

**Syllabus**  
**Biomedical Ethics University of Cincinnati Medical Science Programs**

Spring 2021, 1 credit hour. Thursdays: 3:30pm-4:30pm

Location: Zoom online synchronous meeting

<https://us02web.zoom.us/j/89743770871?pwd=a3hKRzNYNDdQd3kxOXIHSIB3TTZFUT09>

Meeting ID: 897 4377 0871 Passcode: 472011

**Instructors:** Holly Bante, Ph.D. Cate Sherron, Ph.D.

**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, film 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. In addition, students will engage in particular ethical issues, including truth-telling and medical error, informed consent, conscientious objection, physician-assisted suicide, death and dying, and pediatric ethics.

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

Key issues for spring (FYI – 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

### Group Assignments (40%)

- Group Discussion Questions (20%, 20 pts). Work with your Faculty Leader on content and prepare a 1-2 slides by Wednesday (prior to Thursday's class) posing 5-10 questions/comments for the guest lecturer. These questions can be based on the assigned reading/film or can be unrelated (but related to the assigned topic). Groups are "class leaders" on their assigned topics. Groups of 4-5 students as assigned by professors (see awesome chart below). Group leaders are primarily to help faculty communicate with the group.
- Group (GRACE) Case Analysis (20%, 20 pts). 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 (deadline: April 22<sup>nd</sup>). Every group will analyze a different case, but the same rubric will apply. Case analyses will be due at the end of the semester and turned in on Canvas. See the rubric on Canvas. Be as concise as possible but provide a complete analysis.

### Individual Assignments (60%)

- Attendance and Participation (15%, 15 pts). Attendance is required. Should you need to miss class for an interview, illness, family emergency, etc., please let the instructors know as soon as possible. On your honor, you are expected to complete the assignments (e.g., three films, video clips, articles, etc.) prior to class and to prepare for class discussion. The instructors reserve the right to randomly call on students throughout the semester to gauge preparedness and engagement in discussion.
- Reflection Paper (20%, 20 pts). A reflection paper will be due at the end of the semester during finals week (April 27<sup>th</sup> or earlier). Drs. Cate and Bante will provide the discussion prompts in Canvas and the paper will be uploaded into Canvas.
- Quizzes (15%, 3 quizzes, 15 pts). Reading the assigned articles and reviewing the films is essential for participation. At the conclusion of each unit (e.g., mental health, pediatric ethics, and EOL), there will be a short quiz that will need to be completed in Canvas prior to the next class. Each quiz is worth 5 points. More information is forthcoming.
- Discussion board posts (10%). Each student may post to Current events, Good news (graded, 5 pts), and "What's Next" (graded, 5pts). Individual students are encouraged but not required to respond to prompts from other student groups.

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 (“blog”), 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](mailto: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](mailto:sherroc@thomasmore.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](mailto: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](http://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.

### Spring 2021 online

<b>Date</b>	<b>Topic</b>	<b>Material</b>	<b>Instructors</b>	<b>Group &amp; Discussion Board Assignments</b>
14Jan21 W1	Intro to SS course & GRACE tutorial	SS Syllabus GRACE Clinical Decision-making Model Handout Practice case analysis: Introductory Case, stroke	Bante, Sherron	None
21Jan21 W2	<b>Mental Health, Depression</b>	1. Walkup, JT, “Antidepressant Efficacy for Depression in Children and Adolescents: Industry—and NIMH-Funded Studies”. <i>Am J Psychiatry</i> 174:5, May 2017	Jeffrey Strawn, MD	Group 1; discussion questions for Dr. Strawn
28Jan21 W3	<b>Film</b>	<b>Mental Illness: Consent, Competence, Capacity <i>A Beautiful Mind</i> (2001)</b>  1. Rachel Aviv, “God Knows Where I Am,” <i>The New Yorker</i> (May 20, 2011) [online] 2. Mary E. Wood, Schizophrenia 1st Person Accounts chapter [online]	All, no class	Group 2: Submit discussion questions in Canvas (discuss during de-briefing)
4Feb21 W4	<b>Provider Burnout</b>	1. Tait Shanefelt: <a href="https://youtu.be/i9rFduk1xqM">https://youtu.be/i9rFduk1xqM</a> 2. “The ‘physician personality’ and other factors in physician health”. <i>CMAJ</i> , 2012. DOI: 10.1503	Michael Holliday, MD	Group 3: Discussion questions for Dr. Holliday
11Feb21 W5	<b>In-class de-briefing</b>	<i>What questions do you have from the film and/or mental health/provider burnout lectures? Group 5 will lead in discussion.</i> <b>Quiz will be posted following this class in Canvas focused on mental health unit.</b>	Bante, Sherron	Group 4: discussion questions from last week (or mental health, burnout units)

