

Biomedical Ethics MEDS4035 Syllabus
University of Cincinnati Medical Science Programs
Fall 2022 Thursdays: 3:30pm-4:30pm, 1 credit hour.

Zoom online synchronous meeting

<https://ucincinnati.zoom.us/j/95599741744>

Meeting ID: 955 9974 1744

Instructors: Holly Bante, PhD Cate Sherron, PhD

Teaching Assistant: Mr. Scott Vennemeyer

Course Description: This course introduces students to the ethical dimensions of clinical medicine and offers them the basic language and methodology with which to critically examine these dimensions. The course format integrates lecture and active case discussion to provide both the necessary philosophical grounding and the real-world skills sought by students. The course will provide an introduction to basic ethical theory and various approaches to clinical ethical decision-making.

Key issues for fall Humanity, Justice, & Morality of Medicine; Informed consent; Health care reform; Health disparities.

Key issues for spring (possible topics; spring course will build on fall work)

Truth-telling and medical error. Conscientious objection. Pediatric ethics. Provider mental health & burnout. Death & dying. Futility. Advanced directives. Assisted suicide. PVS. Opioids & addiction. Genetic engineering.

Course Objectives

1. Students will become familiar and able to **apply basic ethical concepts, foundational principles, norms, and concepts** important to ethical decision-making in health care. This means taking what is learned from Sandel's Justice course and learning how to apply in health care and medicine.
2. Students will become familiar with some of the **most important ethical issues related to health, medicine, and health care** that they will be faced with as citizens and in their subsequent professional careers. Some of this comes directly from Sandel, other issues will arise from supplemental readings, discussions, as well as current events.
3. Students will **identify reasons for conflicting positions** regarding ethical issues and cases, **apply a decision-making method**, and **engage in a respectful, caring, and democratic discourse** on issues where there is profound and passionate disagreement. The bulk of this analysis and discussion will happen on the discussion board and in your small groups.

Course Requirements -- Assignments

Sandel's *Justice* Course 20% + 15% = 35%

- Each student individually will complete the Sandel course actively watching and learning from the video lectures. See Sandel module in Canvas.
 - For most lectures each student will complete an assignment to demonstrate engagement with the course material. That assignment will consist of a small quiz or a group discussion response. **15%**
- Each assigned "TeamWork" group will cover a single lecture by creating 2-3 **questions** on this week's material to facilitate small group discussions on Thursdays. **20%**

GRACE case analysis (Group Work) 40%

- Groups of 6-7 students as assigned by professors (see awesome chart below of TeamWork Groups). Group leaders are primarily to help faculty communicate with the group. Might also need to supply virtual snacks for their groups...
- GRACE Case Analysis (#1 @15%, #2 @ 25%). Following the GRACE decision-making model (which will be demonstrated and discussed in class early in the semester), groups will submit a case write-up towards the end of the semester.

Discussion board posts 25%

- Each student posts to Introductions, Current events, Good news, end of term reflections, Sandel highlights
 - Current events: Locally, regionally, nationally, internationally

All work is due Wednesday evenings by midnight. No late work will be accepted.

Current Events: Students are expected to become aware of and share events that are shaping our world, nation, state, and local area involving healthcare ethics. At the beginning 3-5 minutes of each class period, the instructors might ask students to share any comments or questions that they may have about any event(s) being reported in the news and/or social media. There will also be a discussion board section for additional material and discussion.

Attendance and Class Participation

This class will run in a seminar format; most of our classroom time will be devoted to class discussion. Each participant in this class is expected to make regular, thoughtful contributions that reflect a careful, critical review of material assigned. Contributions could be in the Zoom class as well as on the Discussion Board, but there is flexibility depending on your learning style, comfort with the medium, etc.. You should view yourself as both a student and a teacher, and prepare for each class accordingly. This course will be worthwhile to the degree that each participant takes seriously her or his responsibility to come to class prepared. Good contribution can take many

forms, but keep in mind that more does not necessarily mean better. Sometimes even very brief comments or questions can do much to move a conversation forward and you will be rewarded for these. On the other hand, being domineering or disrespectful will not help your participation grade and may hurt it.

Since you cannot participate if you are not in class, more than 2 unexcused absences will lower your final grade by one letter grade. We recognize that classroom participation is difficult for some students, and perhaps especially so in a class like this that will be discussing complex and controversial issues (so contribute more on the blog!). But the ability to contribute to a public discussion will be an absolutely essential skill to your success in any profession and we will work to make this classroom a place where everyone feels comfortable to speak (see Classroom Etiquette Policy).

Course Policies

Office Hours

Dr. Bante (virtually via Teams) Thursdays before & after class: 2:30-3:30, 4:30-5:30 and by appointment. Holly.Bante@uc.edu

Dr. Sherron (virtually via Zoom) Thursdays before & after class: 2:30-3:30, 4:30-5:30 and by appointment. sherroc@thomasmore.edu

Mr. Vennemeyer vennemsm@mail.uc.edu

Instructor Feedback

Please allow instructors at least 24 hours to respond to all email inquiries. For questions and feedback concerning assignments, papers, and readings, please submit questions at least 72 hours before the assignment/paper/reading is to be due or given.

