Objectives:

Health care has become the focal point for many of the current social conflicts in the U.S. (e.g., abortion, euthanasia, equity in access to health care, etc.). This course is designed to introduce students to the ways in which social theory and research can illuminate these issues by encouraging a research orientation and critical thinking involving a sociological perspective. Materials selected for reading and discussion situate these issues and the health care institutions in their social, political, and cultural context.

Each issue that is discussed is designed to:
(a) Provide students with well-developed material concerning sharply opposed points of view on social-medical conflicts.
(b) Help students to understand the sociological perspective and its relevance to vital issues confronting them and American society.
(c) Encourage the application of critical sociological thought to the divergent points of view concerning these issues.
(d) Develop students’ ability to collect data and information that can be used to draw conclusions and form opinions.
(e) Develop professional skills in presenting orally and in writing the results of group and independent research.

Requirements:
Attendance: You are expected to attend and participate in each class. One point will be deducted for each class that you miss. In case of an illness or emergency, please notify me before class. I will determine whether or not to excuse you from class on that day. In order to receive credit for a missed class, you will need to submit an additional reading assignment.

Study Questions: The course is divided into a number of topics that will be discussed in class. Readings are assigned for each topic. You are to complete the study questions for any 10 of the issues. Use a word processor. These study questions are due no later than the class after we discuss the topic.

Group Projects: You are required to complete two group projects. These projects will require you to collect and analyze data. The reports should be 4-5 pages double spaced. Use a word processor. Also prepare a power point presentation with your results and submit it with your report. Your group may be asked to present your findings from a group project. Each member of the group will be asked to rate the contribution of all other group members.
**Research Project:** In addition, you are expected to write a research paper on a topic related to the course. Your topic should be approved by the instructor. The papers should be based on a small scale research project that you design and carry out after consultation with me. You also are expected to make a short class presentation based on your project. The projects should be carried out in stages (see following section). The proposal for your project is due on Sept. 15. After conducting your research, a draft of the final report of your project is due on Nov. 17. I will go through it and make suggestions for revisions. The final copy of your research report is due on Dec. 8.

**Grading in the course is based on the following:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research Project</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>Draft of report</td>
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<tr>
<td>Final report</td>
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<tr>
<td>Class Presentation</td>
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<td>Group projects</td>
<td>10</td>
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<td>Class Attendance and Participation</td>
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<td>Study Questions</td>
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**Texts:**

*Required:*


*Recommended:*

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction: Strangers at the Bedside</td>
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<tr>
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<td>Human Side of Medicine Overview 2003</td>
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<td><strong>Choices in Reproduction</strong></td>
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<tr>
<td>Aug 25</td>
<td>Should pregnant women be punished for exposing fetuses to risk?</td>
<td>Issue 1</td>
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<tr>
<td></td>
<td>60 Minutes: Cracking Down</td>
<td>TV</td>
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<td></td>
<td>Fetal Harm</td>
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<tr>
<td>Aug 30</td>
<td>Are reproductive technologies beneficial or harmful?</td>
<td>Issue 2</td>
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<td>Bloodlines: Technology Hits Home</td>
<td>VCR</td>
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<td>Reproductive Technologies 2004</td>
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<tr>
<td>Sept 1</td>
<td>Is Surrogate motherhood beneficial or harmful?</td>
<td>Issue 3</td>
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<td></td>
<td>Surrogate Mothers</td>
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<tr>
<td>Sept 6</td>
<td>Is Abortion immoral?</td>
<td>Issue 4</td>
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<td></td>
<td>Abortion: Desperate Choices</td>
<td>VCR</td>
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<tr>
<td>Sept 8, 13</td>
<td>Are abstinence programs effective in preventing HIV/AIDS,</td>
<td>Issue 5</td>
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<td></td>
<td>unwanted pregnancies or extra marital sex?</td>
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<td></td>
<td>Group Project</td>
<td></td>
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<td>Sept 15</td>
<td><em>Preliminary outline of your research project</em></td>
<td><em>Due</em></td>
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<tr>
<td></td>
<td><strong>Decisions About Death</strong></td>
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<tr>
<td>Sept 15</td>
<td>Should physicians be allowed to assist in patient suicide?</td>
<td>Issue 6</td>
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<td>Physician-assisted Suicide</td>
<td>DVD</td>
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<tr>
<td>Sept 20</td>
<td>Who should decide end-of-life decisions?</td>
<td>Issue 7</td>
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<tr>
<td></td>
<td>The Terry Schiavo case: Lines drawn between end of life decisions</td>
<td>DVD</td>
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<tr>
<td>Sept 22</td>
<td>Who should decide about the treatment of impaired babies?</td>
<td>Issue 8</td>
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<tr>
<td></td>
<td>Doctor/Patient Relationship</td>
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<tr>
<td>Sept 27</td>
<td>Do parents harm their children when they refuse medical treatment</td>
<td>Issue 9</td>
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<tr>
<td></td>
<td>on religious grounds?</td>
<td>TV</td>
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<td></td>
<td>60 Minutes: Some Call it Manslaughter?</td>
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<tr>
<td>Sept 29</td>
<td>Should doctors be able to refuse demands for futile treatment?</td>
<td>Issue 10</td>
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<tr>
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<td>CBS: The right to live</td>
<td>VCR</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Issue</td>
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<td>Oct 4</td>
<td>Should animal experimentation be permitted?</td>
<td>Issue 11</td>
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<td></td>
<td>60 Minutes: Animal research</td>
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<td>Oct 6</td>
<td>Can human experimentation be justified by the outcomes?</td>
<td>Issue 12</td>
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<td></td>
<td>Deadly Deception</td>
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<tr>
<td>Oct 11</td>
<td><strong>Fall Break</strong></td>
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<tr>
<td>Oct 13, 18</td>
<td>Should pharmacists be allowed to deny prescriptions on ground of conscience?</td>
<td>Issue 13</td>
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<td><strong>Organ Donation</strong></td>
<td>Should there be a market in body parts?</td>
<td>Issue 14</td>
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<td>Oct 20</td>
<td>Transplantation</td>
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<td><strong>Public Policy</strong></td>
<td>Should vaccinations for children be required?</td>
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<td>Oct 25</td>
<td>The Vaccine War</td>
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<td>Oct 27</td>
<td>Are children over-medicated?</td>
<td>Issue 16</td>
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<td>The Medicated Child</td>
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<tr>
<td>Nov. 1</td>
<td>Should human enhancement be banned?</td>
<td>Issue 17</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Should employees be held responsible for their own health?</td>
<td>Issue 18</td>
</tr>
<tr>
<td></td>
<td>60 Mins: Whose Life is it Anyway?</td>
<td></td>
</tr>
<tr>
<td>Nov 8</td>
<td>Should people be committed against their will for treatment of psychiatric conditions?</td>
<td>Issue 19</td>
</tr>
<tr>
<td>Nov 10</td>
<td>Should the federal government fund human stem cell research?</td>
<td>Issue 20</td>
</tr>
<tr>
<td>Nov 15</td>
<td>Does direct-to-consumer drug advertising enhance patient choice?</td>
<td>Issue 21</td>
</tr>
<tr>
<td></td>
<td>Big bucks, Big Pharma: Marketing Disease and Pushing Drugs</td>
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<tr>
<td>Nov 17</td>
<td><strong>Preliminary draft of your research report</strong></td>
<td></td>
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<td>Nov 17, 22</td>
<td>Class presentations</td>
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<td>Nov 24</td>
<td><strong>Thanksgiving</strong></td>
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<td>Nov 29, Dec 1, 6, 8</td>
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<td>Dec 8</td>
<td><strong>Research project report</strong></td>
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### Reading Assignments:

