

# Syllabus for Honors 195I

## Biomedical Ethics, Health Policy, and Society

### Fall 2018

#### Instructors

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#### Course Meeting Times and Location

Selected Tuesdays (see dates below) 5-6:40 PM, ILC room 151

Class meeting dates	Session	Topic
August 21	Session 1	Introduction to Health Care
August 28	Session 2	Health Care in America and Other Countries
September 4		NO CLASS
September 11		NO CLASS
September 18	Session 3	Cost of Health Care
September 25	Session 4	Aging and End of Life Care and Choices
October 2	Session 5	Design for a New Health Care System in USA
October 9	Session 6	Genetic Testing
October 16		NO CLASS
October 23	Session 7	Genetic and Genomic Techniques in Health Care
October 30	Session 8	Opioid Addiction in America
<b>TBD</b>	<b>Party</b>	<b>Course get together – social event (5:15 PM)</b>

#### Short Description:

This honors colloquium will focus on contemporary and historical issues in biomedical ethics as it relates to health laws and policies and medical treatments. Topics that may be discussed include: access to organs for transplants, death and dying, reproductive health policy, public health and vaccination policies, gene therapy, use of stem cells in research and medicine, health care policies, health insurance, and informed consent. Class sessions will discuss articles in recent publications, as appropriate for the topic. Students will participate in debates and role playing, discuss case studies, give presentations, discuss assigned readings, and do some short writing assignments. There will be eight class sessions.

**No books need to be purchased for this course.**

#### D2L Course Management Website

Course materials and readings will be available on the D2L site for our course. Most assignments must be submitted through the D2L Assignment Submission site of our course and will be tested for plagiarism. Some assignments will be submitted by individual students.

**Credit Hours:** One hour of Honors credit

#### Expected Learning Outcomes from this Course

- Apply critical thinking to evaluate arguments made in written documents and given as oral presentations.
- Apply creative thinking to problem solving in written documents and as oral presentations.
- Write a clear argument supporting or refuting a particular position related to biomedical ethics.
- Perform appropriate literature search for published information, and reference literature and websites correctly in written papers.
- Give clear oral presentations.

- Ability to identify multiple sides of ethical issues in health care decisions. Serve as a good team member for collaborative work in small groups.
- Learn to tolerate opposing points of view.

### Team Work

Members of a team are expected to do his/her fair share of the work for the project. Your participation may be evaluated by other members of the team. These evaluations may be taken into account for the grades given to individuals of the team.

### Assignments

Assignments are due **BEFORE class** and must be deposited into the D2L Assignment Submission site as **Word documents or a pdf**. Late assignments will have 10% of the points deducted from the grade for each day the assignment is late. Please send an email message to Dr. Burd if you know your assignment will be late.

### Grading

5 points	Individual written assignment – Summary of interview on family health insurance
20 points	Individual written assignment
20 points	Short Presentation, Role Playing, or Debate
24 points	Class participation (including class attendance)
10 points	Team project on Opioid Addiction
21 points	Pop quizzes
100 points	Total

### Reading Assignments:

All students should read articles with a title that begins with **All**.

Group students who are presenting in the class that session should read articles listed for **All** and **Group** and any **other** articles on the D2L site and elsewhere that they find that might be needed for the topic.

Readings are assigned on the D2L site. Readings may be added to the D2L site after the start of school. Be sure to check the site before the next class. Readings must be completed **PRIOR** to class.

**Written assignments:** except for the assignment listing the insurance type used by your family (or friend), all written assignments should be **two pages, single spaced in 12 point font**. A **third page** should be attached with **references** used to write the paper using the **APA referencing style** (see <http://guides.libraries.psu.edu/apauickguide/overview>). Websites may be referenced (see <http://guides.libraries.psu.edu/apauickguide/webpages>), but important elements to include are: Author (if known). If no author, use title. Date of publication. If no date, use n.d. Title of Web page and URL (Web address) of the Web page. For most of your written work, you are expected to find, use, and reference at least **two** additional references that are not part of the required reading listed on our D2L site.

