

BS in Biomedical Sciences
Legal Medicine and Ethics
BMED 2301 / LMED1
Fall 2016: 8/29–12/15

***This syllabus represents the current mission plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

TEXTBOOK AND/OR RESOURCE MATERIAL

All required content for this mission is paid for via mission fees and is delivered via iPad, which will be issued to you at your orientation meeting for the program. This learning material will include carefully curated readings, video, interactives, animations, apps, and other sources.

The following materials, and many others, are included:

- Spike, J et al. *The Brewsters: An Interactive Adventure in Ethics for the Health Professions*, 2nd ed. Houston, TX: Archimage; 2012.
- *Bioethics Briefing Book*, The Hastings Center website.
<http://www.thehastingscenter.org/briefingbook/why-a-bioethics-briefing-book/>
- Introduction to Bioethics, Kennedy Institute of Ethics, Georgetown University website.
<https://bioethicsarchive.georgetown.edu/phlx101-02/>
- TED Talks, TED website.
<https://www.ted.com>
- BioethicsBytes website.
<https://bioethicsbytes.wordpress.com>
- Hastings Bioethics Forum, The Blog of the Hastings Center Report.
<http://www.thehastingscenter.org/publications-resources/forum/>
- Bioethics in the News, The Center for Ethics and Humanities in the Life Sciences, Michigan State University website.
<https://msubioethics.com/category/bioethics-in-the-news/>
- Ethics In Medicine, University of Washington School of Medicine website.
<https://depts.washington.edu/bioethx/tools/>
- Cases in Medical Ethics, Markkula Center for Applied Ethics, Santa Clara University website.
<https://www.scu.edu/ethics/focus-areas/bioethics/resources/cases-in-medical-ethics-student-led-discussions/>

MISSION DESCRIPTION AND PREREQUISITES

Welcome to Legal Medicine and Ethics! In this mission, you will explore the core concepts of biomedical ethics, drawing on real-world examples and interactive case scenarios from the front lines of medicine and research. At each stage of your journey, you will learn about the ethical principles that support professionalism and best practices in the fields of healthcare and biomedical research. At the end of this mission, you will be able to:

- Identify and analyze basic principles of biomedical ethics, such as informed consent
- Describe the central characteristics that define a professional
- Understand the role of confidentiality and truth-telling in medicine and other professions
- Recognize behaviors that may be considered sexual harassment
- Recognize the importance of cultural competence and sensitivity in the biomedical professions
- Identify key ethical and legal issues when caring for vulnerable populations
- Recognize and discuss patients' basic healthcare rights
- Examine how conflicts of interest arise and explore their ethical and legal dimensions
- Differentiate between human and animal research requirements and ethics
- Describe the scientific method and elements of research ethics
- Explain the rationale for requiring institutional review boards (IRBs)

LEARNING OBJECTIVES/OUTCOMES FOR THE MISSION

As you complete the activities in this Mission, you will work toward demonstrating competence in each of these programmatic objectives:

- 3.B: Apply the psychological and sociocultural influences on individual behavior and mechanisms for behavioral change. (Level 2)
- 4.A: Describe the social and environmental determinants of health and their influences on healthcare and biomedical research and discuss related impacts on individuals, communities, and populations - regionally, nationally and globally. (Level 2)
- 7.A: Use information technology for gathering and processing biomedical or scientific information; managing information; and assimilating evidence from scientific studies. (Level 2)
- 7.B: Identify and appraise sources of scientific and biomedical information, assimilate evidence from the literature and apply that evidence to the resolution of knowledge gaps. (Level 2)
- 9.A: Demonstrate a desire to help others and sensitivity to others' needs and feelings. (Level 2)
- 9.B: Demonstrate knowledge of socio-cultural factors that affect interaction and behaviors; multiple dimensions of diversity; strategies for interacting effectively with people from diverse backgrounds. (Level 2)
- 9.C: Demonstrate ability to work collaboratively with others to achieve shared goals. (Level 2)
- 10.A: Behave in an honest and ethical manner; cultivate personal and academic integrity and adhere to ethical principles and follow rules and procedures. (Level 3)

