

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **PHIL**
- F. Course number: **112**
- G. Credit hours: **3**
- H. Title of course: **Biomedical Ethics**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **No**
If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**
- L. Semester(s) course will be offered (choose all that apply): **Fall only**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone II
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved Not Approved
 4. Feb., 2019

Department Chairperson Signature Date

Faculty Senate General Education Committee Approved Not Approved

Faculty Senate General Education Chairperson Signature Date

Faculty Senate Approved Not Approved

Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

Pittsburg State University
Department of History, Philosophy and Social Sciences

Course: Biomedical Ethics PHIL 112

Time:

Classroom:

Instructor:

Office Hours:

Office:

Email:

Course Description and Purpose:

Biomedical Ethics examines the morality of human choices and actions that typically occur in medical settings, though it extends to other areas where people's lives and well-being are involved. Besides clarifying general moral principles, this course will focus on and explain the values present in biomedical practice and consider the moral principles that follow from these values. It will also consider the problem of balancing these values with each other and with other values held generally by people everywhere.

The course will examine the nature of ethical decision-making in general, and apply the principles learned there to decisions that arise for people working, and otherwise involved, in medical and biomedical-related fields. We will look at many case studies (including classic ones) to make our thinking clear, concrete, and meaningful.

In order to discuss issues in Biomedical 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 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 a fairly decent grasp of ethical theory, we will try to apply these theories to various applied issues in Biomedical Ethics.

The goals of this course are: 1) to introduce you to some of the major issues within 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 Biomedical Ethics.

There is no course prerequisite for Biomedical Ethics. The course begins with a general, though short, introduction to ethics. Prior Ethics courses could certainly be beneficial as a preparation for this course. Some interest in medicine and biomedical issues is presumed by the course.

Biomedical Ethics and General Education

MISSION STATEMENT

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

PHIL 105: Ethics is part of the PSU Pitt State Pathway. It fulfills the requirement for the element Human Systems within a Global Context.

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

Upon completion of this course, students will accomplish the following:

- *Analyzes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Milestone II).

Companion Element: Social Responsibility

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

Upon completion of this course, students will accomplish the following:

- *Evaluates* the roles and responsibilities of citizens at all levels (Milestone II).

General Overall Course Objectives:

- Students should come away from Biomedical Ethics with an appreciation for the methods, subject matter, and arguments of moral philosophy. Empirical studies indicate that one retains very little information from a class but that attitudes about a class are more enduring. If the class is successful, then students should appreciate moral philosophy not only as it pertains to other topics in higher education, but also to the living of life in all of its fullness.
- Students should be able to distinguish between normative and factual claims and to appreciate the complexity of making inferences involving such claims. This skill necessarily involves knowledge of the difference between factual statements about what a person or culture believes or values and the truth or falsity of the beliefs or values contained in those statements. A further distinction is that between the truth or falsity of a statement about moral value and the rational justification that can offered for the statement.
- Students should appreciate the underlying assumptions or theories in ethical claims and disagreements. This skill involves knowledge of the differences among appeals to consequences, appeals to rights (or justice, or law); appeals to virtues, appeals to divine commands, appeals to idealized contractual arrangements, etc. It is common for businesses, health professionals, and others to have ethical codes. These are informed by, though by no means examples of, moral philosophy. Ethics can provide an understanding of the philosophical basis of these codes.
- Students should understand the extent to which reason and argument are applicable to ethical issues and theory. In a sense, the course is itself an apology for using reason in ethics that involves an invitation to the practice of ethical discourse. Because reason is central to the practice of ethics, part of the course is devoted to the study of the fundamental elements of logic and critical thinking.

- Students should come to appreciate that ethics and the process of making ethical distinctions are relevant to other academic disciplines. This objective overlaps a good deal with the third objective. In essence, students will learn the difference between empirical approaches to systems of moral value such as one finds in psychology, sociology, or history and philosophical approaches to systems of moral value.

Required Text:

- Stephen Holland, *Bioethics: A Philosophical Introduction*, Second Edition, Polity Press, 2017 (Henceforth, "H").
- All other readings will be available on Canvas.

