying concepts and arguments to contemporary issues and to ethical issues in their own lives.

- **Collaborate** with other students by engaging in on-line discussions.

## COURSE ASSIGNMENTS AND GRADING CRITERIA

**This is a reading, thinking, and writing intensive class.** The grade of “A” will be given to excellent work that shows that you understand the theories, the related principles and their underlying assumptions, and that you can use these ideas to address bioethical controversies or questions. Comments online discussions should be clearly written, represent your thoughtful consideration, and be presented in your own words. If the words or ideas expressed in responses or discussions are NOT YOUR OWN, you must indicate that, and clearly reference that person, whether that person be a famous philosopher or a fellow student. References should be in APA format in both the text of your response and in a reference list at the end of your term paper.

Plagiarism, cheating, and other forms of academic dishonesty are **serious violations** of personal and educational integrity. Evidence of any of these behaviors will result in automatic failure of the course and other possible penalties. Again- For example your comments might look something like this: *“Plato (in Euthyphro) says that blah blah blah. Antoinette (a classmate ) said in her last e mail, that she thinks that Bentham was mistaken when he said blah blah blah. As for me, I don’t agree with either Plato or Antoinette. I tend to think that Kant had it right when he said blah blah blah.” And so on.*

### *Grading Specifics*

Your final grade will be calculated as follows:

- Online participation of discussions – 20%  
Please note: The reading is very intense – about 25 pp. of tightly reasoned philosophic papers. This may require re-reading. I will not determine this grade until the end of the course. So, be certain that you understand the issues of the section before you post your response. These contributions should be responsible, logical and reasonable and be relevant to the readings and the topic.
- Term paper – 80%

Add all of the weighted scores and change to % to give you the final grade

90-100%=	A
80-89%=	B
70-79%=	C

60-69%= D  
<59%= F

For each assignment that is submitted after the due date, 10% of the score for that assignment will be deducted. Exceptions are rare and considered on an individual basis. There will be no make-up assignments, quizzes, or exams.

Success in this course requires careful reading and thoughtful writing. Please use spellcheck and other resources to assure that your written responses are carefully written with minimal spelling and grammatical errors.

The Topic/Reading/ Activity (TRA) schedule and assignments will be posted in Canvas.

## **POLICIES AND PROCEDURES**

**If you need help with clarifying** due dates for projects, group assignments, or other similar concerns, please first assure that you have read the syllabus, course guide, and TRA (Topic Reading and Activity) schedule carefully, before submitting a question.

If you need my help in understanding basic concepts, reading or other assignments, (assuming you have taken time to study them independently) please e mail me and we will arrange an office appointment to review the problem areas.

Remember...I will respond only to e mails that come from your Patriot email account.

**For Canvas Problems:** If you are experiencing problems with Canvas you must call the IT support number or email [itsupport@patriots.uttyleer.edu](mailto:itsupport@patriots.uttyleer.edu). I have no ability to solve individual issues with Canvas.

Tim may be able to help you with some canvas issues such as where to locate materials or with clarification of posted assignments.

Again - before sending a question to me, please assure that you have read the syllabus and other course documents carefully.

**Topic/Reading/Activity Schedule:** I will try to adhere to the schedule as closely as possible. *I do reserve the right however, to change selected topics or readings and to change the due dates for course requirements.* Sometimes unexpected events occur that require changes, or sometimes new learning opportunities, in the form of media reports, documentaries, webinars, or other learning activities become available. **If I judge these opportunities to be of value and relevant to the course goals, it is possible that I will substitute them for some other topics or activities assigned earlier. I will make sure that there are clear announcements posted as early as possible if there are any major changes.**

**The topic of the term paper is the topic of either Lecture 11 or Lecture 12:**

**Lecture 11: Should Scarce Medical Resources Be Rationed in a Pandemic?**

**Lecture 12: Does a Healthcare Worker Have a Duty to Care in a Pandemic?**

I expect a paper of at least 10 pages (font 12) with the following characteristics:

- A. An assertion
- B. Evidence for the assertion
- C. Evidence against the assertion
- D. Discussion of what makes this a moral argument
- E. Conclusion
- F. References.

I want the paper to be of the quality that it could be submitted for publication by the American Journal of Bioethics. Accordingly, the student should look online at the requirements for such a submission.

This does not mean that you will actually submit the paper but it will be of the quality where this would be conceivable. (I actually published three of my term papers in peer-reviewed journals.

You will note from the syllabus that I have already given you a start by including five references which may/may not pertain to the topic. To use these: go to Google. Then to Google scholar. Put in the reference. The paper will come up. You can then either read it online or print it out.

But now comes the fun part: look at the papers which cited each paper and pull them up. In just a few minutes you will have a complete bibliography of the topic.

So, here is how I would recommend that you do this course:

Read the lectures for each chapter in Caplan and Arp. Read those chapters of Caplan and Arp which interest you. You will not be graded on this. Contribute as you want to the discussions of the lectures (at least 1/2 of them). But, most importantly start your term paper.