**Oral Presentations:** Be prepared for your assigned debate, role playing, or presentation. Please do not read the text of your presentation, but notes may be used.

**Team Project:** Five groups of 4-5 students will work to together on a team project. The team will do a literature review on opioid addiction, interview a professional who works or interacts with addicted individuals, write a report (two pages, single spaced, with a third page of references), and present a summary of findings.

Each team will decide who does:

- Submits a **literature review** with 4-5 references beyond those on the D2L website.
- **Interviews** (all need to agree who will be interviewed, decide the questions, and submit the interview questions with the paper).

- **Writes the paper** (all need to read, approve a draft and the final paper, and sign the paper)
- **Presents the oral summary** (presented during Session 8)

In teams with a fifth person, two students might participate in the interview or writing the paper.

**Indicate on the literature cited part of the written paper, the student responsible for each role on the project.**

**Class Participation:** All students are expected to participate in this class. We will keep track of participation in class. If you are unable to attend one of the classes, please contact one of the instructors as soon as possible. We may be able to give you an assignment to make-up the class participation points.

**Pop Quizzes:** Short, unannounced quizzes will be given at the start of some classes. It will be necessary to complete the reading and assignments due for that day to earn a good grade on the quiz.

**Final grades:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = < 60

Grades of Incomplete ("I") must be requested and will be awarded **only** at the end of the course for incomplete work and **not** because of disappointing performance.

**GENERAL COURSE AND UNIVERSITY POLICIES**

**Electronics:** The use of cell phones, as well as texting or web-surfing on notebook computers, iPads, etc., will only be allowed in class as part of the classroom activities. The use of recording devices to record the lecture may be allowed with permission of the instructors.

**Absence and Class Participation Policy**

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences for groups of more than three students that are pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <http://policy.arizona.edu/employmenthuman-resources/attendance>.

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

## **Accessibility and Accommodations**

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520) 621-3268 to explore reasonable accommodation.

If our class meets at a campus location, please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. See <http://drc.arizona.edu/instructors/syllabus-statement>.

## **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

## **UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

## **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor; see <http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template>.

## **ADDITIONAL RESOURCES FOR STUDENTS**

### **Office of Diversity** (<http://diversity.arizona.edu/>)

Our course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

### **Counseling & Psych Services (CAPS):** <http://www.health.arizona.edu/counseling-and-psych-services>

This unit offers psychological counseling and psychiatric services to students to help them cope with personal problems so that they can successfully achieve their educational goals.

### **Sexual Assault and Trauma Services:** <https://www.health.arizona.edu/oasis-sexual-assault-and-trauma-services> This unit (OASIS) was established to provide a variety of services to UA students, staff, and faculty of all genders who are impacted by sexual assault, relationship violence, and stalking.

**Optional Reading:**

Biss, E. 2014. *On Immunity: An Inoculation*. Graywolf Press, Minneapolis, MN

Fink, S. 2013. *Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital*. Crown Publishers, New York (winner of the Pulitzer Prize)

Gawande, A. 2014. *Being Mortal: Medicine and What Matters in the End*. Metropolitan Books, Henry Holt and Co., New York

Kidder, T. 2003. *Mountains Beyond Mountains*. Random House, New York

Mukherjee, S. 2010. *The Emperor of all Maladies: A Biography of Cancer*. Scribner, Division of Simon and Schuster, New York (winner of the Pulitzer Prize)

Reid, T.R. 2009. *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Penguin Press, London, England

Skloot, Rebecca, 2010. *The Immortal Life of Henrietta Lacks*. Broadway Paperbacks: New York

Woolf, S.H. and Aron, L., eds., 2013. *U.S. Health In International Perspective: Shorter Lives, Poorer Health*.

National Academies Press, Washington, DC (pdf available free online at National Academies of Science)