- 10.B: Consistently fulfill obligations in a timely and satisfactory manner; take responsibility for personal actions and performance. (Level 3)
- 10.C: Set goals for continuous improvement and for learning new concepts and skills; solicit and respond appropriately to feedback. (Level 3)
- 10.D: Appropriately utilize campus, community, and other resources to help one succeed in the university setting, including progressive awareness of how and when to seek academic assistance or other professional support. (Level 3)
- 11.A: Effectively and confidently convey information to others through written communication in academic, professional and informal communication settings. (Level 1)
- 11.B: Analyze and interpret a variety of text and other media, using a range of theoretical approaches and disciplinary modes of inquiry. (Level 1)
- 12.A: Effectively and confidently convey information to others through oral communication in academic, professional and informal communication settings. (Level 2)

GRADING POLICIES

You will demonstrate your achievement of program competencies by completing the following types of activities. You must receive at least a 70% to receive credit for demonstrating competence.

You will complete the following kinds of activities as you work your way through the program:

Performance Based Assessments (PBAs) are individual and group activities that will challenge you to apply the concepts you have learned to real-world scenarios and case studies. These assignments will deepen your understanding of key bioethical concepts and help you grasp their critical importance for patients, providers, researchers, and health science students. *You may receive 100 points for each PBA, for a total of 300 points or 30% of your total grade.*

The **Group Project/Paper** is a culminating activity that will allow you to demonstrate in-depth knowledge of bioethics through a creative presentation. This activity emphasizes *integration* of content and concepts learned in preceding units and may take the form of a video presentation, a live presentation with role-playing scenarios, an interactive website, or a presentation in another medium approved by your instructor. It will be accompanied by a short (3–5 page) position paper on your topic, supported by citations. This activity will also require you and your teammates to **provide feedback on other groups' work** and to **create an assessment tool** to gauge the effectiveness of your presentation. *You may receive 10 points for each week your group spends on preparing, researching, drafting, rehearsing, or filming your presentation, for a total of 100 points over ten weeks. You may also receive 75 points for the quality of your presentation or paper, 25 points for the assessment tool you create, and 50 points for the feedback you provide, for a project total of 250 points, or 25% of your grade.*

Checks for Understanding (CFUs) are quiz-like questions with dynamic feedback so you and your Instructor can monitor your progress and understanding of key concepts. These key concepts are foundational and key to your success in the biomedical sciences. **We recommend that you retake the checks for understanding until you are able to answer all of the questions correctly.** *You may receive 10 points for each check for understanding activity for a total of 150 points or 15% of your total grade. You may do check for understanding activities as many times as you like and the highest score you receive will be recorded.*

Reflective Journal Entries are weekly open-ended writing exercises that give you a chance to review, explain, and reflect on your own ethical positions and choices. Reflective journaling is not merely stating your opinion, however. **Instead it requires supporting your ethical conclusions with reasoned arguments and evidence.** *You may receive 10 points for each of fifteen journal entries, for a total of 150 points, or 15% of your mission grade.*

Final Exam: The final exam will be comprehensive. After you have successfully completed all of the activities in the mission, you will review what you have learned and take an exam that covers all of the content. *You may receive up to 150 points on the final exam, or 15% of your mission grade. **No retake of the final exam will be allowed.***

Assessment	Number of occurrences	Points per occurrence	Total points	Percent	Bloom's Taxonomy Level
PBA's	3	100	300	30%	Apply
Group Project (Part I)	1	100	100	10%	Analyze
Group Project (Part II)	1	150	150	15%	Create, Evaluate
CFUs	15	10	150	15%	Understand
Reflections	15	10	150	15%	Evaluate
Final	1	150	150	15%	Understand
			1000	100%	

STAYING ON TRACK

The TEx app on your iPad will help you keep track of your schedule of activity due dates and will let you know if you begin to get off track. Your Instructional Facilitator and Instructors will also be monitoring your work and are there to help you; contact them immediately if you start to struggle. If you get behind, don't give up—work with them to make a plan to get back on track.

ABSENCE AND MAKEUP POLICY

Coached Study Hours and Class Activities are mandatory. If an excused absence is unavoidable, at the Instructor's sole discretion, students may complete an alternate assignment, which may include completing an individual version of the Group Project/Presentation.