You may submit your term paper to me at any time. You also send to me your first draft, second draft.....all the way to the final paper. I will critique what you have and send it back to be worked on some more.

The point of this project is for you to learn how to analyze an argument on a subject about which you have an interest, then clearly argue for your viewpoint

### **Lecture 1 – July 3**

#### I. INTRODUCTION

Reading: Caplan and Arp: 17-41

### **Lecture 2- July 7**

#### I. Is It Morally Acceptable to Buy and Sell Organs for Human Transplantation?

Reading: Caplan and Arp: 43-71

### **Lecture 3 – July 11**

#### Is Human Reproductive Cloning Morally Acceptable?

Reading: Caplan and Arp: 73-103

### **Lecture 4 – July 14**

#### Is Abortion Justifiable?

Reading: Caplan and Arp: 105-135

### **Lecture 5 – July 17**

#### Is the Copyrighting of Genes, Embryos or Their Parts Moral?

Reading: Caplan and Arp: 137-165

### **Lecture 6- July 20**

Does a Child Have A Right to Refuse Medical Treatment (to which their parent or guardian has consented)?

Reading: 167-196

### **Lecture 7 – July 23**

#### Is Physician-Assisted Suicide Ethical?

Reading: Caplan and Arp: 197-227

### **Lecture 8 -July 26**

Is Stem-Cell Research Utilizing Embryonic Tissue Ethical?

Reading: Caplan and Arp: 229-260

### **Lecture 9 – July 29**

Should the United States Adopt Universal Healthcare?

Reading: Caplan and Arp: 297-333.

### **Lecture 10 -Aug 2**

Is Human Genetic Enhancement Ethical?

Reading: Caplan and Arp: 335-367

### **Lecture 11 Aug 7**

**Should Scarce Medical Resources Be Rationed in a Pandemic?**

#### **Suggested References:**

- 1. M. Verweij. J. of Bioethical Inquiry. 2009. 6:1591969. “Moral Principles for Allocating Scarce Medical Resources in an Influenza Pandemic.**
- 2. Chadd Kraus. Disaster Medicine & Public Health Preparedness. 1:51-56. Lifeboat Ethics: Considerations in the Discharge of Inpatients for the Creation of Hospital Surge Capacity.**
- 3. LO Goshen. 2002. JAMA 288:622-628. “The Model State Emergency Health Powers Act: Planning & Response to Bioterrorism & Naturally Occurring Infectious Diseases.**
- 4. Thompson AK. 2006. BMC Med Ethics. 7:E1217144926. Pandemic Influenza Preparedness: An Ethical Framework to Guide Decision Making.**
- 5. Prehn. AW. Minn. Dept of Health.state.mn.us. Ethical Guidelines for Rationing Scarce Health Related Resources in a Severe Influenza Pandemic.**
- 6. Hick JL. 2007. Critical Care. 11:217. “Clinical Review: Allocating Ventilators During Large-Scale Disasters – Problem Planning and Process.**
- 7. Truog RD. The Toughest Triage: Allocating Ventilators in a Pandemic. NEJM Mar. 23, 2020. DOI:10.1056/NEJMp2005689.**

**Lecture 12 -Aug 7****Does a Healthcare Worker Have a Duty to Care in a Pandemic?****Suggested References:**

1. Brody HB. Medicine's Duty to Treat Pandemic Illness: Solidarity & Vulnerability. *Hastings Center Report*. 2009. 39:40-48.
2. Ruderman C. On Pandemic & the Duty to Care: Whose Duty? Who Cares? *BMC Med Ethics*. 2006. 7. Open Access.

**UNIVERSITY POLICIES**

*Taken from the Handbook of Operating Procedures that you should be aware of and adhere to:*

**CLASS ATTENDANCE**

Responsibility for class attendance rests with the student. A student shall make every attempt to notify each instructor in advance, or as soon as possible thereafter, when there is a legitimate (unforeseen or unavoidable) reason for being absent.

**STUDENT CODE OF CONDUCT**

. . . Disciplinary proceedings may be initiated against any student for any of the following acts or omissions:

. . . Scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test, key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; . . .

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**FOOD AND DRINK IN CLASSROOMS**-Consumption of food and drink in university classrooms is prohibited.

*INDOOR/OUTDOOR SMOKE-FREE CAMPUS*

The University of Texas at Tyler is a smoke-free campus. No smoking will be permitted in any building, hallway, classroom, laboratory, restroom, lounge, or other indoor/outdoor location.

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**Religious Holy Days.** In accordance with Texas Education Code, Section 51.911, a student may be excused from exams or assignments in observance of a religious holy day if at least 5 days before the date of absence the student delivers written notice of the absence to the instructor(s) of the class (es) by either (1) personal hand-delivery, with acknowledgement of receipt by instructor(s) or (2) certified mail, return receipt requested.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under section.

A student shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after an absence due to observance of a religious holy day provided the student has met the conditions listed above.

**DISABILITY SUPPORT SERVICES**

If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579).