



SYLLABUS

PALAZZI FLORENCE ASSOCIATION FOR INTERNATIONAL EDUCATION FLORENCE UNIVERSITY OF THE ARTS SAS - SCHOOL OF ARTS AND SCIENCES

SCHOOL OF LIBERAL ARTS
DEPARTMENT OF PHILOSOPHY
COURSE TITLE: Biomedical Ethics
COURSE CODE: LAPLBE320

3 Semester Credits

1. DESCRIPTION

This course examines the ethics of medical practices and issues in contemporary society. Coursework will pose questions regarding areas that affect human life and death. Topics include practices such as euthanasia, birth control and abortion, cloning, genetic engineering, and biomedical research. Students will analyze the ethical nature of covered practices, how they affect people on individual and social scales, and the relationship between patients and physicians and medical structures in terms of information, consent, and responsibility. Case studies from local European as well as non-European countries will be closely considered for discussion and study.

2. OBJECTIVES

Students in this course will:

- gain an understanding of the origins and foundations of Bioethics.
- examine historical cases and their implications today.
- explore future developments that will arise in the field.
- learn how to deal with moral and ethical issues that we, as human beings, have to face.
- become familiar with fundamental philosophical principles and ethical concepts in the field.

3. REQUIREMENTS

There are no prerequisites for this course.

4. METHOD

This course consists of lectures and class discussions. Media for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, videos, slides, and guided problem solving.

5. TEXT BOOK – FURTHER READINGS – RESOURCES

TEXTBOOK

Bioethics: Principles, Issues and Cases, 2nd Edition
Lewis Vaughn
Publisher: Oxford University Press; 2nd edition (September 12, 2012)
ISBN-10: 0199796238
ISBN-13: 978-0199796236

The textbook is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor or made available in the FUA library.

FURTHER READINGS

Additional Reading material available in library. Please note that some readings from these texts may be required readings. See lesson outline below.

Biomedical Ethics 7th Edition
David DeGrazia, Thomas Mappes, Jeffrey Ballard
Publisher: McGraw-Hill Education; 7 edition (June 28, 2010)
ISBN-10: 0073407453
ISBN-13: 978-0073407456

Case Studies in Biomedical Ethics: Decision-Making, Principles, and Cases 2nd Edition
Robert M. Veatch, Amy M. Haddad, Dan C. English
Publisher: Oxford University Press; 2 edition (October 13, 2014)
ISBN-10: 0199946566
ISBN-13: 978-0199946563

LIBRARIES IN FLORENCE

The FUA library is located in Corso Tintori, 21. Please consult the posted schedules for official opening times. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students are also encouraged to take advantage of Florence's libraries and research centers:

Biblioteca Palagio di Parte Guelfa

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:

http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

Biblioteca delle Oblate

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

www.bibliotecadelleoblate.it

The Harold Acton Library at the British Institute of Florence

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation and student (fee-based) membership information: www.britishinstitute.it/en

6. FIELD LEARNING

This course does not include a field learning activity.

7. COURSE MATERIALS

No additional course materials are necessary.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

10% Class Participation

15% Paper

25% Midterm Exam or Field Learning project in intensive sessions

15% Presentation
25% Final Exam

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C- =70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the FUA academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

On the **second absence** the attendance and participation grade will be impacted. Please note that missing certain field learning activities may count for more than one absence.

On the **third absence** the instructor may lower the final grade by one letter grade. (Example: Final grade average of 93% or A will become a B).

The fourth absence constitutes automatic failure of the course. Students with excessive absences will be asked to withdraw with a W (if before the deadline) or leave the course with a WF.

Late Arrival and Early Departure

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

Travel (or delays due to travel) is NEVER an excuse for absence from class.

It is always the student's responsibility to know how many absences he or she has in a course. If in doubt, speak with your instructor!

Participation: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work and in-class activities, responsible behavior, and completion of assignments will be assessed.

11. EXAMS – PAPERS – PROJECTS

The **Midterm** and **Final** exams account for 25% each of the final course grade. For exam time and date consult the course calendar. **The time and date of the exam cannot be changed for any reason.**

Format:

- 20 multiple choice questions (3 points each)
- 1 short answer (15 points)
- The discussion of a case study

In an intensive session the midterm exam is replaced by the Field Learning project. Details are available in myFUA

The **Paper** accounts for 15% of the course grade.