CALENDAR OF EVENTS

The UTRGV academic calendar can be found at <http://my.utrgv.edu> at the bottom of the screen, prior to login. Important dates for Fall 2016 include:

August 29 Classes begin**September 5** Labor Day holiday, no classes**November 24- 25** Thanksgiving holiday, no classes**December 8** Study Day, no classes

Note: Face-to-face and coach study hours days and times may vary.

Date	Day	Activity	Points	Contact
8/29/16	Week 1	Module 1 Unit 1: Basic Themes and Expectations		
8/29	Mon	Learn about Mission themes and expectations <ul style="list-style-type: none"> • Read <i>Brewsters</i> Introduction • Watch Kennedy Institute Introduction Check For Understanding	10	Instructor
8/30	Tue			
8/31	Wed	Reflective Journal Entry	10	
9/1	Thur	Group Project Component: Introduce yourself on Social	10	
9/2	Fri			
9/5/16	Week 2	Module 1 Unit 2 – Basic Principles and Theories		
9/5	Mon	Learn about basic principles and theories <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 253–264 • Read UW School of Medicine on Principles of Bioethics • Watch Kennedy Institute videos on principles Check for understanding	10	
9/6	Tue			
9/7	Wed	Reflective Journal Entry	10	

9/8	Thur	Group Project Component: Pick a Principle	10	
9/9	Fri	PBA Deadline Reminder		
9/12/16	Week 3	Module 1 Unit 3 – Professionalism and Non-Maleficence		
9/12	Mon	Learn about professionalism and non-maleficence <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 129–138 • Read APA, AMA and other Ethics Codes • Watch "Do No Harm" video Check For Understanding	10	
9/13	Tue			
9/14	Wed	Reflective Journal Entry	10	
9/15	Thur	Group Project Component: Preliminary group formation	10	
9/16	Fri			
9/19/16	Week 4	Module 1 Unit 2 – Integrity and Self-Regulation		
9/19	Mon	Learn about integrity and self-regulation <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 139–146 • Watch TED and other videos academic and professional integrity Check For Understanding	10	
9/20	Tue			
9/21	Wed	Reflective Journal Entry	10	
9/22	Thur	Group Project Component: Brainstorm: Is it really cheating?	10	

9/23	Fri	PBA Deadline Reminder 2		
9/26/16	Week 5	Module 1 Unit 5 – Duty to Report & Harassment		
9/26	Mon	Learn about the mandated reporting and sexual harassment <ul style="list-style-type: none"> • Read <i>Brewsters</i> 147–156 • Read Hastings and UMich Cases • Watch videos on mandated reporting and harassment definitions Check For Understanding	10	
9/27	Tue			
9/28	Wed	Reflective Journal Entry	10	
9/29	Thur	Group Project Component: Group Formation Deadline	10	
9/30	Fri	PBA 1 Due	100	
10/3/16	Week 6	Module 2 Unit 1 – Informed Consent and Paternalism		
10/3	Mon	Learn about informed consent and paternalism <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 163–250 • Read Markkula Center Cases on autonomy • Watch Kennedy Institute videos on patient autonomy and refusal of treatment • Watch TED talk on healing medicine Check for understanding	10	
10/4	Tue			
10/5	Wed	Reflective Journal Entry	10	
10/6	Thur	Group Project Component: Topic brainstorming	10	
10/7	Fri			

10/10/16	Week 7	Module 2 Unit 2 – Confidentiality & Truth-telling		
10/10	Mon	Learn about confidentiality and truth-telling <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 265–278 • Read "Breaking Bad News" in <i>Am. Fam. Phys.</i> • Watch Kennedy Institute videos on truth-telling and confidentiality 		
		Check for understanding	10	
10/11	Tue			
10/12	Wed	Reflective Journal Entry	10	
10/13	Thur	Group Project Component: Select a Topic (dealine)	10	
10/14	Fri			
10/17/16	Week 8	Module 2 Unit 3 – Conflicts of Interest		
10/17	Mon	Learn about conflicts of interest <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 287–294 • Read JAMA articles on COI • Watch TED talks on classic COIs 		
		Check for understanding	10	
10/18	Tue			
10/19	Wed	Reflective Journal Entry	10	
10/20	Thur	Group Project Component: Presentation Plan (deadline)	10	
10/21	Fri	PBA Deadline Reminder 1		
10/24/16	Week 9	Module 2 Unit 4 – Justice		