Reading Schedule:

- 8/20 – Introduction to Course
- 8/22 – Basic Moral Concepts (No Reading)
- 8/24 – Basic Moral Concepts (No Reading)
- 8/27 – Basic Biomedical Ethical Principles (No Reading)
- 8/29 – Holland Introduction; H-Part I Introduction; H1: Stem Cell Research and Therapy
- 8/31 – H1, cont., DF1 Due
- 9/3 – Labor Day
- 9/5 – H2: Xenotransplantation
- 9/7 – H2, cont.
- 9/10 – Exam 1
- 9/12 – Class Canceled
- 9/14 – Class Canceled; DF2 Due
- 9/17 – H-Part II Introduction; H3: The Value of Life
- 9/19 – H3, cont.
- 9/21 – H3, cont.; DF3 Due
- 9/24 – H4: What is Death?
- 9/26 – H4, cont.
- 9/28 – H4, cont.; DF4 Due
- 10/1 – H5: Killing versus Letting Die
- 10/3 – H5, cont.
- 10/5 – H5, cont.; DF5 Due
- 10/8 – H5, cont.
- 10/10 – Exam 2
- 10/12 – Fall Break
- 10/15 – H-Part III Introduction; H6: Prenatal Genetic Intervention
- 10/17 – H6, cont.
- 10/19 – H6, cont.; DF6 Due
- 10/22 – H6, cont.
- 10/24 – H7: Advance Care Planning
- 10/26 – H7, cont.; DF7 Due
- 10/29 – H7, cont.
- 10/31 – H7, cont.
- 11/2 – H8: The Minimally Conscious State; DF8 Due
- 11/5 – H8, cont.
- 11/7 – H8, cont.
- 11/9 – Exam 3
- 11/12 – H-Part IV Introduction
- 11/14 – H9: Managing Reproduction
- 11/16 – H9, cont.

- 11/19 – H9, cont.; DF9 Due
- 11/21 – Thanksgiving Break
- 11/23 – Thanksgiving Break
- 11/26 – H10: Genetic Enhancement
- 11/28 – H10, cont.
- 11/30 – H10, cont.
- 12/3 – H11: Human Cloning
- 12/5 – H11, cont.
- 12/7 – H11, cont.; H-Concluding Remarks
- 12/14 – Final Exam
 - No one may take the exam earlier than this without a University-related or medically-documented reason.

Course Requirements and Grading:

The student's grade for this course will be based on the following:

- Exams - Each exam will be purely objective in nature and will assess whether you have come to understand the theories and the arguments presented in the text and in class. The first exam will test for the material up until that date. The second exam will test for the material from the first exam until that date. And the third exam will cover the material from the second exam until the end of the semester. There is no comprehensive final exam for this course. Make-ups for the exams are given for University approved events or legitimate medical reasons in which documentation is given. Students should contact me prior to missing an exam whenever possible. Make-up exams are usually essay and must be taken within one week of missing the scheduled exam or a zero grade will be assigned.
- Discussion Forums/Ethics Blogging - The ethics blogging assignments will be posted on the University's Canvas Discussion service. This is a discussion-based assignment. You will be discussing the material with the other students in the class. This is a two-part assignment – Blog-Start and Discussion-Posts.
 - Blog Start: For one of the blogs, you will write your position on the issues addressed in the readings. You are required to write a 750 word minimum post into the discussion forum starting a new thread. Your blog post is not to be just a summary of the readings (though at times you may need to summarize points briefly). You are to present your own views, presenting your arguments, and critiquing the authors of the readings. This is meant to provide a foundation for others to discuss. Blog-Start is worth 50 points. **NOTE: You must submit Blog Start TWO DAYS prior to the due date of the forum.** The blog you are to write on is based on the first letter of last name (surname) with the professor doing the first one:
 - Ethics Blog 1 – A-B
 - Ethics Blog 2 – C
 - Ethics Blog 3 – D
 - Ethics Blog 4 – E-H
 - Ethics Blog 5 – I-K
 - Ethics Blog 6 – L-M
 - Ethics Blog 7 – N-R
 - Ethics Blog 8 – S
 - Ethics Blog 9 – T-W
 - Ethics Blog 10 – X-Z
 - Discussion Posts: For each blog, you will post a response to either the person who started the thread or someone else who has already commented on that thread. Each post must be a MINIMUM of 100 words and there must be a minimum of 5 postings per forum. You may either write your own view critique or comments about the subject matter or you may write a response to someone that has already posted. However, the writings are to be based on the readings listed for that forum. The student will receive 10 points per blog (not per post) for completing the assignment. You must post a minimum of 5 times in order to get credit.

