



Faculty of Arts
Department of Philosophy

Bioethics
PHI2396A00
Iain McKenna
2021 Winter Term

Course Hours

Wednesday 16:00 - 17:20
Location: Zoom
Type: LEC (A00)

Friday 14:30 - 15:50
Location: Zoom
Type: LEC (A00)

Professor

McKenna, Iain (imckenn2@uottawa.ca)

Office Hours

Friday 19:00 - 21:00
Location: On line (Zoom)

Course Description

Study of moral issues in medical research and health care. Possible topics include human and animal experimentation; the rights and duties of health professionals and patients; euthanasia, abortion, reproductive technologies, genetic screening; funding and allocation decisions. Role of moral theories and concepts in addressing these problems.

General and Specific Learning Outcomes

By the end of the course, you should be capable of making a **meaningful, thoughtful, and effective** contribution to moral/ethical conversations in the broad field of bioethics, which includes: healthcare, health research, and public health.
In short, I want you to develop your competency in normative decision-making.

Course Learning Outcomes

Upon completion of the course, student will be able to :

Frame moral/ethical issues ("issues") with appropriate concepts, theories, context, and considerations.

Analyze issues using tools (these are the concepts, theories, perspectives, and approaches we will be studying) provided to reveal insights.

Create and Communicate a cogent argument using the insights produces by the Analysis.

Evaluate how the conversation has changed in light of the contribution of the argument. (Did you move the needle? If so, was it in the right direction?)

Required Material

["Bioethics" 4th Edition by Lewis Vaughn](https://global.oup.com/academic/product/bioethics-9780190903268?cc=ca&lang=en&)

<https://global.oup.com/academic/product/bioethics-9780190903268?cc=ca&lang=en&>

You can choose the ebook or the paper version. Just make sure it is the 4th edition.

Attendance Requirements

You are expected to attend online classes. That said, the course recordings will be available in case you miss a class or want to revisit a discussion.

Evaluations

Reflective journal

Evaluation Date: Ongoing

Evaluation Percentage: 10

Text Summary

Each week you will be asked to summarize one of the readings. The purpose of this is to:

- 1) Start/reinforce the habit of **reading, thinking, and writing** on a regular basis;
- 2) Develop your ability to read philosophical texts - this means reading to understand what is being said, how it fits in to a broader conversation, and identifying key points/concepts/insights. Trust me, philosophy texts can be difficult - it takes time and practice to master literacy in this field. The road to competence is not easy. You might suck at first (I did - I received 33% on my first Philosophy exam) but I encourage you to keep trying. The more you do the more likely you are to get better. And if you get better at this, you will bring more **value** to what you **do**.
- 3) Get you thinking - I mean *really* thinking.

Multiple choice exam

Evaluation Date: Friday 12 February, 2021

Evaluation Percentage: 20

Multiple Choice Test

You will write a multiple choice test based on the assigned readings.

Case Study

Evaluation Date: Friday 20 March, 2020

Evaluation Percentage: 30

Case Study with Options

You will work through a case study and provide options for consideration. The case study will require you to **Frame** a normative issue and to use appropriate norms, concepts, perspectives and theories to **Analyze** it. Your case study should be no more than 1000 words.

Written exam (e.g. exam, long answer)

Evaluation Date: Final Exam Period

Evaluation Percentage: 40

Final Exam: Case Study with Recommendations

You will work through a case study and provide recommendations (not just options) The case study will require you to **Frame** and **Analyze** a normative issue and to **Create** and **Communicate** a position that supports your recommendations. Your final exam will be during the exam period and your response should be no more than 1000 words.

General Requirements regarding assessments

For written submissions you will be evaluated according to the following criteria:

- **Clear communication**
 - Are there grammatical errors?
 - Is there any vague or ambiguous language?
 - Does the structure support the message?
 - Is the tone and diction appropriate? (plain language business)
 - Is it easy for the reader to understand what you are trying to say?
- **Demonstrated knowledge of relevant concepts and theories**
 - Are key terms defined?
 - Have appropriate concepts and theories been explained clearly and applied correctly?
(Note: this is where you make use of your textbook, **FAC²E** approach to normative decision-making, perspectives, norms, etc.)
- **Cogent reasoning**
 - Is the argument convincing?
 - Is there a clear conclusion (position) with supporting premises?
 - Were relevant counter-positions considered and addressed?
 - Are there errors in the reasoning?
 - Are the assumptions clear and reasonable?

Instructional Approach

This course is for practitioners. We will use **tools** and develop **habits** that will help us to contribute toward solutions to moral issues. That means we are interested in working in the real world with real people facing real issues, with real consequences, real legal requirements and constraints, real political considerations (who thought masks would fall into this category?) in real time (most serious moral problems should have been solved yesterday). We are focused on action directed at promoting

well-being.

My hope is that we **learn by doing**. Some things you will do on your own (like read, write, think). Some things you will do in groups (like discuss, debate, play, argue, fight, apologize, forgive, ... you get the idea).

The course itself is broken into 4 modules - each is linked to one of the learning objectives:

Frame; Analyze; Create and Communicate; Evaluate

You might notice that I *almost* have a cool acronym (**FACE**). Maybe this will help you remember the objectives (it helps me). These are the core **competencies** I want you to master. Being competent means you are good at **doing** something. In my experience (20 years lecturing and teaching, advising C-level executives, and conducting human rights investigations), if you master these competencies you will be better able to make a valuable contribution to moral/ethical conversations.

