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**American Public University System**  
American Military University | American Public University

# PHIL340

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## Course Summary

**Course :** PHIL340 **Title :** Bioethics

**Length of Course :** 8 **Faculty :**

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

This course is the study of ethical dilemmas that arise in the practice of medicine, biomedical research, and healthcare policies. We will learn when to use one ethical principle over another in making ethical judgments and decision making. For example, when is it okay to take away individual civil liberties for the greater good, such as instituting lockdowns, quarantines and forced business closures during a pandemic? The CDC and WHO operate using utilitarian principles to protect everyone, but they do so at the expense of taking away some people's freedom. On the other hand, there are situations in which using the utilitarian principle would be the most unethical course of action. For example, even though slavery benefited the majority of people in this country economically, it was immoral to deprive any individual of their civil rights. The abolitionists were correct to choose the deontological principle to argue, and fight for, the freedom of the slaves. Those are obvious examples, but there are many that are very hard to figure out. This course will provide a framework and guidance for critically thinking through biomedical issues. Whether or not you are heading for a career in the medical profession, this course will help you make good decisions concerning your own health and wellbeing.

### Course Scope:

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## Objectives

- CO1: Identify the structure of the discipline of bioethics and the extent of its interdisciplinary composition, including philosophy, biology, medicine, scientific research, and the law.
- CO2: Survey the three main systems of ethical theory, i.e. utilitarianism, deontology and virtue ethics, used to support judgments and decisions made in various bioethical fields.
- CO3: Summarize the history of bioethics and the influence of technological and socioeconomic developments on its evolution to present day.
- CO4: Examine the various relational domains of bioethical focus, such as human-human, human-animal and human-environment, from a global perspective.
- CO5: Compare various issues in distributive and social justice within the domain of bioethics.
- CO6: Relate the application of bioethics principles within the domain of health care and medical research.
- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

## Outline

### Week 1: The structure of the discipline

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#### Course Objective(s)

- CO1: Identify the structure of the discipline of bioethics and the extent of its interdisciplinary composition, including philosophy, biology, medicine, scientific research, and the law.
- CO5: Compare various issues in distributive and social justice within the domain of bioethics.
- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

#### Reading & Resources

#### Week 1 Learning Materials

#### Week 1 Reading & Resources

#### Assignment(s)

#### Week 1 Welcome Discussion

#### Week 1 Discussion

### Week 2: Ethical theories

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#### Course Objective(s)

- CO2: Survey the three main systems of ethical theory, i.e. utilitarianism, deontology and virtue ethics, used to support judgments and decisions made in various bioethical fields.

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CO7: Interpret ethical theories against given case studies to defend ethical decision making.

## Reading & Resources

### Week 2 Learning Materials

### Week 2 Reading & Resources

### Assignment(s)

### Week 2 Discussion

## **Week 3: Perspectives and biases that shaped the discipline**

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### Course Objective(s)

- CO3: Summarize the history of bioethics and the influence of technological and socioeconomic developments on its evolution to present day.
- CO5: Compare various issues in distributive and social justice within the domain of bioethics. CO7: Interpret ethical theories against given case studies to defend ethical decision making.

## Reading & Resources

### Week 3 Learning Materials

### Week 3 Reading & Resources

### Assignment(s)

### Week 3 Discussion

## **Week 4: Patient and doctor**

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### Course Objective(s)

- CO6: Relate the application of bioethics principles within the domain of health care and medical research.
- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

## Reading & Resources

### Week 4 Learning Materials

### Week 4 Reading & Resources

### Assignment(s)

### Week 4 Discussion

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## Week 4 Assignment

## Week 5: Medical research issues

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### Course Objective(s)

- CO6: Relate the application of bioethics principles within the domain of health care and medical research.
- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

### Reading & Resources

#### Week 5 Learning Materials

#### Week 5 Reading & Resources

#### Assignment(s)

#### Week 5 Discussion

## Week 6: Distributive justice

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### Course Objective(s)

- CO6: Relate the application of bioethics principles within the domain of health care and medical research.
- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

### Reading & Resources

#### Week 6 Learning Materials

#### Week 6 Reading & Resources

#### Assignment(s)

#### Week 6 Discussion

## Week 7: A global focus

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### Course Objective(s)

- CO4: Examine the various relational domains of bioethical focus, such as human-human, human-animal and human-environment, from a global perspective.
- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

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## Reading & Resources

### Week 7 Learning Materials

### Week 7 Reading & Resources

### Assignment(s)

### Week 7 Discussion

### Week 7 Assignment

## Week 8: Case studies

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### Course Objective(s)

- CO7: Interpret ethical theories against given case studies to defend ethical decision making.

## Reading & Resources

### Week 8 Learning Materials

### Week 8 Reading & Resources

### Assignment(s)

### Week 8

### Discussion

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# Evaluation

## Grading:

Name	Grade %
Discussions	50.00 %
Welcome Discussion	5.56 %
Week 1 Discussion	5.56 %
Week 2 Discussion	5.56 %
Week 3 Discussion	5.56 %
Week 4 Discussion	5.56 %
Week 5 Discussion	5.56 %
Week 6 Discussion	5.56 %
Week 7 Discussion	5.56 %
Week 8 Discussion	5.56 %

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Assignments	50.00 %
Week 4 Assignment	20.00 %
Week 7 Paper	30.00 %

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## Materials

Please see the weekly Reading & Resources

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## Course Guidelines

### Citation and Reference Style

Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework of the Philosophy Department.

Please note that no formal citation style is graded on Discussion assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding Discussion communication below).

### Tutoring

[Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including Discussion posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including Discussion posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

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## **Turnitin**

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work. **Academic Dishonesty**

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation.

Academic dishonesty includes any use of content purchased or retrieved from web services such as

CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## **Submission Guidelines**

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

## **Disclaimer Statement**

Course content may vary from the outline to meet the needs of a particular group or class.

## **Communicating on the Discussion**

Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the Discussion. The purpose of the Discussions is to actively participate in an on-going discussion about the assigned content.

“Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

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As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly Discussions prompt and post the required number of replies to other students – refer to the grading rubric and/or Discussion instructions for specific expectations on number of replies and word count requirements.

The main response to the Discussion is due mid-week – refer to the grading rubric and/or Discussion instructions for specific expectations. Late main response posts to a Discussion may not be accepted without prior instructor approval.

Replies must be posted in the week due and replies after the end of the each week may not be graded.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.