Point Breakdown:

- Exams – 4 @ 100 points each
- Ethics Blogging
 - Blog-Start – 1 @ 50 points
 - Discussion Posts – 10 @ 10 points each
- Total Course Points – 550
- No extra credit work will be assigned or accepted.

Grade Scale:

- A=550-495, B=494-440, C=439-385, D=384-330, F=329-0

Attendance:

- There is a fairly aggressive reading list for this course and it is a dialogue driven subject matter. You are expected to attend class regularly, have read the material for that day, and be willing to participate in the discussions of the assigned readings. Unless especially said otherwise, students are responsible for everything mentioned in both the lectures and readings.

Policy Concerning Technology in the Classroom during regular Class Time:

- Electronics (cell phones, laptops, tablets, etc.) are not permitted in lecture, during quizzes, or during exams. Please put them away before class begins. If you must use a computer for note-taking in lecture, you may apply for a waiver to this policy by emailing the professors in the first two weeks of class or have the Accommodations Office contact with the information.
- Earphones and headphones are to be taken out/off unless as indicated by Accommodation documentation.
- No photos are allowed to be taken in class without the express approval of the professor.

Policy Concerning Cell Phones during Exams:

- On exam days, you are not allowed to use any devices whatsoever. You will need a No. 2 pencil and a green scantron form (which can be obtained from the SGA office). All phones and other devices are to be *turned off* during exams. **If you cell phone or other device rings, beeps, dings, or makes any other noises during the exam, you will receive a 0 (zero) for the exam.**

Student Accommodations:

- Americans with Disabilities Act – Pittsburg State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Center for Student Accommodations in the Bryant Student Health Center or call at 235-4309.

Academic Dishonesty Policy:

- Academic Dishonesty - Academic Dishonesty will not be tolerated in this course. This University regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. Any act that violates the rights of another student in academic work, is disruptive of proper class order, or that involves the misrepresentation of your own work, will result in penalties up to and including dismissal from the course with a failing grade. Scholastic dishonesty and academic misconduct include, but are not limited to, cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another author); submitting the same or substantially the same paper to meet the requirements of more than one class without the consent of all of the instructors involved; depriving another student of necessary course materials; interfering with another student's work; or disruptive classroom behavior. [Note: disruptive behaviors include but are not

limited to actions which interfere with the educational process and/or student learning, insubordination, and those behaviors which diminish or demean the authority a faculty member must enjoy to conduct a class.]

- Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.
- Academic dishonesty by a student is defined as unethical activity associated with course work or grades. It includes, but is not limited to:
 - Giving or receiving unauthorized aid on examinations.
 - Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments.
 - Submitting the same work for more than one course without the instructor's permission.

Plagiarism

- Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.
- Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.
- The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.
- When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student's final grade in the course, that student(s) may appeal the final grade pursuant to the current Pittsburg State University Catalog's Grade Appeal process.
- When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University's Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student(s) or former student(s) who have assisted in a serious act of academic dishonesty.

University Academic Honesty Committee

- The Academic Honesty Committee is convened under the auspices of the Provost. It is composed of nine members. The Faculty Senate Executive Committee is responsible for appointing six of these members. All must be full-time members of the teaching faculty. Members chosen by the Executive Committee serve staggered two-year terms. The Faculty Senate Executive Committee shall make its appointments at the beginning of the academic year. In addition to its six faculty members, the Academic Honesty Committee shall include three student members. Two (2) students of senior status shall be appointed by the Student Government Association. An additional (1) student shall be

appointed by the Graduate Student Association. The students from both organizations will be appointed annually and at the beginning of the Fall semester.