“Classroom” Etiquette Policy

As aspiring health care leaders, students need to approach this course as professionals at all times. Consistent with the course requirements and expectations, as well as the competencies the course is designed to help students develop, you will be expected to submit all assignments by their due dates, attend all required class sessions, arrive to class prepared and on time, remain for the full class time, pay attention, contribute thoughtfully to class discussions, be respectful of and courteous to others, and use technology appropriately. The issues that we will be discussing are both controversial and personal for many of us. This means that all participation must be respectful of other viewpoints and beliefs. See also Civil Discourse guidelines under Course Basics Module in Canvas.

Changes to Syllabus

The instructors reserve the right to make challenges to the syllabus. It is the responsibility of all students to keep up to date with changes. If a student misses class, it is the student’s responsibility to find out whether any announcements were made in class.

Academic Accommodations

Students who believe that, due to the impact of a disability, they may need academic accommodations in order to meet the requirements of this, or any other, class at the University of Cincinnati are encouraged to contact Accessibility Resources by calling 556-6823, by sending an email to disabisv@ucmail.uc.edu, or by visiting 210 University Pavilion. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Accessibility Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter. Please help your instructors understand your particular needs especially as we navigate through this pandemic teaching environment.

Academic Integrity

In keeping with university policies on matters of academic integrity, plagiarism in any form or other acts of academic dishonesty will be dealt with severely. The penalty for academic dishonesty will begin with a failing grade for the assignment. Additional disciplinary steps may be taken in accord with the guidelines and procedures established by the University, which are described at <http://www.uc.edu/content/dam/uc/conduct/docs/SCOC.pdf> Bottom line: it is an ethics course; you are aspiring professionals; don't cheat. Really, just aim to always make good choices.

Title IX

Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to the instructor, TA or any UC employee, they are required forward that information to the Title IX Office. The Title IX Office will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender -based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

Counseling Services, Clifton Campus

Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, students can receive three free professional counseling sessions upon request through the Counseling and Psychological Services (CAPS). These sessions are not associated with student's insurance coverage. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality

concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

Fall 2022 online

| Date | Topic | Material Sandel course & lectures link here. | Guests/ notes |
|---------------|---|--|---|
| | Unit 1 | Foundations | |
| 25Aug W1 | Intro to course & GRACE | Trolley Problem Ethical dilemma personal prompt | |
| | assignments due Weds 31 Aug midnight | | |
| 1Sept W2 | Foundations Utilitarianism | Ethical Theory handout Sandel Lectures 1 & 2 (55 min) | |
| | assignments due Weds 7 Sept midnight | | |
| 8Sept21 W3 | Utilitarianism Bentham & Mill | Sandel 3 & 4 (55 min) | |
| | assignments due Weds 14 Sept midnight | | |
| 15Sept W4 | | <i>Triage – Hurricane Katrina</i> 1 st episode of <i>Five Days at Memorial</i> (Apple TV+) | Dr. Charles Doran |
| | assignments due Weds 21 Sept midnight | | |
| 22Sept W5 | | <i>Answering ethical questions in MMI interviews</i> Introduce GRACE Clinical Decision-making Model | Dr. Menon 1 st GRACE case release |
| | Unit 2 Foundations con't | | |
| | assignments due Weds 28 Sept midnight | | |
| 29Sept W6 | Kant | Sandel 11 Mind Your Motive & 12 Sp. Principle of Morality | Abortion? |
| | assignments due Weds 5Oct midnight | | |
| 6Oct W7 | Rawls | Sandel 13 Lesson in Lying & 14 A Deal is a Deal | #1GRACE case due Public health case |

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| | | assignments due Weds 12Oct midnight | |
| 13Oct W8 | Aristotle | Sandel 18 What's the Purpose Supplemental: Virtue ethics https://www.khanacademy.org/partner-content/wi-phi/wiphi-value-theory/wiphi-good-life/v/the-good-life-aristotle | |
| | | Unit 3 Burnout, mental health, self-care | |
| | | assignments due Weds 19Oct midnight | |
| 20Oct W9 | Provider burnout | 1. Tait Shanefelt: https://youtu.be/i9rFduk1xqM 2. "The 'physician personality' and other factors in physician health". CMAJ, 2012. DOI: 10.1503 | Dr. Holliday |
| | | assignments due Weds 26Oct midnight | |
| 27Oct W10 | | Mental health & depression Integrative medicine, mindfulness strategies | Heather Christensen |
| | | assignments due Weds 2 Nov midnight | |
| 3Nov W11 | No class | <i>A Beautiful Mind</i> | release #2GRACE <i>Discussion debrief (guests)</i> |
| | | Unit 4 Care for Others | |
| | | assignments due Weds 9 Nov midnight | |
| 10Nov W12 | The Good Citizen | Sandel 19 The Good Citizen & 20 Freedom vs. Fit | Dr. Bante out |
| | | assignments due Weds 16 Nov midnight | |
| 17Nov W13 | Community | Sandel 21 Claims of Community <i>Obligations to each other</i> | |
| | | Self-knowledge/Mental health/gratitude assignments due Weds 23 Nov midnight | |
| 24Nov22 W14 | No class | Thanksgiving break – no class | #2GRACE case due |
| | | assignments due Weds 7 Dec midnight | |
| 1Dec22 | | <i>Debriefing & previewing next semester</i> | |

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| W15 | | | |
| Finals 7-11 Dec | <i>Materials & methods (course review)</i> | Final reflection discussion posts <i>How are you? What are you grateful for? Good news? What have you overcome? Give an example of when you have been grateful for both the dark and the light in your life?</i> | Individual final reflection due Weds 7 Dec. |