

V: 12-26-18

MEDS 260 Challenges In the Forefront of Biomedical Ethics

Prerequisites: MDA 110 or MEDS 111 is recommended but not required. This course is open to all USC undergraduate students but priority for enrollment will be given to those students who have already declared a Minor in Health Care Studies.

Course Scheduled: SPRING 2019

Faculty instructors:

Cheryl D. Lew, MD, MSBioethics, — Course Director; Bioethicist, clew@chla.usc.edu, 323 361 2101

Brenda Barnum, RN, MABioethics—Neonatology Nurse; Bioethicist, bbarnum@chla.usc.edu, 323 361 2531

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Office Hours: By special appointment, or by email.

Blackboard link: TBA

Course Description:

Moral considerations inform all aspects of our society and our daily lives. Every human action and interaction is determined by the moral boundaries of each individual's social and cultural milieu. This is nowhere so prominent as within the health and healthcare framework. This course will provide an overview of prevalent areas of moral debate in healthcare delivery and biomedical research. The process of examination of these areas will enable students to develop basic skills in identification of moral issues as well as in pragmatic analysis/resolution of these problems. Emphasis will be on understanding the meaning of "moral status" and on critical thinking skills.

Catalogue Description: A bioethics course developed especially for students contemplating a career in health care. Study of various cases will highlight today's controversies.

2 unit course.

1. Class time: 1 hour 50 minutes per week.
 - a. Approximately 30 minutes didactic presentation
 - b. 2 cases for discussion, 30 minutes each.
2. Estimated preparation time for each class, 4 hours.
 - a. Assigned readings.
 - b. Prepare to discuss two assigned cases with guiding questions, using the approaches and tools within the readings.
 - c. Post to BlackBoard discussion a minimum of 250 words commenting on assigned questions for each class.
3. Paper assignments: 1000 word essays. Three papers will be assigned.
 - a. Topics for the essays:

- i. Films with themes pertinent to the content of each module will be assigned for viewing.
 - ii. Each paper will consist of an analysis of the assigned, using the conceptual approaches from readings and class discussion.
- b. The 3 films to be viewed are:
 - i. "Never Let Me Go", based on the novel by Kazuo Ishiguro, Dir. M. Romanek.
Available for online rental: Amazon Video, Google Play, Vudu.
 - ii. "Red Beard", Dir. Akira Kurosawa. Criterion. Available for online rental: Hulu Plus.
 - iii. "Ikiru", Dir. Akira Kurosawa. Criterion. Available for online rental: Hulu Plus.

Films may be available online via Kanopy.com

Course Goals:

Through studying the principles of contemporary bioethical theory and their application to various cases, the students will have gained the necessary new skills to be able to face the inevitable ethical challenges that will confront them as they navigate their careers in health care.

Required Text:

There is no required text book for this course. However, background material in the form of monographs and pertinent articles/papers for each class will be provided as PDFs on Blackboard. It is expected that students will complete these readings in order to have adequate background knowledge as basis for in class discussions and written assignments.

Optional Texts: for those students who have particular interests in bioethics.

1. Steinbock, B., A.J. London, J. Arras: Ethical Issues in Modern Medicine (8th Edition). McGraw Hill. 2013.

Available in both paperback and also Amazon Kindle version.

This book is highly recommended to those who wish a deeper discussion of many of the issues discussed during this course. There are also a large number of actual cases embedded in the text for analysis.

2. Veatch, R.M., The Basics of Bioethics, 3rd Edition. Pearson. 2012.

For credit requirements:

- a. Attendance at 85% of classes, i.e. 13 classes. Excused absences accepted. Make up work may be required for excessive absentee-ism.
- b. Active participation in verbal discussions.
- c. Weekly postings to Blackboard of responses to questions posed: 250 words each post.
- d. All reading assignments should be prepared BEFORE each class.
- e. On time submission of all written assignments:

A 1000 word essay for each of the first three modules (3 essays for the course) (4 pages, double spaced, 10 or 12 font; please follow the format of the "5 paragraph" expository essay)

Each essay will be scored for organization and content. Points may be deducted for poor grammar

Students will analyze the moral issues within the assigned films pertinent to the themes within each module. A guidance will be provided to students re alternative approaches

to analysis. Students are expected to identify two or three moral issues and to express their viewpoint/opinion about the issues, using course reading materials to support their viewpoint.

Grading for the course will be based on the quality of written paper assignments, the Blackboard posts and in-class participation in discussions.: 50% for the written paper assignments; 25% Blackboard postings; 25% in class discussion participation.

Rubric:

3 pts/class attendance and participation = 45 total possible points

3 pts/weekly discussion on Blackboard = 45 total possible points

30 pts/essay paper = 90 total possible points

Total possible points for the class = 180

A = minimum 160 points accrued

B = minimum of 120 points accrued

C = minimum of 100 points accrued

Students wishing to take this course for Pass/Fail must earn 120 points or more in order to pass.

First Module: Basics and the Idea of Moral Status

In preparation for the first paper assignment due by Class 4, view the film “Never Let Me Go”

- 1) January 08, 2019: Life and Death
Cheryl D. Lew, MD, MSBioethics
- 2) January 15, 2019: Assisted reproductive technologies
Cheryl D. Lew, MD, MSBioethics
- 3) January 22, 2019: Human embryonic stem cells; iPSCs and CrisprCas
Cheryl D. Lew, MD, MSBioethics

Second Module: The Public’s Health

In preparation for the second paper assignment due by Class 7, view the film “Red Beard”

- 4) January 29, 2019: Fairness in the healthcare system
Cheryl Lew, MD, MSBioethics
- 5) February 5, 2019: Using ethics and human rights frameworks to support health service delivery: focus on Child Rights.
Cheryl Lew, MD, MSBioethics
- 6) February 12, 2019: Balancing Individual Rights and Public Interests.
Cheryl Lew, MD, MSBioethics

Third Module: Across Cultures.

In preparation for the third paper assignment due by Class 10, view “Ikiru”, film by Akira Kurosawa.

- 7) February 19, 2019: How do we understand cultures? The role of narrative.

Dagmar Grefe, PhD, MDiv

8) February 26, 2019: Decisions when cultures clash.
Cheryl Lew, MD, MSBioethics

9) March 05, 2019: Is disability an artifact of culture? The capabilities view.
Cheryl Lew, MD, MSBioethics

Spring Recess March 10-17, 2019

Fourth Module: Clinical encounters & Research Part 1

10) March 19, 2019: Consent as a reflection of respect.
Brenda Barnum, RN, MABioethics

11) March 26, 2019: Organ transplantation
Cheryl D. Lew, MD, MSBioethics

12) April 2, 2019: Human Research Subjects deserve protection
Thomas G. Keens, MD, CIP
Reading: Belmont Report

Fifth Module: Clinical encounters & Research Part 2

13) April 9, 2019: Conflicting goals in clinical care
Brenda Barnum, RN, MABioethics

14) April 16, 2019: Who/what deserve respect in research?
Barbara Driscoll, PhD

15) April 23, 2019: International issues in human subjects' research.
Thomas G. Keens, MD, CIP

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to Dr. Lew as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in

Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Emergency Preparedness/Course Continuity:

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.