



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: HLTH

Course Title: Health Ethics

Year: 2025

Course and Section #: 4300-X02

Credits: 3

Course Description

Applies ethics theories and principles to healthcare ethics. Explores historical and contemporary topics related to autonomy, beneficence, non-maleficence, justice, and confidentiality. Explains the Belmont Report, HIPAA rules, and the role and function of Institutional Review Boards. Examines various healthcare issues related to ethics such as: healthcare allocation, costs, maternal-fetal conflict, death and dying, patient rights, informed consent, biomedical research, and organ transplant.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Lynn Farley

Student Learning Outcomes

- 1 Identify core values and develop a personal code of ethics.
- 2 Discuss ethical dilemmas, paradigms, and resolution principles.
- 3 Apply ethics theories such as utilitarianism, deontology, natural law, and virtue ethics.
- 4 Explain ethical rules and regulations surrounding principles of autonomy, informed consent, beneficence, non-maleficence, justice, truthfulness, and confidentiality.
- 5 Discuss ethical conflicts surrounding health care choices, decision making, and administration.
- 6 Describe the historical context behind key health ethics developments such as the Nuremberg Code, Belmont Report, Institutional Review Boards, and ethics committees.
- 7 Explain guidelines relating to denunciations, whistle-blowing, and personal conscience in professional health ethics.
- 8 Discuss ethical issues relating to death and dying, distribution, maternal-fetal conflict, new methods of reproduction, organ transplant, testing and screening, and biomedical research.
- 9 Compose a variety of disciplinary-appropriate texts.

Course Materials and Texts

No Textbook; Course material contained in the course as PowerPoint and other presentations.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignment Submissions: Debate Background Worksheet: In groups, students will complete a worksheet to prepare them for their debate presentations. See worksheet for details and rubric. Debate and Activity Worksheet: In groups, students will complete a worksheet to prepare them for their debate presentations. See worksheet for details and rubric. Debate Presentation: In groups, students will present background information and have a debate on their assigned topic. Students should use Microsoft Teams to record and post their presentation before the given deadline. See assignment for details and rubric. Presentation Journal: Individually, students will pick three other group's presentations to watch and submit a journal. Movie Review: Students will choose one of the optional movies and write a paper reflecting on the ethical situations in the movie. See assignment for details. Personal Code of Ethics: Students will develop a personal code of ethics, including their core values and why these values are so important to them. See assignment for details. In addition to the above, there will be a number of case studies and reflections on ethics topics. Discussions: Online discussion posts will be due weekly in addition to the assignments above. Discussions will be opportunities to explore topics together. Students should use concepts learned in class as well as their own supported views. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion may receive no credit. After doing your initial post, you will comment on two classmate's posts for each discussion. The comments should add to the discussion and be more than "I agree" or "I disagree." It is okay and encouraged to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn. Assessments: The course includes open-book quizzes. The quizzes and final will be taken online. Each quiz is open-book, open-note, and is timed. Be sure to submit the quiz before your Internet 'times out,' which may happen if you are inactive for too long, navigate away from the page too long, or if your computer goes to sleep in the middle of while you are taking the quiz. The final exam is closed-book, closed-note, and timed. It will be remotely proctored using Proctorio. You will need a working microphone and webcam to take the final. You must complete the Proctorio practice quiz before taking the exam. Please take during business hours well in advance in case you need to contact the Help Desk. The quizzes and finals will include information from in-person lectures, online lectures, supplementary videos, podcast and movie assignments, and background information in discussion posts for the module that it pertains to. Be sure to do ALL of the other required assignments that are due in the module before taking the quiz.; Activity Percentage of Grade Group Debate Assignments -Debate Background Worksheet -Debate and Activity Worksheet -Debate Presentation -Presentation Journal (individual) **Scores will be adjusted by self and peer evaluations for all group projects. 20% Individual Written Assignments -Individual Submissions (25%) -Individual Discussions (25%) 50% Quizzes and Exams -Open Book Quizzes (20%) -Closed Book Final Exam (10%) 30%