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<th>Issue No.</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Should pregnant women be punished for exposing fetuses to risk?</td>
<td>TS Issue 8</td>
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<td></td>
<td></td>
<td>CBE Ch. 16</td>
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<td>2</td>
<td>Are reproductive technologies beneficial or harmful?</td>
<td>ME Ch. 5</td>
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<td>3</td>
<td>Is surrogate motherhood beneficial or harmful?</td>
<td>BB Attachment</td>
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<td>4</td>
<td>Is abortion immoral?</td>
<td>TS Issue 7</td>
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<td>ME CH. 4</td>
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<td>CBE Ch. 20-21</td>
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<td>5</td>
<td>Are abstinence programs effective in preventing HIV/AIDS/unwanted pregnancies or extra marital sex?</td>
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<td>6</td>
<td>Should physicians be allowed to assist in patient suicide?</td>
<td>TS Issue 6</td>
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<td></td>
<td>ME Ch. 3</td>
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<td>7</td>
<td>Who should decide in end-of-life decisions (the Terry Schiavo case)?</td>
<td>ME Ch. 2</td>
</tr>
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<td>8</td>
<td>Who should decide about the treatment of impaired babies?</td>
<td>BB Attachment</td>
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<tr>
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<td>ME Ch. 9</td>
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<td>CBE Ch. 24</td>
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<td>9</td>
<td>Do parents harm their children when they refuse treatment on religious grounds?</td>
<td>BB Attachment</td>
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<td>CBE Ch. 8</td>
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<td>10</td>
<td>Should doctors be able to refuse demands for futile treatment?</td>
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<td>12</td>
<td>Can human experimentation be justified by its outcomes?</td>
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<td>14</td>
<td>Should there be a market in body parts?</td>
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<td>15</td>
<td>Should vaccinations for children be required?</td>
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<tr>
<td>16</td>
<td>Are children over-medicated?</td>
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<tr>
<td>17</td>
<td>Should human enhancement be banned?</td>
<td>TS Issues 12, 19</td>
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<td>18</td>
<td>Should employees be held responsible for their own health?</td>
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<tr>
<td>19</td>
<td>Should people be committed against their will for treatment of psychiatric conditions?</td>
<td>ME Ch. 15</td>
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<td>20</td>
<td>Should the federal government fund human stem cell research?</td>
<td>BB Attachment</td>
</tr>
<tr>
<td>21</td>
<td>Does direct-to-consumer drug advertising enhance patient choice?</td>
<td>TS Issue 3</td>
</tr>
</tbody>
</table>

**BB** – Blackboard  
**CBE** - Cases in Bioethics  
**ME** – Medical Ethics  
**TS** – Taking Sides
Grading

You are expected to attend and participate in each class. One point will be deducted for each class that you miss. In case of an illness or emergency, please notify me before class. I will determine whether or not to excuse you from class on that day. Assignments are due on the date indicated in the syllabus. A point will be deducted for each day that an assignment is late.

Group projects will be graded on both your contribution to the group effort and your specific written portion of the project.

Final grades will be based on the following:

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<th>Points</th>
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<tr>
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<td>98-93</td>
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<td>92-90</td>
<td>A-</td>
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<tr>
<td>89-88</td>
<td>B+</td>
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<tr>
<td>87-83</td>
<td>B</td>
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<tr>
<td>82-80</td>
<td>B-</td>
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<td>72-70</td>
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<td>69-68</td>
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<td>67-63</td>
<td>D</td>
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<td>D-</td>
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<tr>
<td>59-0</td>
<td>F</td>
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Evaluation Criteria for Written Assignments
(adapted from the GRE scoring guide)

An “A” paper presents a cogent, well-articulated analysis of the complexities of the topic and conveys the meaning of this complexity with skill. A typical paper in this category will:

