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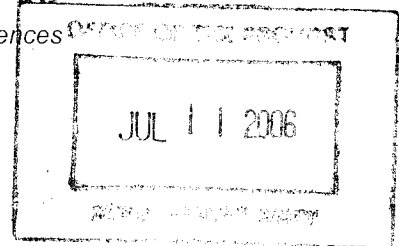
Submission Deadlines: Fall - October 11, 2005 Spring - February 14, 2006

TITLE Biomedical Ethics

Sponsor(s) David Clowrey e-mail: Clowrey@rowan.edu
Matthew Lund e-mail: lund@rowan.edu
Elen Miller e-mail: millere@rowan.edu

DEPARTMENT _____
College LAS

If LAS-check: History/Humanities _____ Social/Behavioral Sciences
_____ Math/Science



UNDERGRADUATE _____ GRADUATE

_____ Minor changes to existing General Education course
Request new or existing course receive the following description:
 Writing Intensive _____ Literature
_____ Multicultural-Global _____ Lab Science
_____ Changes to General Education requirements of a degree or program
New or Existing course to be placed in the General Education Bank:
_____ Fine/Performing Arts _____ LAS: Humanities
_____ LAS: Social Behavior _____ LAS: Math/Science
_____ Communication Studies

Signatures Required: representing approval before submission to Office of the Senate

Department Chair: David Clowrey Date: 2/9/06
Department CURRICULUM Chair: David Clowrey Date: 2/9/06
Academic DEAN: J. H. ... Date: 2-14-06

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: _____
Approved _____
Not Approved NA

Signature: College Curriculum Chair NA

Signature: SENATE CURRICULUM CHAIR R Mil
Date: 5/9/06

Comments: _____

Signature: Executive Vice President/Provost: C. F. ...
Date: 6/21/06

Approval of this course is independent of approval of major. Approved:
Not Approved: _____

Signature: REGISTRAR: ...
Date: 6/28/06 Course Description Received & Approved
Hegis Taxonomy & Course # PHIL 09.341

Notification Forward: _____ SCC CHAIR _____ Academic Dean
_____ IR _____ Department Chair
_____ CAP _____ VP/Student Affairs

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

Note: Sponsor(s) complete parts A & B

If assistance is required to complete, please notify the librarian liaison.

Forward this form to the librarian who will complete parts C, D & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. **College:** Liberal Arts and Sciences **Department:** Philosophy and Religion

Proposed by: Ellen Miller, David Clowney, Matt Lund **Date:** 24-Jan-06

COURSE TITLE: Biomedical Ethics

Anticipated Date for Course/Program Offering: Fall 2007

B. List specific resources that should be acquired to support this course.

See Attached

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

See Attached

D. List key periodicals available in the library to support this course/program.

See Attached

E. Librarian comments & recommendations:

See Attached

LIBRARIAN LIAISON: Cynthia Mullens

Signature: Cynthia Mullens

B. Resources are sufficient to support this course, and additional resources are not required to support this course.

C. Library Resources to Support course

1. Reference Books

a. Encyclopedia of bioethics Ref. QH332.E52

b. Bioethics, health care, and the law, a dictionary. Ref. Ref. R725.5 H44
1999

2. Searching the online catalog yields a large number of books pertaining to the Term, medical ethics, including moral and ethical aspects, and a number of narrower subject terms

3. Electronic/Paper databases

a. Philosopher's Index, Paper

b. Academic Search Premier, Electronic

c. Humanities, FT, Electronic

d. Humanities and Social Science Retro, Electronic

e. Project Muse, Electronic

f. J-Stor, Electronic

g. General Science, full text

h. LexisNexis, Academic, Electronic

D. List key periodicals that support this course.

a. American journal of bioethics: AJOB, electronic

b. Communication & Medicine, electronic

c. Hastings Center report, electronic and paper

d. HEC forum, electronic

e. Journal of law, medicine & ethics, electronic

f. Journal of medical humanities, electronic

g. Yale Journal of health policy, law, and ethics

E. Continue to monitor Books in Print and publisher's catalogs for new books with medical ethics as the subject, and order those with good reviews.

Major Curricular Change

New Course: Biomedical Ethics, Writing Intensive

Philosophy PHIL 09.341

Biomedical Ethics 3 s.h.