Required or Recommended Reading Assignments

Module 1. READ Introduction to Ethics; WATCH Online Lecture: Philosophical Ethics - What Are We Talking About?; Module 2 READ Ethics Theory - Consequentialism and Utilitarianism WATCH Utilitarianism Videos; Module 3 READ Ethics Theory - Deontology WATCH Deontology Videos; Module 4 READ Natural Law and Virtue Ethics WATCH Natural Law and Virtue Ethics Videos; Module 5 WATCH Online Lecture - Autonomy and Informed Consent READ Three C's, Medical Indications, Double Effect, and Camel's Nose; Module 6 WATCH Episode 3: Beneficence, Non-Maleficence, and Justice READ Ethics of Natural Disasters; Module 7 WATCH Online Lecture - Confidentiality and Truthfulness HIV Confidentiality Case; HIPAA Privacy Rule; Module 8 WATCH Episode 5 - Professional Standards and Research READ Ethics of Research; Module 9 WATCH Ethics of Testing and Screening Testing Errors; Module 10 READ/WATCH Ethics of Death and Dying; Module 11 READ/WATCH Affordable Care Act; Modul12 READ AND WATCH Reproductive Issues and Ethics New Methods of Reproduction Case Studies: New Methods of Reproduction; Module 13; WATCH Ethics

of Transplants online lecture Organ Transplant Videos; Module 13 WATCH CRISPR and SCNT - How Does It Work?; Module 15 READ Unintended Consequences WATCH Want to Help Someone? Shut Up and Listen.

General Description of the Subject Matter of Each Lecture or Discussion

Discuss Choose a topic of interest to you. The only requirement is that society's view of the ethics of the topic has changed over time. Read through to the end if you would like some ideas for a topic. Do some research to learn more about the shifting views, including learning about key players (e.g. individuals, activist groups, religious organizations, etc.) and landmark events in the shifting view. Summarize shifting public belief - include any major movements, protests, and key players in changing societies view. During what time periods (include approximate dates/years) was it considered right vs. wrong, and by whom? Summarize official changes in U.S. and state law and/or official shifts in doctrine/policy from religious organizations. When did these changes take place? In the context of your chosen topic, comment on shortcomings of using contemporary public belief, laws, and/or religion as measuring sticks to determine what is and is not ethical. *Comment on at least 2 classmate's posts. Your comment should add something to the discussion - not just "I agree" or "I disagree." Be sure to check the rubric before submitting.;

Discuss The famous trolley problem was developed by philosopher Philippa Foot in 1967 as a way to test utilitarian principles. In this discussion, you will think about and decide what you would do in relation to the trolley problem and variations. You will compare and contrast your answers and think about criteria you used for each decision. Then, you will look over responses from your classmates. Answer the following questions: 1. A runaway trolley is headed for five people who will be killed if it proceeds on its present course. The only way to save them is to hit a switch that will turn the trolley onto an alternate set of tracks where it will kill one person instead of five. Will you allow the trolley to continue on it's current course, resulting in the death of five people, or would you hit the switch diverting the trolley off course, resulting in the death of one person? Why? 2. A runaway trolley is headed for five people (strangers to you) who will be killed if it proceeds on its present course. The only way to save them is to hit a switch that will turn the trolley onto an alternate set of tracks where it will kill one person instead of five. This time, the one person is the most important person to you in the world (e.g. spouse, parent, child, etc.) Will you allow the trolley to continue on it's current course, resulting in the death of five strangers, or would you hit the switch diverting the trolley off course, resulting in the death of the most important person in the world to you? Why? 3. You're walking along the track again and you notice the trolley is out of control. This time, there is no auxiliary track. But there is a man within arm's reach between you and the track. He's large enough to stop the runaway trolley. You can save the five people on the trolley by pushing him onto the tracks, stopping the out-of-control vehicle, but you'll kill the man by using him to stop the trolley. Again, what do you do? Why? 4. If you answered differently depending on the scenario, think about why this might be. After all, each scenario is still sacrificing one person to save five, so the consequence is the same. Compare your answers to the three previous questions and explain your logic as to why you answered them the same or differently.;