- Clearly identify all critical features of the topic, including competing positions, and present an insightful position on the topic. *Graduate students are expected to present and defend an original position.*
- Develop this position with compelling arguments and/or persuasive examples
- Sustain a well-focused, well-organized analysis which connects your ideas in a logical progression, with clear transitions, and builds to a persuasive, forward-looking conclusion
- Express ideas fluently and precisely, use effective vocabulary and sentence variety
- Demonstrate excellent facility with the conventions of standard English with no errors of grammar, usage, or mechanics. The paper will use a standard bibliographic reference style. The paper will be proofread for other technical errors (page numbering, “widows” etc).
- Refer to a variety of sources (academic publications, “grey literature” from NGOs, popular print media, professional peer-reviewed scholarly websites, popular websites), but the bulk (80%) of the argument is based on peer-reviewed scholarly sources (unless the topic of the paper is specifically an analysis of popular sources)
- Include all the standard components of a written assignment, including but not limited to: cover page (title, course details, personal contact information), page numbers on all pages except title page, sub-headings, introduction with thesis, hypothesis, or research questions clearly articulated, paper summary AND conclusion – conclusion is forward-looking with ideas for further research or suggestions for interventions. See “Final Paper Checklist” in your syllabus for a more complete list.
- A few, minor errors are permitted if they do not interfere with the clarity of the argument or flow of the paper

A “B” paper presents a generally thoughtful, well-developed analysis of the complexities of the topic and conveys the meaning of this complexity clearly. A typical paper in this category will:

- Present a well-considered position on the topic
- Develop the position with logically sound reasons and/or well-chosen examples
- Be focused and well organized, connecting ideas appropriately
- Express ideas clearly and well, using appropriate vocabulary and sentence variety
- Demonstrate good facility with the conventions of standard English but may have some minor errors of grammar, usage, or mechanics. The paper will use a standard bibliographic reference style. The paper may have some other technical errors (page numbering, “widows” etc).
- Refer to a variety of sources (academic publications, “grey literature” from NGOs, popular print media, professional peer-reviewed scholarly websites, popular websites), but less than the bulk (80%) of the argument is based on peer-reviewed scholarly sources (unless the topic of the paper is specifically an analysis of popular sources)
Include all the standard components of a written assignment, including but not limited to: cover page (title, course details, personal contact information), PAGE NUMBERS, sub-headings, introduction with thesis, hypothesis, or research questions clearly articulated, paper summary AND conclusion – conclusion is forward-looking with ideas for further research or suggestions for interventions. See “Final Paper Checklist” in your syllabus for a more complete list.

A “C” paper demonstrates some competence in its analysis of the issue and in conveying its meaning, but is obviously flawed in at least ONE of the following ways:

• Is vague or limited in presenting or developing a position on the topic
• Is weak in the use of relevant arguments or evidence
• Is poorly focused and/or organized
• Has problems of language and sentence structure that interfere with the clarity of the argument
• Contains occasional major errors or frequent minor errors in grammar, usage or mechanics that interfere with the clarity of the argument
• Does not refer to a variety of sources as described above
• Is missing some of the standard components of a written assignment as described above

General Guidelines for Papers:

All papers must be typed, with 1 inch margins and in 12 point font (times new roman or similar) and double spaced. Papers can be turned in directly to me or emailed to the instructor (receipt of email papers will be confirmed by return email). The student is responsible for ensuring that the paper has reached the instructor by the deadline. The instructor is not liable for lost papers, undelivered e-mails or unreadable attachments. Late papers will be penalized (it doesn’t matter why they were late unless you have a doctor’s written excuse). For each day late (day 1 = the day the paper is due past the stated deadline or end of class) the paper will be reduced by 10% of the grade. Papers that are more than one week late, without prior permission from the instructor, will not be graded and will receive a 0 (unless you were in a coma or being held hostage – proof is required).

Cite your work. If you are unsure of how to reference or what should be referenced – see the instructor or consult the writing center. All quotations or numbers (facts and figures) must be referenced with a page number. Paraphrases or summaries of other’s work or ideas must be referenced with the author and year.

The best references are from recent, peer-reviewed journals. Books may be used for general information, but remember they are generally out of date by the time they are published and are not peer-reviewed. Web sites may be used with caution. Anyone can put information on a website – Bob’s Globalization Website is not an appropriate website to reference, even if you like what Bob has to say. Only websites that are maintained by reputable organizations – like the World Health Organization – are appropriate. Generally, if you can’t tell when the information was put on the website, or why the authors are experts, you shouldn’t use that site. If you have any doubts, check with the instructor. You will lose points on your papers if you use inappropriate websites as references (the amount of points depends on how much your argument relies on this reference).
Group Presentation

Groups will consist of 3-4 students. The presentation will focus on conclusions drawn from data collected by the group members and must be presented using Power Point. Each group will have a total of 20 minutes. Each group presentation should include a 15 minute presentation and 5 minutes for discussion of the issues. Presentations are limited to 20 minutes (additional question/discussion time will not count against the group). The group’s written reports are due on the date indicated in the syllabus. Correct and appropriate referencing is also required for presentations.

Final Paper/Research Project:

21-30 pages.

This is an individual paper. See the outline below concerning how the paper is organized and will be graded. A minimum of 12 references are required for this paper (but for most, I would recommend more). You are also required to present the results of your research using Power Point. Again see below regarding how to organize your presentation and how it will be graded.

Final Papers are Due Thursday December 9th, 2010 by 4:30 pm.
Research Project:

You are expected to write a paper applying some aspect of the course material to your own field of study. The paper should be based on a small-scale research project that you design and carry out after consultation with me. I would suggest that you adhere to the following procedures in carrying out your project:

1. Identify an area of interest or one that is relevant to your major, minor, or career interests (e.g., genetic screening and counseling).

2. Read the relevant chapter in the text to learn more about your area of interest. Also, look up some of the references cited in the text and read them (e.g., read Genetic Testing).

3. Talk to me, a faculty member in your department, a practitioner in your field, or a graduate student in your department who has had some experience in a health-related field (e.g., an M.D., R.N., pharmacist, medical technician, etc.).

Proposal: (5 points)

1. Define a specific research topic (e.g., ethical implications of genetic counseling and prenatal diagnosis).

2. Develop a preliminary outline of your paper. Your outline should include the following:

   A. State the specific problem that you intend to investigate.

   B. Indicate briefly what you already know from your preliminary readings and discussions about the problem. Cite relevant literature.

   C. State your research objectives. Indicate what you want to learn about the problem.

   D. Describe your research methods. Suggest how you plan to go about collecting information for your study (e.g., site visits, interviews with practitioners and/or patients, questionnaires, etc.).