- Format: topic, length, guidelines, and due date will be provided in the course addendum.
- Material for research will be available in the FUA Library in Corso Tintori 21.

The **Presentation** accounts for 15% of the course grade.

- Format: topic, length, guidelines, and due date will be provided in the course addendum.
- Material for research will be available in the FUA Library in Corso Tintori 21.

12. LESSONS

Lesson 1	
Meet	In class
Lecture	Introduction, Morals and Ethics
Objectives	Summary of topics to be covered in the course. Define “ethics”. Development of ethics and medicine through time and different societies. Define and delineate morals from ethics, discuss the role of technology and pragmatism in the practice. Outline and explain the main branches of ethics. What is “morality”? Morality and the Law.
Reading/ Assignments	Case Studies: Introduction: <i>Four Questions of Ethics</i> p. 1-16 Chapter 1 - Moral Reasoning in Bioethics p. 3-32 Chapter 2 - Bioethics and Moral Theories p. 33-51 <i>Utilitarianism</i> , John Stuart Mill p. 52 <i>The Moral Law</i> , Immanuel Kant p. 53 Case Studies: Chapter 2: <i>Values in Health and Illness</i> p. 29-44

Lesson 2	
Meet	In class
Lecture	Religion and Society
Objectives	Explore the role of religion and the social environment in medical decisions and practices. Explore how a country’s religious and historical past influences the medical practices and legislation in place today. Understand and investigate how religion and society can influence an individual’s/doctor’s decision to undergo/perform medical procedures. Case study: human body dissection through centuries and societies.
Readings/ Assignments	Textbook: Chapter 3 p. 71 – 80, p. 80 Case Study 1: <i>Prayer, Medicine, and a Child’s Death</i> Case Studies: Chapter 3 <i>Grounding Ethics in Religious or Philosophical Perspectives</i> p. 57-61 Case study 10-7: <i>Biased Counseling: Teaching About Birth Control</i> p. 220 - 222 Case study 12-4: <i>The Jesus Christian Transplant: Brainwashed into donating a Kidney?</i> p. 261 – 263 Case study 18-7: <i>Demands for Futile Care</i> p. 422 - 424

Lesson 3	
Meet	In class
Objectives	Visit the world oldest hospital working continuously since the foundation in 1288
Visit	Santa Maria Nuova Hospital - Please see MyFUA.it for site visit details
Readings/ Assignments	Readings available in myFUA – Lesson #3

Lesson 4	
Meet	In class
Lecture	Physicians and Patients
Objectives	Investigate how the relationship between doctor and patient has evolved over time, including privacy and consent. Define and discuss key issues related to the doctor-patient dynamic, including paternalism, confidentiality, and therapeutic privilege.
Readings/ Assignments	Textbook: Chapter 4 - Truth-Telling and Confidentiality p. 131 - 140 Chapter 5 - Informed Consent p. 180 – 190 <i>The Concept of Informed Consent</i> , Faden and Beauchamp p. 190

Lesson 5	
Meet	In class
Lecture	Experimentation and Testing
Objectives	How can we be sure that a drug is useful and not dangerous? Ethical issues of experimenting and testing on animals and humans. Case studies: vaccination (polio, small pox, etc.), thalidomide, first heart transplant. Testing new drugs: Protocols and practices. Clinical studies: Prospective, retrospective, case-control, cross-sectional, double-blinded trials, etc. and their implications for experimentation and testing. Basic biostatistical knowledge: sensitivity, specificity, positive/negative predictive value, area-under-curve, for objectively assessing clinical study results and ensuing ethical questions.
Note	Class Paper due
Readings/Assignments	Textbook: Chapter 6 – Human Research p. 221 – 241 <i>Racism and Research: The Case of the Tuskegee Syphilis Study</i> , Brandt p. 266-275 Biomedical Ethics: Chapter 4 – Human and Animal Research