10/24	Mon	Learn about justice in healthcare <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 295–304 • Watch TED talk on distributive justice. Check for understanding	10	
10/25	Tue			
10/26	Wed	Reflective Journal Entry	10	
10/27	Thur	Group Project Component: Research References (deadline)	10	
10/28	Fri	PBA Deadline Reminder 2		
10/31/16	Week 10	Module 2 Unit 5 – Patients' Rights		
10/31	Mon	Learn about patients' rights <ul style="list-style-type: none"> • Read <i>A Patient's Bill of Rights & Responsibilities</i> • Watch TED talk on a right to healthcare Check for understanding	10	
11/1	Tue			
11/2	Wed	Reflective Journal Entry	10	
11/3	Thur	Group Project Component: Project Update	10	
9/30	Fri	PBA 2 Due	100	
11/7/16	Week 11	Module 3 Unit 1 – Research Ethics		
11/7	Mon	Learn about research ethics <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 305–465 • Watch Kennedy Institute videos on research ethics 		

		Check for understanding	10	
11/8	Tue			
11/9	Wed	Reflective Journal Entry	10	
11/10	Thur	Group Project Component: Short Paper Outline	10	
11/11	Fri			
11/14/16	Week 12	Module 3 Unit 2 – Research Integrity & Research Gone Wrong		
11/14	Mon	Learn about research integrity and research gone wrong <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 457–470 • Watch TK • Watch TK 		
		Check for understanding	10	
11/15	Tue			
11/16	Wed	Reflective Journal Entry	10	
11/17	Thur	Group Project Component: Assessment Draft	10	
11/18	Fri			
11/21/16	Week 13	Module 3 Unit 3 – Vulnerable Populations		
11/21	Mon	Learn about treating and conducting research on vulnerable populations <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. 487–498 		

		<ul style="list-style-type: none"> • Watch Kennedy Institute videos on Disability • Watch TED talk on Guatemala Syphilis Experiments 		
		Check for understanding	10	
11/22	Tue			
11/23	Wed	Reflective Journal Entry	10	
11/24	Thur	Group Project Component: Presentations, Assessments, and Feedback	10	
11/25	Fri	PBA Deadline Reminder 1		
11/28/16	Week 14	Module 3 Unit 4 – Animal Research		
11/28	Mon	Learn about conducting animal research <ul style="list-style-type: none"> • Watch TK • Watch TK 		
		Check for understanding	10	
11/29	Tue			
11/30	Wed	Reflective Journal Entry	10	
12/1	Thur	Group Project Component: Presentations, Assessments, and Feedback	10	
12/2	Fri	PBA Deadline Reminder 2		
12/5/16	Week 15	Module 3 Unit 5 – Tying It All Together		
12/5	Mon	Learn about what you should take away from this mission. <ul style="list-style-type: none"> • Read <i>Brewsters</i> pp. TK • Watch TK • Watch TK 		

		Check for understanding	10	
12/6	Tue			
12/7	Wed	Reflective Journal Entry	10	
12/8	Thur	Group Project Component: Presentations, Assessments, and Feedback	10	
12/9	Fri	PBA 3 Due	100	
12/12/16	Week 16	Final Exam Week		
12/12	Mon			
12/13	Tue			
12/14	Wed			
12/15	Thur			
12/16	Fri			
* Dates/ Day varies		Face-to-face Final exam	150	Professor
	Total		1000	

UTRGV POLICY STATEMENTS

Students With Disabilities:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your Instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Mission Evaluation Period:

Students are required to complete an ONLINE evaluation of this mission, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Attendance:

Students are expected to attend all scheduled classes and may be dropped from the mission for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the mission and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, And Violence:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this mission through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six missions during their undergraduate career. Missions dropped at other Texas public higher education institutions will count toward the six-mission drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.