   E. Outline a timetable for your study. This should include expected dates for the completion of:

      (1) A literature review

      (2) Development of your data collection plan and instruments (i.e., interview schedules, questionnaires etc.)
(3) Collection of data

(4) Preparation of a first draft of your research report

(5) Presentation of your report to the class

(6) Revision and preparation of the final draft of your report

3. Include a preliminary list of references (6 or more).

4. Use the following headings in your proposal: Title, Problem Statement, Research Objectives, and Research Methods.

5. Discuss your outline with me and revise it based on our discussion.

Research:

1. Prepare and submit your research proposal (5 points).

2. Carry out your project and prepare the first draft of your report (5 points). Submit you draft to me by Nov. 19.

3. Present your report to the class when scheduled (20 points).

4. Revise your report and prepare the final draft (30 points).

4. Submit your report to me by Dec. 10.

5. Don’t forget to frequently discuss your project with me and/or faculty in your department as your research project progresses.
**Class Presentation:**

1. Your class presentation should be timed to last no more than 10 minutes. Use Power Point.

2. It should be organized as follows:

   **Points**

   (5) 1. Introduction: Introduce the problem and its importance; State your research objectives and questions.

   (3) 2. Research methods: Describe the research methods you used for your study; How you collected your data/information; Who your respondents were.

   (5) 3. Results: Present your findings organized around your research objectives or questions. Use graphs and tables when appropriate.

   (5) 4. Discussion: Summarize your findings; Point out the extent to which your results agree or disagree with published studies and interpret similarities and differences; What are the implications, strengths and weaknesses of your study?

   (2) 5. Instructional Aids: Use Power Point for your presentation.

   20 TOTAL
Preliminary Report (5 points):

A draft of the final report of your research project is due by Nov. 18. I will go through it and make suggestions for revisions.

Final Report (30 points):

The final report of your research project is due by Dec 9. It should be organized as follows:

<table>
<thead>
<tr>
<th>Pages</th>
<th>Points</th>
<th>Pages</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>Abstract: A brief summary of the content and purpose of your research report.</td>
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<td>2-4</td>
<td>2</td>
<td>2</td>
<td>2. Introduction: Statement of the problem and clear statement of the purpose or objective of the research</td>
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<td>6-8</td>
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<td>3</td>
<td>3. Literature Review: Summary of the important literature that is relevant to the problem</td>
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<td>1-2</td>
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<td>4</td>
<td>4. Method: Describe how the study was conducted. Include a description of the data collection plan and any instruments used (e.g., questionnaire).</td>
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<td>6-8</td>
<td>5</td>
<td>5</td>
<td>5. Results/Findings: Presentation of the results or findings of your research project, summary of the data collected, etc.</td>
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<tr>
<td>4-5</td>
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<td>6</td>
<td>6. Conclusions/Implications: Clear statement of the conclusions or implications of your research findings, future directions for research, etc.</td>
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<td>1-2</td>
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<td>7</td>
<td>7. References: List all references cited in the text of your report.</td>
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<td>8</td>
<td>8. Appendix: Deposit an electronic copy of your PowerPoint presentation into the appropriate drop box on PowerPoint.</td>
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30 TOTAL
Points that apply to issues in biomedical ethics

1. Conflicts concerning Bioethical issues.

2. Analysis must involve respect for divergent positions
   A. Establish the facts
   B. Outline divergent positions
   C. Identify underlying ethical principals

3. Law and ethics are not the same

4. Limits to political/legal solutions to social problems

5. Ethical Principals
   A. Autonomy
      -Right to make one’s own decisions
   B. Beneficence
      -Principle of doing good
   C. Nonmaleficence
      -Avoid causing harm
   D. Justice
      -Obligation to be fair
Reading Assignment

Issue 1 - Should pregnant women be punished for exposing fetuses to risk?

Read Issue 8 from *Taking Sides: Clashing Views on Controversial Bioethical Issues* that outlines the affirmative and negative positions on this issue and Chapter 16 When a pregnant woman endangers her fetus in *Cases in Bioethics*. Answer the following questions:

1. Does the policy of requiring every pregnant woman who enters the hospital to sign a statement giving their permission to be tested for drugs violate their constitutional rights?

2. Do you agree with the policy of arresting pregnant women who test positive for drugs and refuse to enter a drug treatment program?

3. Will such a policy deter women from seeking prenatal care?

4. Should this policy be extended to other behavior that is hazardous to the fetus such as drinking and smoking?
Reading Assignment

Issue 2 – Are Reproductive Technologies beneficial or harmful?

Read Chapter 5 Assisted Reproduction in Medical Ethics. After viewing the video Bloodlines: Technology Hits Home Complete the table State your own position on theses issues and the reasons for your position

Reproductive technologies allow many couples to have babies. But these technologies raise troubling questions about the increasing medicalization and commercialization of basic biological processes. Below are listed a number of reproductive technologies. List the benefits and potential harm associated with each technology. Also, list any legal restrictions or regulations that you think are needed

<table>
<thead>
<tr>
<th>Technology</th>
<th>Benefits</th>
<th>Harm</th>
<th>Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sperm Donation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egg Donation</td>
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<td></td>
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<tr>
<td>Harvesting of Eggs</td>
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<tr>
<td>Artificial Insemination (AI)</td>
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<tr>
<td>Invitro Fertilization (IVF)</td>
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<tr>
<td>Gamete Intrafallopian Transfer (GIFT)</td>
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<tr>
<td>Zygote Intrafallopian Transfer (ZIFT)</td>
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<tr>
<td>Intracytoplasmic Sperm Injection (ICSI)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Surrogate Motherhood</td>
<td></td>
<td></td>
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</tbody>
</table>
Reading Assignment

Issue 3 - Is surrogate motherhood beneficial or harmful?