Lesson 6	
Meet	In class
Lecture	Euthanasia and Physician Assisted Suicide
Objectives	Explore end of life issues in a social and ethical context. Define active vs passive euthanasia. Case study: Englaro and Welby in Italy. Comparison of varying laws on euthanasia (Switzerland, EU, USA, rest of the world).
Readings/Assignments	Textbook: Chapter 10 – Euthanasia and Physician-assisted Suicide p. 594 – 609 <i>When Self Determination Runs Amok</i> , Callahan p. 625 <i>When Abstract Moralizing Runs Amok</i> , Lachs p. 630

Lesson 7	
Meet	In class
Lecture	MIDTERM EXAM

Lesson 8	
Break	

Lesson 9	
Meet	In class
Lecture	Genetic engineering, Cloning
Objectives	Planning and enhancing a living organism: from plants to animals to human beings. Economic role of modified vegetables in developed and developing world (corn, ...). DNA modification to cure genetical diseases. Dystopic future as represented in literature: “Brave New World”, “Our neural Chernobyl”, “Blade Runner”. Technical aspects of cloning. Duplicating a human being: what for? Organs' reservoir? Mass production? Cloning and genetic engineering in fiction: “The Island” vs “Attack of the Clones”
Readings/Assignments	Textbook: Chapter 8 – Reproductive Technology p. 400 (<i>Cloning</i>) <i>Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con</i> , Brock p. 499 - 509 Chapter 9 - Genetic Choices p. 518 – 537 <i>Germ-Line Gene Therapy</i> , Walters and Palmer p. 589 - 591

Lesson 10	
Meet	In class
Lecture	Human Reproduction and Eugenics
Objectives	Abortion and contraception; case studies: Roe vs Wade in USA, Italian laws and 1978 referendum, gender control in developing countries Biological determinism, improvement of genetic pool, eugenics; examples: sterilization in Nazi Germany, eugenics law in USA, Cesare Lombroso in Italy
Readings/ Assignments	Textbook: Chapter 7 – Abortion p.291 – 306 Chapter 8 – Reproductive Technology p.392 – 399 <i>Is Gene Therapy a Form of Eugenics?</i> , Harris p. 571 - 576

Lesson 11	
Meet	In class
Objectives	Mental illness in different cultures; Madness as violation of social or religious norms - Visit the old Florentine Psychiatric Hospital
Visit	Ospedale di San Salvi - Please see MyFUA.it for site visit details
Readings/ Assignments	Readings available in myFUA – Lesson #11

Lesson 12	
Meet	In class
Lecture	Health Care Resources
Objectives	Who is or is not eligible for care? Who comes first? Moral and ethical issues in emergency situations when large groups of people are involved: natural disasters (i.e. earthquakes), industrial accidents (i.e. Chernobyl), war zones. Allocation of healthcare resources on a daily basis: treatment eligibility, the controversy of over-testing, who pays for therapies (i.e. immunotherapy). Examining standard guidelines of clinical management.
Readings/ Assignments	Textbook: Chapter 11 – Dividing Up Health Care Resources p. 681 – 695 <i>Is There a Right to Health Care, and, if So, What Does It Encompass?</i> , Daniels p. 696 <i>The Allocation of Exotic Medical Lifesaving Therapy</i> , Rescher p. 729

Lesson 13	
Meet	In class
Lecture	Biology meets technology
Objectives	Explore and discuss the boundary between humans and machine. Examples: - Prostheses implantation: Oscar Pistorius: too enhanced to compete? - Organ transplantation: Donation or sale? Ethics of face-transplantation - Stem-cell therapy: doing research with fetal stem cells, the position of the Catholic Church in Italy
Readings/ Assignments	Textbook: <i>What Does 'Respect for Embryos' Mean in the Context of Stem Cell Research?</i> , Steinbock p. 589 <i>Declaration on the Production and the Scientific and Therapeutic Use of Human Embryonic Stem Cells</i> , Pontifical Academy for Life p. 592 Case Studies in Biomedical Ethics: Chapter 14 – Organ Transplants p. 293 – 325 Case study 14-1: <i>Donation, Salvaging, and Incentives for Transplantable Organs</i> p. 295 Case study 14-8: <i>The Full-Face Transplant</i> , p. 315

Lesson 14	
Meet	In class
Lecture	Recap
Objectives	A full survey of the topics presented and discussed in the course

Lesson 15	
Meet	In class
Lecture	FINAL EXAM