I. Details:

- a. Course Title: Biomedical Ethics
- b. Sponsors: Ellen Miller, David Clowney, Matthew Lund
- c. Credit Hours: 3
- d. Course Level: Undergraduate (Junior or above) Writing Intensive
- e. Curricular Effect: This course is an elective for students in the philosophy and religion track of the Philosophy and Religion Studies major. It will be a designated elective for philosophy minors and for the ethics concentration. Finally, it will be available to all students as a humanities elective.
- f. Prerequisites: One other Philosophy course or permission of instructor; Comp I & II.
- g. Implementation:
 1. Time of implementation: This course can be implemented when we begin our proposed major.
 2. Scale of implementation: Initially we will offer one section of this course each year. If there is sufficient demand we will offer more sections. If demand is less, we will offer the course every other year.
- h. Adequacy:
 1. Staffing: Two full-time faculty members on the philosophy side of the department are qualified to teach this course.
 2. Library facilities and holding, and other relevant resources: The library's collection, including many titles ordered by the Philosophy and Religion Department over the past ten years, and supplemented by future additions, will continue to be adequate for this undergraduate course.
 3. Space needs: One classroom with blackboards/whiteboards and seating for thirty-five students will be needed each time the course is offered.

II. Rationale:

This course will appeal to students pursuing a Concentration in Ethics and/or Major in Philosophy and Religion. In addition to its general appeal, the course will specifically enhance our programs in Engineering, Biology, Chemistry, Physics, Law and Justice, Psychology and Nursing. The late twentieth century has witnessed dramatic technological developments in biomedical science and health care, and these developments have brought important social and ethical changes as well. These issues concern everyone in contemporary society and are of particular concern for our students

III. Essence of the Course:

a. Objectives:

In order to discuss issues in medical ethics, we must first have some idea of what it means to act ethically. How do we know when our actions are ethical? In order to begin to answer that question, we will examine some of the traditional philosophical attempts at an answer. This examination will serve two purposes: 1) it will provide us with a framework to understand at least some of our own ethical arguments, and 2) it will help us to understand many of the ethical arguments that we will encounter in our readings. Once we have an adequate grasp of ethical theory, we will try to apply these theories to various areas in medical ethics; for example, euthanasia, abortion, stem cell research, artificial reproductive techniques, genetics (genetic testing and genetic engineering), and race and gender (exact topics to be determined).

This course will introduce students to some of the major issues within the field of medical ethics (this field is also called bioethics and biomedical ethics); encourage students to critically examine their beliefs and opposing viewpoints; provide the opportunity to discuss, both in class and in a more sustained written form, their ideas and arguments concerning important issues in medical ethics.

b. Course Content: See attached syllabus

Writing Intensive Component:

By Rowan standards, this course is reading and writing intensive. The course fulfills a writing intensive requirement for graduation. The first assumption in this regard is that a student can comprehend 30-40 pages of philosophy per week. Students must possess a college level vocabulary and exercise good thinking skills. Writing skills are essential in philosophy; so, this course will integrate writing instruction throughout the entire course. In this course, students will not only learn about Biomedical Ethics, they will also learn about the process of writing. Students will be assigned a variety of in class and out of class writing assignments. In addition, students will practice writing, discuss elements of good writing, and receive ongoing peer and instructor feedback. Sometimes there will be non-graded writing assignments in order to enhance a student's ability to evaluate her/his writing. There will be explicit discussion about how to evaluate philosophical writing, tools for improving philosophical writing, and how to integrate academic writing skills into the workplace. In sum, writing instruction will be integrated throughout the course, and improving students' writing is an explicit goal of this course.

c. Evaluation and Grading Procedures: Students will be evaluated through class participation/discussion/in-class writing assignments, individual or group projects, quizzes, exams, and papers. The professor will determine specific requirements. See syllabus for sample grading procedures for this course.

d. Course Evaluation: The Philosophy/Religion department will reevaluate this course at least every other year. The review will take into account student evaluations of the course, reactions to the course from other departments, and the views of the instructors who have taught the course. The purpose of this review will be to ensure that Biomedical Ethics continues to meet the objectives of the Philosophy minor, Ethics Concentration and projected Philosophy/Religion Studies major, of the college and of the course itself as specified above.