Read Chapter 3 in Reproductive Technologies. Outline the arguments for and against the use of surrogate mothers who are paid for their efforts.
Issue 3 – Class Exercise

Case
Valerie, a 23-year old mother of two boys, age two and three, agreed to become a surrogate mother for $10,000 fee and expenses. She conceived by artificial insemination with Aaron’s sperm. Aaron and Mandy had undergone years of Valerie and her husband, Bill, a truck driver, had begun to have reservations about giving up the child that was “one-half” theirs. When the baby girl was born they refused to give it up and offered to return the money. Aaron and Mandy want the court to order Valerie and Bill to honor their contract.

Valerie and Bill want the court to permit them to keep and raise the baby and to allow them to refund the $10,000 they were paid. A court appointed fact finder has suggested that the two couples be granted joint custody of the baby.

ROLE PLAY

You will be assigned a role to play in the hearing. Try to create details as you go along. Convey your feelings of anger, outrage, betrayal, concern for the best interests of the baby.

The judge and members of the jury can ask questions or challenge statements made by the couples and their attorney at any time. At the end of the hearing the jury will be asked to vote on the three proposals.

ROLES

1. Valerie, the surrogate mother. You might argue that you carried the baby to term; endured the discomfort, pain and risk of childbirth and that you have bonded with the baby.

2. Bill, Valerie’s husband. You might argue that the baby is “one-half” yours and that you and the other children consider the baby part of the family.

3. Attorney for Valerie and Bill. You could argue that the contract is null and void since it constitutes “selling a Baby” which is against Indiana State Law.

4. Aaron, Mandy’s husband. You can argue that it is your baby since you contributed the sperm.
5. **Mandy.** You might argue that you have tried for years to have a baby without success. Since Valerie and Bill already have two children, it is only fair that they permit you to have this child.

6. **Attorney for Aaron and Mandy.** You can argue that the contract is binding and should be enforced by the courts.

7. **Court Appointed Fact Finder.** You might argue that the dispute could be resolved by granting the two couples joint custody of the baby.

8. **Social Worker.** You should argue that the baby’s welfare is the most important consideration.

9. **Judge.** You are to ask each participant and their attorneys to make a statement to the jury. Each attorney may question the other couple and their attorney. Jury members may ask questions and challenge statements made by the two couples and their attorneys.

10. **Jury.** You will vote at the end of the trial. You may vote to:

    A. Award custody of the baby to Valerie and Bill and refund the $10,000 that was paid.

    B. Award custody of the baby to Mandy and Aaron.

    C. Award joint custody of the baby to the two couples.

    D. Award custody of the baby to Valerie and Bill with visitation rights by the other couple.

    E. Award custody of the baby to Mandy and Aaron with visitation rights to the other couple.

    F. Award custody of the baby to the state with the intention of finding a foster home for the baby.
Reading Assignment

Issue 4 – Is abortion immoral?

Read Issue 7 in *Taking Sides*, Chapters 20-21 in *Cases in Bioethics* and Chapter 4 Abortion in *Medical Ethics*. Complete the table. Attitudes toward abortion range from the contention that women have an absolute right to control their own bodies to the argument that a fetus’s right to life is more important than a woman’s right to control her reproduction. Much of the debate over abortion centers around who should have a say in the decision to abort: the pregnant woman, the parents of teenage girls, the father or the state. Below is a list of restrictions on abortion, some of which have been enacted into state laws. Indicate whether you agree or disagree with each restriction. Also, briefly summarize the reasons for your decision in each case.

<table>
<thead>
<tr>
<th>Position</th>
<th>Agree</th>
<th>Disagree</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No restrictions on a woman’s right to choose.</td>
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<tr>
<td>2. Restrict the use of public funds for abortion.</td>
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<td>3. Require a 24 hour waiting period.</td>
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<td>5. Require parental consent for teenage girls.</td>
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<tr>
<td>5. Require husband’s consent for married women.</td>
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<td>6. Ban on late term abortions.</td>
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<td>7. Ban unless there is a threat to the mother’s health.</td>
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<td>8. Ban unless there are severe abnormalities in the fetus.</td>
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<td>9. Ban except for rape or incest.</td>
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<tr>
<td>10. Total ban. Fetus has an</td>
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</table>
Group Project

Issue 5 – Are abstinence programs effective in preventing HIV/AIDS, unwanted pregnancies or extra marital sex?

Group Project

Form groups of 4-5. Survey at least 30 people using the attached questionnaire. Prepare a 3-4 page report of your findings. Use a word processor.

Organize your report as follows:

1. State your objectives.
2. Describe your research methods.
3. Present your findings in tables and/or graphs. Compare respondents’ responses by age, political identification and religion.
4. Discuss your results.
5. Prepare a short Power Point presentation with the results of your study.
Survey
Effectiveness of Abstinence Programs/Access to Birth Control Information

What is your gender?
☐ Male
☐ Female

1. What is your age?
   ☐ 18-24
   ☐ 25-29
   ☐ 30-39
   ☐ 40-49
   ☐ 50-64
   ☐ 65+

2. With which political party do you identify?
   ☐ Republican
   ☐ Democrat
   ☐ Independent

3. Indicate how religious you are.
   ☐ Very religious
   ☐ Somewhat religious
   ☐ Not at all religious

5. Do you think that programs to promote abstinence have been effective in preventing or reducing?:

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Not Very Effective</th>
<th>Not At All Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV/AIDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Unwanted pregnancies</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Extramarital sex</td>
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</table>

6. Based on what you know or have heard, compared to European countries like England, France, and Germany, how would you compare Americans’ access to birth control?

   ☐ Americans have better access to birth control
   ☐ Americans have worse access to birth control
   ☐ Americans and Europeans access to birth control are about the same
   ☐ Not sure
7. Please indicate whether you tend to agree or disagree with the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Tend to Agree</th>
<th>Tend to Disagree</th>
<th>Not Sure</th>
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</thead>
<tbody>
<tr>
<td>People should have more access to information about birth control options.</td>
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<tr>
<td>Providing people with access to birth control is a good way to prevent abortions.</td>
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<tr>
<td>Access to birth control should not be limited by someone’s ability to pay.</td>
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<tr>
<td>Abstinence is the best option for protecting teens from unwanted pregnancies.</td>
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<tr>
<td>The “morning after” pill should be easily available in all pharmacies.</td>
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<tr>
<td>Teens should be allowed access to birth control without their parents’ knowledge.</td>
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<tr>
<td>If a pharmacist, for moral or religious reasons, prefers not to dispense birth control he or she should not be required to do so.</td>
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<tr>
<td>It’s too easy to get birth control in the U.S.; tighter restrictions are needed as to how and when it is used.</td>
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Reading Assignment

Issue 6 - Should physicians be allowed to assist in patient suicide?