Three C's Case Study Medical professionals are sometimes faced with difficult decisions regarding autonomy. This discussion will help you consider a real-life situation and apply the three C's. Tim Bowers, a 32 year old newlywed with a pregnant wife, fell out of a tree during a hunting trip. He suffered a spinal injury and will be paralyzed. He was under sedation and the family asked for him to be woken. Minutes after being told he would be paralyzed, he decided to be removed from life support. He died a few hours later surrounded by his family. Watch the videoLinks to an external site., do some additional research about the case if you would like, and then answer the following questions. You may also want to go back and look at the definitions of capacity, competency, and coercion from this module's reading.

Be sure to correctly apply the definition of each in your rationale for full credit. Answer the following questions in your post: 1. In your opinion, did the patient have capacity to make the decision? Why or why not? 2. In your opinion, did the patient have competency to make the decision? Why or why not? 3. In your opinion, coercion involved in the decision in any way? Why or why not? 4. What would you have done as a healthcare professional? Then, please respectfully comment on at least two classmate's posts. If possible, please comment on a post with a different decision or different rationale you hadn't considered.;

Submit: Autonomy Case Studies Choose TWO of the following scenarios to respond to. Use the content and rules discussed in the corresponding online lecture (Autonomy) for all responses. The submission will be graded on answering all questions, incorporating course material (terms, rules, etc.) included in the corresponding lecture, as well as depth and soundness of logic.;

Case Study Discussion This discussion post will allow you to apply ethics issues to a real-life case study during Hurricane Katrina. Before completing this post, make sure you have done the reading for the module. Then, please watch the news clip: <https://www.youtube.com/watch?v=GgzK32M47Fk>Links to an external site. In your post, answer the following questions. Please be specific and include information from the reading and video for full credit. 1. Discuss the physician's actions in terms of beneficence and non-maleficence from the viewpoint of the physician's intentions, including their concerns about the expected outcome. 2. Discuss the physician's actions in terms of beneficence and non-maleficence from the viewpoint of the actual outcome of the events. 3. Should the ethics of an action be judged on expected outcomes or actual outcomes? Why? 4. Should the physician (Anna Pou) be prosecuted? Why or why not? 5. Should healthcare workers be accountable for decisions made under duress, especially when corporations and government fail them? Do "normal" things apply to emergency situations? Why or why not? 6. Whose ethical failure was this? (e.g. USACE? Tenet? Doctors and Nurses? FEMA, federal government, local government? A mix? No one?) Why?;

Discuss We've discussed how competent adults have the right to refuse medical treatment, including based on religious reasons. But what if the autonomous agent is making choices for someone else, like an underage child? Does this change the rules? There are several conflicting values in this discussion. First, there is a conflict between parent's autonomy and medical beneficence/non-maleficence for the minor. Second, there could potentially be a conflict between the parent's autonomy and the minor's autonomy. Third, some would argue there is a justice issue since autonomy of the minor is limited based on the criteria of age. This discussion post will allow you to think about these conflicting values and take a stance. After viewing the following three cases, answer the questions below. Remember to be specific!;

Discuss Choose two of the following scenarios to respond to. Respectfully respond to two classmate's posts. Your responses may be for any scenario as long as you add something to the discussion and use concepts learned in class as well as your personal reasoning. *Use the content and rules discussed in the corresponding lecture rather than emotion or appeal to authority for all discussion posts and responses. Posts and responses will be graded on answering all questions, incorporating material (terms, rules, etc.) included in the corresponding lecture, as well as depth and soundness of logic. *Please number your posts 1, 2, or 3 so your classmates can easily see the scenarios you are responding to.;