IV. Bibliography:

- Annas, George J. *The Rights of Hospital Patients*. Discus Books, N.Y. Avon Books, 1975.
- Beauchamp, Tom L. and Childress, James F. *Principles of Biomedical Ethics*. New York: Oxford Univ. Press, 1979.
- Beauchamp, Tom L. and Walters, Leroy, eds. *Contemporary Issues in Bioethics*. Encino, California: Dickenson Publishing Co., Inc., 1978.
- Brody, Howard. *Ethical Decisions in Medicine*. Boston: Little Brown & Co., 1976.
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- Fletcher, Joseph. *Morals and Medicine*. Boston: Beacon Press, 1960.
- Fuller, Watson ed. *The Biological Revolution: Social Good or Social Evil?* Anchor Books, Garden City, New York: Doubleday & Co., Inc., 1971.
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- Gorovitz, Samuel. *Doctor's Dilemmas; Moral Conflict and Medical Care*. "New York: Macmillan Publishing Co., 1982.
- Haring, Bernard. *Medical Ethics*. Notre Dame, Ind.: Fides Publ., 1973.
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- Kieffer, George H. *Bioethics: A Textbook of Issues*. Reading, Mass.: Addison - Wesley Publ. Co., 1979.
- Kunz, Robert M. and Fehr, Hans, eds. *The Challenge of Life: Biomedical Progress and Human Values*. Basel: Birkhauser Verlag, 1972.
- Ladd, John. *Ethical Issues Relating to Life and Death*. New York: Oxford University Press, 1979.
- Leach, Gerald. *The Biocrats*. Baltimore, Md.: Penguin Books, 1972.
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- McFadden, Charles J. *Medical Ethics*. 6th edition. Philadelphia, Pa.: FaA. Davis Co., 1967.
- Munson, Ronald. *Intervention and Reflection*. Belmont, Calif.: Wadsworth Publishing Co., 1999.
- Ostheimer, Nancy C. and John M. eds. *Life or Death - Who Controls?* New York: Springer, 1976.
- Potter, Van Rensselear, *Bioethics: Bridge to the Future*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.
- Ramsey, Paul. *The Patient as Person*. New Haven: Yale Univ. Press, 1970.
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- Regan, Tom ed. *Matters of Life and Death*. New York: Random House, 1980.
- Reiser, Stanley Joel; Dyck, Arthur and Curran, William J. eds. *Ethics in Medicine*. Cambridge, Mass.: MIT Press, 1977.
- Spiker, Stuart F. and Engelhardt, H. Tristram eds. *Philosophical Dimensions of the Neuro-Medical Sciences*. Boston: D. Reidel Pub. Co., 1976.
- Torrey, E. Fuller, ed *Ethical Issues in Medicine*. Boston: Little, Brown, 1968.
- Vaux, Kenneth. *Biomedical Ethics: Morality for the New Medicine*. New York: Harper & Row, 1974.

Vaux, Kenneth. *Who Shall Live?* Philadelphia: Fortress Press, 1972.

Veatch, Robert M. *Case Studies in Medical Ethics*. Cambridge, Mass.: Harvard Univ. Press, 1977.

Veatch, Robert M. *Death, Dying and the Biological Revolution*. New Haven: Yale Univ. Press, 1976.

Visscher, Maurice B., ed. *Humanistic Perspectives in Medical Ethics*. Buffalo: Prometheus Press, 1972.

Wertz, Richard W., ed. *Readings on Ethical and Social Issues in Biomedicine*. Englewood Cliffs, N.J.: Prentice Hall, 1973.

Williams, Glanville. *The Sanctity of Life and Criminal Law*. New York: Alfred Knopf, 1957.

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Wojcik, Jan. *Muted Consent*. West Lafayette, Ind.: Purdue University Press, 1978.

Yezzi, Ronald. *Medical Ethics*. New York: Holt, Rinehart & Winston, 1980.

Weir, B.F., ed. *Ethical Issues in Death & Dying*. New York: Columbia University Press, 1977.

Catalog Description**New Course: Biomedical Ethics, Writing Intensive****PHIL 09.341**

Ethical issues in health care, medicine and bio-technology; for example, abortion, termination of treatment, euthanasia, truth-telling and confidentiality, medical experimentation and informed consent, genetics, transplant surgery, artificial reproductive techniques, the allocation of medical resources and the impact of race, class and gender as they relate to biomedical issues. Prerequisites: One other Philosophy course or permission of instructor; ENGL01.111, 112

BIOMEDICAL ETHICS (sample syllabus)

Required Text

Munson, *Intervention and Reflection: Basic Issues in Medical Ethics*, Sixth Edition

Course Description

In order to discuss issues in medical ethics, we must first have some idea of what it means to act ethically. But how do we know when our actions are ethical? In order to begin to answer that question, we will examine some of the traditional philosophical attempts at an answer. This serves two purposes: 1) it will provide us with a framework to understand at least some of our own ethical arguments, and 2) it will help us to understand many of the ethical arguments that we will encounter in our readings. Once we have a fairly decent grasp of ethical theory, we will try to apply these theories to various areas in medical ethics; for example, euthanasia, abortion, stem cell research, genetics (genetic testing and genetic engineering), and race and gender.

The **goals** of this course are: 1) to introduce you to some of the major issues within the field of medical ethics (this field is also called bioethics and biomedical ethics); 2) to encourage you to critically examine your own beliefs as well as the beliefs of others; 3) to provide the opportunity to discuss, both in class and in a more sustained written form, your ideas and arguments concerning important issues in medical ethics.