18Feb21 W6	<b>Reproductive Ethics</b>	<ol style="list-style-type: none"> <li>1. Bonnie Steinbock (2011) Chapter 5: Assisted reproductive technologies in <i>Life Before Birth: The Moral and Legal Status of Embryos and Fetuses</i></li> <li>2. Sigal Klipstein (2017) Parenting in the Age of Preimplantation Gene Editing. <i>Hastings Center Report</i> <a href="https://onlinelibrary.wiley.com/doi/full/10.1002/hast.792">https://onlinelibrary.wiley.com/doi/full/10.1002/hast.792</a></li> </ol>	Michelle McGowan, PhD	Group 5: discussion questions for Dr. McGowan
25Feb21 W7	<b>Pediatric Ethics</b>	<ol style="list-style-type: none"> <li>1. AAP, Policy Statement, Committee on Bioethics: “Informed consent in decision-making in pediatric practice”. <i>AAP</i>, 2016; 138 (2), 1-9.</li> <li>2. Diekema, D. “Parental refusals of medical treatment: the harm principle as threshold for state intervention.” <i>Theoretical Medicine</i>, 2004; (25), 243-264.</li> <li>3. Partridge, B. “Adolescent pediatric decision-making: A critical reconsideration in the light of the data”. <i>HEC Forum</i>, 2014 (26), 299-308.</li> <li>4. Pediatric decision-making handout [online]</li> </ol>	Jennifer deSante, MD	Group 6: discussion questions for Dr. deSante
4Mar21 W8	<b>Conscientious Objection</b>	<ol style="list-style-type: none"> <li>1. ACOG Committee on Ethics. “The Limits of Conscientious Refusal in Reproductive Medicine”. No 385. November 2007, Available in: <i>Obstet Gynecol</i> 2007; 110: 1203-8</li> <li>2. <a href="#">AAP Policy Statement--Physician Refusal to Provide Information or Treatment on the Basis of Claims of Conscience. <i>Pediatrics</i> 2008; 124 (6).</a></li> <li>3. Savulescu, J. Conscientious Objection in Medicine. 2006; 332: 294-297. <a href="#">Savulescu-conscientious objection.pdf</a></li> </ol>	Armand Antommara, MD, PhD	Group 7: discussion questions for Dr. Antommara
11Mar21 W9	<b>Film</b>	<p><b>Designer Babies</b></p> <p><b>Film: <i>My Sister's Keeper</i> (2009) (Amazon)</b></p>	All, no class	Group 8: Submit discussion questions in Canvas (discuss during de-briefing)