- The Vice President of the Faculty Senate will serve as the Academic Honesty Committee Chairperson. If the Vice President of the Faculty Senate is excluded because of possible bias, the President of the Faculty Senate will appoint a temporary chair. The Academic Honesty Committee Chairperson is responsible for advising the Provost on cases involving alleged student academic dishonesty. The committee may impose one or more of the following sanction(s):
 - The imposition of a grade of "XF"
 - The addition of a permanent note on the student's transcript indicating his/her participation in a serious act of academic dishonesty (such as taking an exam for another student)
 - Disciplinary probation
 - Suspension
 - Expulsion from the university

The decision made by the Academic Honesty Committee may be appealed to the Provost. The following procedures shall be adhered to:

- Step 1: The instructor charging a student with academic dishonesty shall submit a written request for hearing to the Chairperson of the Academic Honesty Committee, giving full detail of the alleged act(s) of academic dishonesty and send copies of the request to their department chair and dean. The Chairperson of the Academic Honesty Committee will then convene the committee and inform its members of the details of the incident. The aforementioned request shall be forwarded by the Chairperson of the Academic Honesty Committee to the student(s) charged with academic dishonesty. The committee shall then schedule a hearing to be held within fifteen (15) class days from the time of the instructor's request.
- Step 2: The instructor, and student(s) charged with academic dishonesty, will be notified of the time and date of the said hearing at least five (5) class days before the hearing is to be held. The instructor, and student(s) charged with academic dishonesty may seek advice concerning the hearing from any person such as a faculty member or department chairperson. The instructor and each student(s) may also be accompanied to the hearings by an advisor. The student(s), at their own cost, has the right to provide a transcriptionist at their hearing. Note: The university attorney has the right to be present at any Academic Honesty Committee hearing.
 - The two parties, the instructor and student(s) charged with academic dishonesty, may each request removal of any one member of the committee. This request shall be presented to the chairperson of the committee in writing at least two (2) class days prior to the time of the hearing. After the request for removal has been made the chairperson will notify the individual and the respective individual will be removed from the hearing.
- Step 3: The Academic Honesty Committee will conduct an appropriate hearing and may gather additional evidence pertaining to the issue.
 - During the hearing, the instructor, student(s) charged with academic dishonesty, and witnesses with direct first hand knowledge of the incident shall have the opportunity to testify (within the guidelines and time frames established by the committee). Hearings are evaluations by members of the university community and are not legal proceedings. Cross-examination is the prerogative of the instructor, the student(s) charged with academic dishonesty, and the committee. For future reference, the hearing shall be audio tape recorded (Committee deliberations on sanctions shall not be recorded). During the entire process the proceedings of the committee shall be closed and confidential, unless the matter becomes the subject of litigation.
- Step 4: Within five (5) class days of the conclusion of the hearing, the committee will render a written opinion concerning its findings, as well as a written verdict which the Provost will impose.
- Step 5: Upon notification of the imposed sanction, the student(s) will have five (5) class days to appeal to the Provost. This appeal must be in a written format and must provide detail for the reason of the appeal.

- Step 6: Once the Provost receives the appeal, he/she will have 8 class days to review the hearing and, in consultation with the President, render a decision. The Provost may uphold, or overturn the Academic Honesty Committee's sanction(s) or propose an alternate penalty which the student may accept.

Removal of Sanctions

- After two (2) years have elapsed, the student may present a written request for removal of the imposed sanctions to the Provost. If the request is not granted, the student may present up to 4 more requests for removal but in no case can the student present more than 1 request per year academic year.
- If the request is granted, the student will be returned to good standing with the university and /or have the notification of the disciplinary action removed from their transcript, provided that no other sanction for academic dishonesty has been imposed in the interim. It shall be at the Provost's discretion to determine what fairness requires.

Taken from Pittsburg State University's statement of Academic Misconduct:

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

Supplemental Information for:

Sample Assessment Exam Questions:

Which of the following is not a potential negative consequence of genetic enhancement?

- Distress of people not enhanced.
- Decrease of social value of those not enhanced.
- The decrease in standards for those enhanced.
- Inequality of access.

Which of the following models of mental health maintains that the macro structures of power and resources, the social construction of what constitutes illness and which individuals are socially sanctioned to declare who is mentally ill, labeling and the manner in which mental illnesses are distributed and treated in different cultures?

- Psychological
- Sociological
- Biological
- Spiritual

Which of the following addresses the ethics of therapeutic (clinical) research whereby physicians conduct a trial in the context of treating a patient and the requirements for proxy consent in cases where the research subject cannot give consent because she lacks capacity?

- The Nuremberg Code
- The Helsinki Declaration
- The Belmont Report
- Federal Common Rule

The real question of genetic enhancement is...