Writing Intensive Component: By Rowan standards, this course is reading and writing intensive. The course fulfills a writing intensive requirement for graduation. Every effort has been made to provide you with recent, accessible, and well-researched literature on Biomedical Ethics. Reading this literature (course books) should be our first priority. That is, it is better to read and reread the course texts than to seek out lots of secondary literature. The first assumption in this regard is that you are capable of reading and comprehending 30-40 pages per week. This requires that you possess a college level vocabulary and that you exercise good thinking skills. You will need to read and re-read material sometimes in order to understand the views/language being presented. I will do all I can to adjust assignments according to class needs. Although the instructor will explain technical terms peculiar to ethics, students are responsible for familiarizing themselves with the meanings of new terms and concepts encountered in the readings. In this connection, every student should own a comprehensive collegiate dictionary (i.e.: Merriam Webster's or The American Heritage College Dictionary). In addition there is a Dictionary of Philosophy included in our assigned course texts. The *Oxford Companion to Philosophy* has concise and helpful summaries of major philosophical theories and figures. Weblinks will be provided throughout the course to beneficial online resources. Please keep in mind that the instructor is always available to assist you in clarifying any term, concept, idea or argument that is initially confusing.

In this course, will not only learn about Biomedical Ethics, we will also learn about the process of writing. Writing is difficult! In this class, we will practice writing, discuss

elements of good writing, receive feedback about our writing in order to better express our opinions, beliefs, arguments, and ideas. Sometimes we will engage in writing that will not be evaluated in order to practice and evaluate our own work. Please feel free to ask questions about writing any time we are together in class.

Your grade will be based on the following:

15% - Reading assignments on the reading for the day, in-class writing assignments, class participation

10% - Short Paper

20% - Take-home essay midterm

25% - Take-home essay final

30% - Analytical Research Paper

Topics to be discussed

- Ethical Theory
- Major Moral Principles
- Impaired infants
- Euthanasia
- Autonomy and truth telling
- Race and Gender
- Universal Health Care
- Justice and Health Care

Criteria for Evaluating Philosophy Essays

Appropriateness. Does your essay answer the assigned question? Does your essay address the main topic stated in your thesis?

Clarity of exposition and argument. How clearly have you explained the arguments and concepts from the course material that are relevant to the assignment? How clearly have you expressed your critical evaluation of the arguments contained in the readings? Have you clearly stated the reasons behind your evaluations?

Critical understanding of the material. Have you demonstrated a detailed, thorough understanding of the relevant course readings? Is there any important part of an argument that you have not considered? Do your accounts of the arguments make sense in light of what you know about the larger context in which they are set?

Fairness to the authors' arguments. Are your interpretations of the authors' arguments charitable? Have you done your best to interpret them as good, strong arguments? If you think a certain argument is badly flawed, can you identify any beliefs that the author may have held which would make the argument stronger than you first thought? If you have expressed doubts about whether a certain premise of the author's argument is true, have you supplied an argument to show that that premise is probably or certainly false?

Coherence of your explanations and arguments. Does your essay make sense as a whole? Is it well-organized? At each stage of the essay, is it easy to tell what you are

saying and how that fits in with what you have already said? Are there any conflicts between things you say at different points in the essay? Do your arguments flow logically from your premises to your conclusions?

Ability to anticipate objections to your point of view. Have you considered how the authors of the articles you discuss (or someone else who read your essay and disagreed with you) might respond to your arguments? Are your arguments open to any obvious objections? Have you committed any glaring errors of reasoning? Are any of the assumptions you make obviously false?

Creativity. Have you analyzed sections of text and concepts not discussed and explained in class? Have you provided your own examples in order to support your exposition and claims? Have you provided your own perspective on views we have discussed in class? Does your essay show enthusiasm and imagination for the topics under discussion?

Documentation of works cited. Have you noted where you refer to the work of writers other than yourself? Have you included page numbers in parentheses in the text of your essay to mark where you refer to works on the course syllabus? Have you included full endnotes or footnotes to mark where you refer to works other than those on the course syllabus? Have you included a bibliography listing all the bibliographical information about books you refer to that are not on the course syllabus?



Date: February 11, 2006

To: Ellen Miller, Department of Philosophy & Religion

From: Gregory Hecht, Chair, Department of Biological Sciences

Re: New course: Biomedical Ethics

The Department of Biological Sciences strongly supports the proposal for the course entitled "Biomedical Ethics". This course offering strengthens our PreMedical Concentration, since many medical schools want their applicants to have taken such a course. Our newly-revised Major in Biology has Philosophy of Science as a graduation requirement, and the Philosophy of Science course will fulfill the prerequisite for Biomedical Ethics.