Read Issue 6 in *Taking Sides*. Also read Chapter 3 Physician-Assisted Dying in G.E. Pence, Medical Ethics.

Answer the following questions:

1. Outline the arguments for physician assisted suicide (PAS).
2. Outline the arguments against PAS.
3. Will legalizing PA start the nation on the slippery slope leading to the termination of the life of the elderly, the mentally retarded, etc.?
4. If other states follow the lead of Oregon and legalize PAS, what safe guards need to be enacted?
Class Exercise

Answer the following questions:

1. A patient with a terminal disease ought to be able to tell the doctor to let him die rather than to extend his life when no cure is in sight.
   ________ Yes  ________ No

2. If a patient is terminally ill, in a coma and not conscious, with no cure in sight... the family of such a patient ought to be able to tell doctors to remove all life-support services and let the patient die.
   ________ Yes  ________ No

3. A necessary condition for withdrawing life-support systems should be to determine “what the patient said about life-support treatment while still mentally competent.”
   ________ Yes  ________ No

4. If there is no evidence of what the patient said, then the family and doctors should measure whether the burdens of the patient’s life outweighs the benefits the patient gets from being alive.
   ________ Yes  ________ No

5. Artificial nutrition and hydration are a form of medical treatment and should be withheld or withdrawn from terminally ill patients at the request of the patient or his/her family.
   ________ Yes  ________ No

6. When a patient is terminally ill, “with no cure in sight,” requests the right to tell his doctor to “put him out of his misery,” this should be permitted.
   ________ Yes  ________ No

7. Patients who are chronically ill or seriously injured (e.g., quadriplegics) but not terminally ill, should be permitted to request that their doctor put them out of their misery.
   ________ Yes  ________ No

8. Parents should be allowed to withhold life-saving surgery from severely retarded infants born with other defects that would be fatal without surgery.
   ________ Yes  ________ No
Reading Assignment

Issue 7 – Who should decide in end-of-life decisions?

Read Chapter 2 Commas in medical Ethics. In 1990, Terri Schiavo, a 26 year old married woman suffered a heart attack that deprived her brain of oxygen. She subsequently lapsed into a persistent vegetative state according to medical experts. Terri has no written Living Will or Medical Directive indicating her wishes about continuing life support. For the last 15 years she has not spoken. While she breathes on her own, without a feeding tube that provides nourishment she would die within 7-10 days. Scans have indicated that the upper portions of her brain were irreparably damaged. She evidenced reflex movements of the eyes, face and hands which are controlled by the lower portions of her brain.

Terri Schiavo’s parents, Bob and Mary Schindler, disagree with state court findings that she has no hope of regaining cognitive function. A dispute between Terri’s husband, Michael Schiavo, and parents began in 1993 when the Schindlers unsuccessfully sought a court order to remove Terri’s husband as her guardian. Then in 1998 Michael Schiavo went to state court to seek permission to remove Terri’s feeding tube. The Florida Courts appointed a guardian for Terri and removed her husband as guardian. The court concluded, based on trial testimony of doctors who had examined Terri, that she was in a persistent vegetative state with no hope of recovering cognitive abilities. Terri’s court appointed guardian agreed with the findings of the court and that the feeding tube should be removed in accordance with the request of Michael Schiavo. The Schindlers disagreed, saying that Terri is sometimes responsive to them and could recover. They do not want her to be allowed to die and have appealed court rulings several times. They also have tried unsuccessfully to persuade Florida’s courts that their daughter was denied due process. After reviewing a four year old video tape shot by her family showing Terri responding to her mother’s voice in 2002, County Circuit Court Judge Greer ruled that Terri had no cognitive function. After all appeals at the state level and the U.S. Supreme Court has declined to intervene, Terri’s feeding tube was removed on Friday, March 18, 2005.

The Schindlers appealed to the U.S. Congress to intervene in the case overriding the decisions of the Florida State Courts. The U.S. House Government Reform Committees issued subpoenas Friday for Terri and Michael Schiavo to testify at a hearing this week. Judge Greer denied a motion by the committee’s lawyers to intervene in the case. Subsequently, the U.S. Senate and House of Representative passed a special bill over the weekend providing Terri’s parents with standing to bring a suit in federal courts against any person who was a party to the state’s court proceedings relating to the withholding or withdrawing of food, fluids, or medical treatment necessary to sustain the life of Terri Schiavo. The law directs the U.S. district court to determine the merits of the parents’ claim that Terri has been denied due process and requests that the judge order the feeding tube to be reinserted.
After watching the video on the Terry Schiavo case, answer the following questions:

1. Outline the arguments on both sides of the case.

2. Was it appropriate for the Governor of Florida and legislature to intervene in this case?

3. Was it appropriate for the President and the federal government to intervene in this case?

4. Is it ever ethical (appropriate) to withdraw food and water from a patient at the end of life? If so, under what conditions?

4. Who should decide when to suspend treatment in cases such as this one: spouses, parents, doctors, ethics committees, the courts?

5. Questions: Provide reasons for your answers.

   A. If you had been appointed her guardian by the Florida courts, would you have her feeding tube removed?
      ___Yes ___No

   B. If you were the Federal Judge would you order the feeding tube reinstated? ___Yes ___No

   C. If you were Terri Schiavo would you want the feeding tube removed? ___Yes ___No
Reading Assignment

Issue 8 – Who should decide about the treatment of impaired children and babies?