- A. What is the line between manipulating environment and manipulating children?
- B. Does genetic enhancement violate the child's right to an open future?
- C. What justified the imposition of parent's desires for how the child should be?
- D. Will genetic enhancement cause harm?

Which of the following leads to the claims that enhancements will be market goods (a matter of personal choice) and not state action?

- A. There is a near universal condemnation of eugenics.
- B. Genetic enhancement will only privilege the wealthy.
- C. There is an inequality of access for advanced medical technologies.
- D. There is both a moral and legal prohibition on the commodification of children.

Which of the following is not a premise in the religious version of the argument from nature?

- A. The natural is God-given and, as such, good.
- B. 'Playing God' always has questionable intentions.
- C. The natural purpose of sex is procreation.
- D. Managed reproduction frustrates the natural purpose of sex.

Which of the following is not one of the conditions for person A letting person B die?

- A. A is capable of preventing B's death by putting some obstruction in place.
- B. A knows that she is capable of preventing B's death by putting an obstruction in place.
- C. A refrains from putting an obstruction in place.
- D. A initiates the cause of B's death.

Which of the following is not a reason why parent(s) are relied upon for decisions to refuse treatment?

- A. Parents are assumed to act in the best interest of the child due to natural bonds of affection.
- B. Parents are presumed to possess maturity and capacity to make decisions.
- C. Parents are (usually) responsible for the cost of medical treatments.
- D. Children may only consent to treatment when the child is self-supporting and lives independently.

A written order to do nothing for the patient if certain situations arise is known as...

- A. Slow-Code Order
- B. No-Code Order
- C. Medical Futility
- D. Assisted Suicide

Which of the following is not part of the Uniform Determination of Death Act?

- A. An individual who has sustained an irreversible cessation of circulatory and respiratory functions.
- B. An individual who has sustained an irreversible cessation of all functions of the entire brain, including the brain stem is dead.
- C. A determination of death must be made in accordance with accepted medical standards.
- D. The cessation of all vital functions, traditionally demonstrated by an absence of spontaneous respiratory and cardiac functions.

That a state demands that public authorities be notified of health issues in the protection of the public good in cases such as child abuse or gunshot wounds is an example of an exception to confidentiality...

- A. Arising from legal precedent.
- B. Commanded by statutory law.
- C. Due to a proportionate reason.
- D. Arising from a peculiar patient-provider relationship.

Which of the following is not a condition which needs to be met according to the Doctrine of Double Effect?

- A. The act, considered in itself and apart from its consequences is good, or at least morally permissible.
- B. The bad effect cannot be avoided if the good effect is to be achieved.
- C. The bad effect is a means of producing the good effect.
- D. The criterion of proportionality is satisfied, in that the good effect and the bad effect are more or less equally balanced in importance.

According to the Ethically Significant Life view...

- A. It is the death of the person and not that of the organism that is of moral significance.
- B. We should provide a new conceptual framework for 'death.'
- C. We should allow individuals and/or cultural groups the right to decide what death is and whether it has occurred.
- D. The criterion for death is when the relevant parts of the brain are no longer able to sustain consciousness.

Which of the following is not an ethical worry concerning xenotransplantation?

- A. Genetic modification of animals for human use.
- B. Risk to initial research subjects.
- C. Fewer difficulties than cadaveric organ donation.
- D. Cross-Species Infection

Which of the following is NOT a characteristic of ethical evaluation?

- A. The evaluations must treat the good of everyone alike.
- B. The evaluations must be ultimate or beyond any further appeal.
- C. The evaluations must possess universality.
- D. The evaluations must be absolute.

Which of the following is not a condition for a determinate obligation of beneficence between X and Y?

- A. Y is at risk of significant loss of or damage to life or health or some other major interest.
- B. X's action would not present very significant risks, costs, or burdens to Y.
- C. X's action possibly will prevent the loss or damage to Y.
- D. The benefit that Y can be expected to gain outweighs any harms, costs, or burdens that X is likely to incur.

The two entities involved in the stem cell therapy debate and our obligations to them are _____ and _____.

- A. Embryo/Child
- B. Child/Patient
- C. Patient/Physician
- D. Patient/Embryo

Which of the following poses a problem for the articulating the moral status of embryos in virtue of their active potential?

- A. Children
- B. Gametes
- C. Twins
- D. Human Genetic Code