		<ul style="list-style-type: none"> <li>• Darshak M. Sanghavi, "<a href="#">Wanting Babies Like Themselves, Some Parents Choose Genetic Defects</a>," <i>NYTimes</i>, (December 5, 2006).</li> <li>• Brandon Keim, "<a href="#">Designer Babies: A Right to Choose?</a>" <i>Wired Science</i>, March 9, 2009</li> <li>• Yusuke Inoue and Kaori Muto, "Children and the Genetic Identification of Talent," <i>Hastings Center Report</i> 41 (Sept.-Oct. 2011) [canvas]</li> </ul> <p>Mariana Do Carmo, "Child Autonomy and the Rights to One's Own Body: PGD and Parental Decision Making," <a href="http://www.thebioethicsproject.org">www.thebioethicsproject.org</a>, Hastings Center (2013)</p>		
18Mar21 W10	<b>In-class Debriefing</b>	<p><i>What questions do you have from the film and/or pediatric ethics/reproductive health lectures? Group 9 will lead in discussion. Review group 8 discussion questions (film).</i></p> <p><i>Quiz will be posted following this class in Canvas focused on pediatric ethics unit.</i></p>	Bante, Sherron	Group 9: discussion questions from last week (or from pediatric, reproductive health units)
25Mar21 W11	<b>End of Life (EOL)</b>	<ol style="list-style-type: none"> <li>1. Aviv R. "What does it mean to die". <i>Annals of Medicine</i>, 2018 (<i>The New Yorker</i>), published 02/05/2018.</li> <li>2. Lo, B. "Surrogate Decision-making." In <i>Resolving Ethical Dilemmas: A Guide for Clinicians</i>, 3rd edition. 2005. (90-94)</li> </ol>	Bante, Sherron	Group 10: discussion questions for Drs. Bante and Sherron
1Apr21 W12	<b>End of Life (EOL) PVS, death</b>	<ol style="list-style-type: none"> <li>1. Lo, B. "The persistent vegetative state." In <i>Resolving Ethical Dilemmas: A Guide for Clinicians</i>, 3rd edition. 2005, (140-142).</li> <li>2. Lo, B. "Determination of death." In <i>Resolving Ethical Dilemmas: A Guide for Clinicians</i>, 3rd edition. 2005, (143-146).</li> <li>4. Lantos, J. "The Tragic Case of Charlie Gard." <i>JAMA</i>, 2017; 171 (10): 935-936.</li> </ol> <p><b>END WELL PROJECT</b></p>	Bante, Sherron	Group 11: discussion questions for Drs. Bante and Sherron



8Apr21 W13	<b>Film</b>	1. Being Mortal film, <a href="https://www.pbs.org/wgbh/frontline/film/being-mortal/">https://www.pbs.org/wgbh/frontline/film/being-mortal/</a> 2. Dying not a failure film, <a href="https://www.youtube.com/watch?v=97M5Sxhiv7E">https://www.youtube.com/watch?v=97M5Sxhiv7E</a>	All, no class	All (be prepared to discuss)
15Apr21 W14	<b>In-class De-briefing (final class)</b>	Discuss films and remaining questions/comments/reflection. <i>Quiz will be posted following this class in Canvas focused on EOL unit.</i>	Bante, Sherron	All (be prepared to discuss)
22Apr 21 W15	<b>No Class End of semester</b>	Group Case Analysis (GRACE) due today (midnight, Canvas) Reflection due April 27 (midnight, Canvas)—see prompt in Canvas	No class	

### Student Groups

**Sherron:** Groups 2, 4, 5, 8, 11      **Bante:** 1, 3, 6, 7, 9, 10  
*Faculty leader coordinates across both lectures for that day*

Student Group	Students (group leader <b>green bolded</b> )	Faculty Leader	Discussion Questions/Comments
G1	Logan Lake, Hemchandra Patel, <b>Sophie Privitera</b> , Joe Pavlak	Bante	Lecture 1
G2	Justin Austin, Saahil Kotian, <b>Nihar Rama</b> , Kamala Nelson, <b>Brendan Ho</b>	Sherron	Lecture 2
G3	Chloe Elleman, Cora McCully, Sofia Villaveces, <b>Priyanka Vemuru</b>	Bante	Lecture 3
G4	Joshua McQuilkin, Oluwadamilola Omojola, <b>Manasa Sunkara</b> , Scott Vennemeyer	Sherron	Lecture 4
G5	<b>Rahul Patel</b> , Makenna Kaufhold, <b>Emily Williams</b> , <b>Sara Zandvakili</b>	Sherron	Lecture 5
G6	Ruthvik Abbu, Vikram Anand, <b>Jude Luke</b> , Abram Roesner, <b>Kathryn Hannan</b>	Bante	Lecture 6
G7	Sutton MacDonald, <b>Madeline Schumacher</b> , Summer Soliman, Claire Voegele	Bante	Lecture 7
G8	<b>Ronak Shah</b> , <b>Olivia Horrigan</b> , Matthew Nieland, Karthikeyan Sakthivel	Sherron	Lecture 8
G9	Abigail Crawford, <b>Sachit Rustagi</b> , Ethan Li, <b>Aubrey Schofield</b> , Josika Sammarco	Bante	Lecture 9
G10	Cecilia D'Amico, Dillon Froass, Brittany Stritar, <b>Olivia Zamudio</b>	Bante	Lecture 10
G11	Sivani Alla, Natalie Arvin, Olivia Dillman, <b>Matthew Raj</b> , Seth Ramser	Sherron	Lecture 11