Read the attached Issue 11 in Taking Sides. Also read Chapter 8 Faith Healing for Childhood Leukemia in Cases in Bioethics. Answer the following questions raised by this case:

1. Do you feel that the parents are guilty of murder, manslaughter or child neglect when they refuse necessary medical care for a child who subsequently dies? Or do you feel that the family has a right to treat their child according to their religious beliefs?

2. Do you think that the parent of a child who dies as a result of denial of medical treatment should be sent to prison, placed on probation or fined for their actions? Or do you feel the case against them should be dismissed?

3. Do you think that the court should place the other children of parent whose child has died as a result of denial of medical treatment in a foster home or require the parents to seek medical care if they become ill? Or do you think that the state should not interfere with the way in which the parents are raising their children?

4. Do you agree that ethically and legally parents have the right and duty to make decisions and to care for their impaired babies and children?

or

Do you believe that independent advocates should be appointed for impaired babies and children to weigh the risks and benefits or proposed interventions?
Case study A:

Gary and Pam had wanted a child ever since they had married seven years earlier, and were thrilled beyond belief when Pam learned that she was pregnant one spring. They busied themselves with preparations for the baby. Pam learned how to crochet, and she fashioned booties and sweaters and hats. Gary, handy with a hammer, converted the extra bedroom into a nursery, complete with ruffled curtains and built-in shelves for the power, lotion and diaper pins. They bought a used crib, and splashed it with yellow paint.

Their eager anticipation was destroyed one snowy December morning when their son was born a victim of Down’s Syndrome-Mongolian Idiocy. He rested in Pam’s arms, a picture of concomitant, oblique eyes, clubbed fingers, set-back ears, eye folds, and fat-scruff on his neck. Pam and Gary knew that he would live a short life, but hat even the time he did live would be characterized by heart trouble, respiratory and digestive ailments, and arrested mental development. Several hours after birth, the baby did develop respiratory problems. Pam and Gary conferred with the physician. The two choices were to place the baby on a respirator or in a sanitarium without any respiratory devices.

Case study B:
Carole and Tom’s only child, four year old Matthew was diagnosed with cancer in April of 1986. It was Easter and unlike the common vivacious child, Matthew wasn’t interested in hunting eggs. He had been constipated and was feverish for three days. His mother, Carole, had repeatedly taken him to his pediatrician. All that his physician had to say was “give him an enema”. The fever progressed and his parents chose to consult a specialist at Methodist Hospital in Indianapolis, Indiana. The oncologist, Dr. Jones, took one look at him and knew what was wrong with little Matthew. He had begun to reach the fourth and final terminal stage of what was known as a Whelm’s Tumor. The cancer only occurs in male infants and slowly grows around and smothers vital organs. When surgeons opened him up they refused to continue believing it would disturb the tumor and result in further complications. The physicians told Carole and Tom that they had two choices. They could proceed with chemotherapy and radiation treatments or they could suspend further treatment except for palliative care.
Reading Assignment

Issue 9 – Do parents harm their children when they refuse medical treatment on religious grounds?

Read the attached Issue 11 in Taking Sides. Also read Chapter 8 Faith Healing for Childhood Leukemia in Cases in Bioethics. Answer the following questions raised by this case:

1. Do you feel that the parents are guilty of murder, manslaughter or child neglect when they refuse necessary medical care for a child who subsequently dies? Or do you feel that the family has a right to treat their child according to their religious beliefs?

2. Do you think that the parent of a child who dies as a result of denial of medical treatment should be sent to prison, placed on probation or fined for their actions? Or do you feel the case against them should be dismissed?

3. Do you think that the court should place the other children of parent whose child has died as a result of denial of medical treatment in a foster home or require the parents to seek medical care if they become ill? Or do you think that the state should not interfere with the way in which the parents are raising their children?

4. Do you agree that ethically and legally parents have the right and duty to make decisions and to care for their impaired babies and children?

or

Do you believe that independent advocates should be appointed for impaired babies and children to weigh the risks and benefits or proposed interventions?
Based on the video “They Call it Manslaughter.” discuss the following issues:

1. Do you feel that the parents are guilty of murder, manslaughter or child neglect in this case? Or do you feel that they had a right to treat their child according to their religious beliefs?

2. Do you think that they should be sent to prison, placed on probation or fined for their actions? Or do you feel the case against them should be dismissed?

3. Do you think that the court should place the other children in a foster home or require the parents to seek medical care if they become ill? Or do you think that the state should not interfere with the way in which the parents are raising their children?
Reading Assignment

Issue 10 – Should doctors be able to refuse demands for “futile” treatment?

Read the attached Issue 7 in Taking Sides. Outline the debate over who should make decisions regarding what kind of life is worth prolonging.
Reading Assignment

Issue 11 - Should animal experimentation be permitted?

Read Chapter 10 in Medical Ethics. Answer the following questions:

(1) What types of research involving animals should be permitted? What types of animals should be used as research subjects?
(2) What safeguards should be enacted to prevent unnecessary pain and suffering of these animals?
(3) Discuss the pros and cons of research that would combine animal and human genes. Do you think that this type of research should be approved? What safeguards should be put in place?
Issue 11 – Class Exercise

The ability to empathize should be considered when weighing the possible benefits and harms of animal experimentation. While all of us can empathize with people who may benefit from animal experimentation, we also do not want animals to suffer. Keeping these considerations in mind, read the following descriptions of experiments researchers wish to conduct. Assess the merit of each experiment and mark a B by those you believe are beneficial and H by those in which the harm to the animal outweighs the benefit of the experiment. Discuss your answers with the other members of your group and develop a combined group assessment of each experiment.