Monographs

Vaughn, Lewis. Bioethics : Principles, Issues, and Cases . Fourth edition. New York: Oxford University Press, 2020.

Documents and Articles on the Web

General

Internet Encyclopedia of Philosophy
(<http://www.iep.utm.edu/>)

The Philosophy Pages (A Guide to Philosophy)
(<http://www.philosophypages.com/index.htm/>)

Stanford Encyclopedia of Philosophy
(<http://plato.stanford.edu/contents.html/>)

Mission Critical (Critical Thinking Site)
(<http://www.sjsu.edu/depts/itl/graphics/main.html/>)

National Institutes of Health
(<http://www.nlm.nih.gov/>)

Ethics, Bioethics, and Moral Reasoning

Bioethics Resources on the Web (National Institutes of Health)
(<http://bioethics.od.nih.gov/>)

Bioethics.Net
(<http://www.bioethics.net/>)

The Internet Encyclopedia of Philosophy: Ethics
(<http://www.iep.utm.edu/e/ethics.htm/>)

Ethics Updates
(<http://ethics.sandiego.edu/index.asp/>)

Moral Philosophy
(<http://www.philosopher.org.uk/moral.htm/>)

Applied Ethics Resources on WWW
(<http://www.ethicsweb.ca/resources/>)

Informed Consent and Confidentiality

Ethics in Medicine (Informed Consent)
(<http://depts.washington.edu/bioethx/topics/consent.html/>)

Human Research

U.S. Food and Drug Administration (Clinical Trials)
(<http://www.fda.gov/oc/gcp/>)

Centers for Disease Control (The Tuskegee Study)
(<http://www.cdc.gov/tuskegee/timeline.htm/>)

Abortion

Abortion: All Sides of the Issue
(<http://www.religioustolerance.org/abortion.htm/>)

Abortion and Ethics
(<http://ethics.sandiego.edu/Applied/Abortion/index.html/>)

Guttmacher Institute

(<https://www.guttmacher.org/>)

Reproductive Technology

American Society for Reproductive Medicine
(<http://www.asrm.org/>)

National Bioethics Advisory Commission (Cloning)
(<http://bioethics.georgetown.edu/nbac/pubs/cloning1/cloning.pdf/>)

Human Genome Project (Cloning Fact Sheet)
(http://www.ornl.gov/sci/techresources/Human_Genome/elsi/cloning.shtml/)

Genetics

National Bioethics Advisory Commission (Stem Cells)
(<http://bioethics.georgetown.edu/nbac/execsumm.pdf/>)

DNA from the Beginning
(<http://www.dnaftb.org/dnaftb/>)

National Institutes of Health (Genetics Home Reference)
(<http://ghr.nlm.nih.gov/>)

National Institutes of Health (Stem Cells)
(<http://stemcells.nih.gov/info/basics/basics1.asp/>)

Bioethics Resources on the Web (Genetic Testing)
(<http://bioethics.od.nih.gov/genetictesting.html/>)

American Society of Gene Therapy
(<http://www.asgt.org/index.php/>)

Euthanasia and Physician-Assisted Suicide

Cleveland Clinic (Do-Not-Resuscitate Orders)
(http://my.clevelandclinic.org/healthy_living/healthcare/hic_do_not_resuscitate_orders_and_comfort_care.aspx/)

Euthanasia ProCon.org
(<http://www.euthanasiaprocon.org/>)

National Institute on Aging
(<https://www.nia.nih.gov/>)

Justice in Health Care

Centers for Disease Control (about Minority Health)
(<http://www.cdc.gov/omhd/amh/amh.htm/>)

Institute of Medicine (Consequences of Uninsurance)
(<http://www.iom.edu/?ID=4660/>)

Kaiser Family Foundation (Health Coverage and the Uninsured)
(<http://www.kff.org/uninsured/trends.cfm/>)

Ethics in Medicine (Managed Care)
(<http://depts.washington.edu/bioethx/topics/manag.html/>)

Plagiarism

Beware of academic fraud!

Academic fraud is an act by a student that may result in a false evaluation (including papers, tests, examinations, etc.). It is not tolerated by the University. Any person found guilty of academic fraud will be subject to severe sanctions.

Here are some examples of academic fraud:

- Plagiarism or cheating of any kind;
- Present research data that has been falsified;
- Submit a work for which you are not the author, in whole or part;
- Submit the same piece of work for more than one course without the written consent of the professors concerned.

Please consult [this webpage](#): it contains regulations and tool to help you avoid plagiarism.

An individual who commits or attempts to commit academic fraud, or who is an accomplice, will be penalized. Here are some examples of possible sanctions:

- Receive an “F” for the work or in the course in question;
- Imposition of additional requirements (from 3 to 30 credits) to the program of study;
- Suspension or expulsion from the Faculty.

You can refer to the regulations on [this webpage](#).

Student Services

[Academic Writing Help Centre](#)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer.

In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

[Career Services](#)

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

[Counselling Service](#)

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

[Access Service](#)

The Access Service acts as intermediary between students, their faculty and other University offices to ensure that the special needs of these students are addressed and that the best possible learning conditions are being offered.

Note that the University of Ottawa is affiliated with [AERO](#) and [ACE](#) services for the adaptation of accessible academic materials for students with perceptual disabilities. If you have any questions, please contact the [Accessibility Librarian](#) or the [Access services](#) for textbooks.

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit www.uOttawa.ca/sexual-violence-support-and-prevention/.

Last updated: Saturday 9 January, 2021