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<tr>
<th>B(Beneficial/ H (Harmful)</th>
<th>Experiment</th>
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<td></td>
<td>Infect primates with Simian Acquired Immune Deficiency Syndrome (SAIDS) so that the effectiveness of drugs which may cure AIDS in humans can be tested.</td>
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<td></td>
<td>Have high school students dissect frogs so that they learn how the internal organs work.</td>
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<tr>
<td></td>
<td>Determine the toxicity of a new eye shadow by putting it in liquid form and dripping it into rabbits’ eyes.</td>
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<td></td>
<td>In hopes of finding and testing effective therapies to treat Parkinson’s disease, treat primates with a drug that will induce in their bodies the symptoms of the disease.</td>
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<td></td>
<td>Use the internal organs of pigs to extract a compound that will be used in an antibody that may cure childhood leukemia.</td>
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<td></td>
<td>To test a new, cheaper vaccine that will be used to treat rabies-infected pets and farm animals, infect squirrels with rabies and test the vaccine on them.</td>
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<td></td>
<td>Kill a baboon so that the heart may be transplanted into a human infant born with a heart defect. The chances of the experiment succeeding are low.</td>
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<tr>
<td></td>
<td>Treat mice with a newly-developed vaccine that clinical studies show may cure Lou Gehrig’s disease.</td>
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<tr>
<td></td>
<td>To learn about the body’s response to pain, send an electric shock through the tails of young rats and record their vocalizations.</td>
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</table>
Reading Assignment

Issue 12– Can human experimentation be justified by its outcomes?

Read Chapter 11 Research on Human Subjects in Medical Ethics. After viewing the program, *Deadly Deception*, answer the following questions:

3. Who were the people who conducted the Tuskegee study? What was their position in society and what motivated them?
4. What was the stated purpose of the study?
5. What reason were the men given for the tests and treatment they received?
6. What was the attitude of the men in the study to the doctors?
7. What important discovery took place that the doctors did not tell the men about?
8. What possible benefit could come to humankind by learning about untreated syphilis?
9. Who were the people who were subjects of the study? What was their position in society and what motivated them?
10. What are the main ethical issues raised by the Tuskegee study? How does this study conflict with the Nuremberg code?
11. Were the investigators justified in conducting the experiment the way that they did? If not, why not?
12. What arguments did the investigators use to justify the way they conducted the experiment?
13. Do you agree with their rationale for the study? If not, why not?
14. Could the study have been designed and conducted in accordance with ethical standards and NIH guidelines? If so, how?
Issue 13 – Should pharmacists be allowed to deny prescriptions on grounds of conscience?

Read Issue 20 in *Taking Sides* and outline the pro and con arguments.

**Group Project**

Form a focus group with at least 5 people. Address the following questions:

1. Should health care providers such as pharmacists, physicians, nurses, and other health care personnel have a right to refuse to perform, assist, counsel, recommend or refer in providing services to which they object on moral grounds? If so, what are some of the specific services that they should be able to refuse to provide?

2. Should the right to refuse to provide services be protected by state or federal law?

3. Does the public have a right to access these services? If so, what specific services should they have a right to access?

4. How can we balance the rights of providers to refuse to provide services and the public’s right to access these services?

Prepare a 3-4 page report of your findings. Use a word processor.

Organize your report as follows:

1. State your objectives.

2. Describe your research methods.

3. Present your findings. If possible, compare your respondents views by gender, age, religion and/or political identification.

4. Discuss your results.
Reading Assignment

Issue 14 - Should there be a market in body parts?

Read Issue 17 in Taking Sides.

Outline the arguments for and against the position that body parts are personal property and that individuals should have the ability to transfer and sell them.
Issue 15 – Should parents be allowed to opt out of vaccinating their children?

Read the attached Issue 17 in Taking Sides. Outline both sides of the issue. State your own position on this issue.
Reading Assignment

Issue 16 – Are children over-medicated?

Take notes on the video, The Medicated Child. State your own opinion on this issue.
Reading Assignment

Issue 17 – Should human enhancement be banned?

Read Issues 12 and 19 in *Taking Sides*. Outline the debate over human enhancement.
Issue 18 – Should employees be held responsible for their own health?

Read the attached article “Financial Penalties for the Unhealthy? Ethical Guidelines for Holding Employees Responsible For Their Health.” Do you think there should be financial rewards for employees who engage in healthy lifestyle? Penalties for employees who engage in unhealthy lifestyles? Does an employer have the right to refuse to hire or to fire employees who smoke, drink excessively; refuse to participate in wellness programs?
Issue 19 – Should people be committed against their will for treatment of psychiatric conditions.

Read Chapter 15 Involuntary Psychiatric Commitment in Medical Ethics. Outline the issues raised concerning paternalism versus autonomy.

State your position on this issue.
**Group Project**

Issue 20 – Should the federal government fund human stem cell research?

Read the attached Issue 12 Should the federal government fund human stem cell research? In Taking Sides. Outline both sides of the issue. State your own opinion on this issue.

**Reading Assignment**

Issue 21 – Does direct-to-consumer drug advertising enhance patient choice?

Read Issue 3 in Taking Sides. Outline the arguments on both sides of this issue.
1. Introduction: The Human Side of Medicine - A Sociological Perspective


2. The Social Use of Clinical and Biological Information

A. Human Experimentation


**B. Animal Experimentation**


**C. Genetics Testing- Genetics & Control of Human Development**


4. Changing Definitions of Social Deviance

A. AIDS


B. Drug Addiction


C. Alcoholism


5. Social Control of Human Reproduction

A. Abortion


B. Reproductive Technologies


Boling, P. “Mandating treatment for pregnant substance abusers is the wrong focus for Public Discussion.” Politics and Life Sciences, (Mar 96) pp51-2.


C. Adolescent Pregnancy


6. Quality of Life Issues

A. Death, Dying, and Euthanasia


B. Organ Transplants


Special Issue on Organ Donation 2003. Kennedy Institute of Ethics Journal 13(1).


7. Doctor-Patient Relations


Journals

Kennedy Institute of Ethics Journal

Journal of Medical Ethics

The Hastings Center Report

Websites

http://www.asa-asn.org

http://www.med.penn.edu/~bioethics library

http://www.cdc.gov

http://www.nih.gov

http://www.gen.emory.edu/MEDWEB/

http://www.ama-assn.org


http://www.ovid.lib.purdue/ovid

http://www.lib.purdue.edu/library_info/electronic/indexes.html (go to Ageline)