Submit As a team, submit the Debate Worksheet Download Debate Worksheet. You only need to submit one page per group (make sure all names are on it). This includes finding statistics, stories, and coming up with philosophical ethics arguments for the FOR and AGAINST sides of your debate. You will be graded as a team (no matter which side you are assigned to), so work together and make sure you have strong arguments for both sides. Peer evaluations Download Peer evaluations will be filled out at the end of the debate, so be sure to pull your weight. You do not need to submit a peer evaluation until the evening of your group's scheduled presentations.;

Submit: IRB Application and the Belmont Report Look through UVU's IRB application (see bottom of this post) and discuss where you see each of the Belmont Report ethical principles in the application. Be specific about what you

find under each category (e.g. what consent forms are required for what ages, what vulnerable groups of subjects must be disclosed, etc.) 1. What do you see in the application with regard to respect for persons (e.g. individuals should be treated as autonomous agents, and persons with diminished autonomy are entitled to protection. Hint: look at informed consent). 2. What do you see in the application with regard to beneficence (e.g. persons are treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being. Hint: look at assessments of risks and benefits). 3. What do you see in the application with regard to justice (e.g. ensuring equal, reasonable, non-exploitative, fair procedures, distributions, and cost to potential research subjects. Hints: look at selection of subjects). 4. What do you see in the application with regard to confidentiality (e.g. protecting the privacy of research participants).

IRB Application for Human Subjects Research (exempt form); Discussion questions (answer ALL questions): 1. Which ethical principles were violated, and how? Be specific! 2. What reparations were made and were they enough? Why or why not? You may need to do some additional research to fully answer this question. 3. What additional reparations should be made, if any? If none, why not? 4a. If you watched #1 or #2, comment on what specific principles and their applications in the Belmont Report would prevent a similar situation from happening in the future. Be specific! 4b. If you watched #3, comment on the protocol for whistleblowing, and state what you would do as a hospital administrator to prevent retaliation against whistleblowers. Be specific!;

Drug Testing for Employees Please submit the following: **Review of Definitions** Sensitivity: the ability of a test to detect infection when it is present Specificity: the ability of a test to detect the absence of infection when the sample is uninfected False positive says the condition is present when it is actually absent False negative says a patient is free from condition when it is present **Drug Screening** Suppose a company has 20,000 employees. They decide to require drug tests for all employees. Suppose there are 500 employees actually using illegal drugs. The drug test has a 95% accuracy rate. What results will the test give you?

Using Drugs	500 Not Using Drugs	19,500 (20,000-500) Total
Test is Positive		
Test is Negative		
Total		

20,000 After filling out the table, answer the questions: 1. Submit your table with the correct numbers in each box. 2. Reflection: Answer the four questions below. If someone tests positive for drugs, what is the probability the person is actually NOT taking drugs (false positive)? If someone tests negative for drugs, what is the probability the test is wrong and the person is actually taking drugs (false negative)? Which error is worse and what are possible consequences of each? False positive or false negative? Should the company do the drug test? Why or why not?; **Discuss** Watch the video OR read the article **Risk Benefit Characterization** TheaterLinks to an external site.. Then, answer the discussion questions. Although there are no right or wrong answers, you should cite data you learned about in the video to demonstrate understanding of the content. You may also use life experience and opinions in your arguments. 1. "Regular mammograms reduce the risk of breast cancer deaths by 20%." Explain what this means in your own words. 2. What are some of the arguments FOR and AGAINST presenting the above statistic to the general public in order to encourage women to get mammograms? 3. Is it ethical to use this statistic to encourage women to get mammograms? Why or why not? 4. What other statistics could effectively be used to encourage women to receive mammograms? You may need to do some additional research for this. Include the statistic and source - and be sure the source is credible! 5. Which of the two statistics (20% reduced risk or the one you found) would you use on your marketing materials if you were working for a company encouraging women to get mammograms? Why?; **Submit: Death and Dying Case Studies Reflection** Please submit the following: After doing the reading and watching the required videos in the modules, submit your thoughts on the following questions. 1. Do you agree or disagree with the feeding tube being removed from Schiavo? Why or why not? 2. Do you agree with state laws that require pregnant women to be on life support until the baby is born? Why or why not? If yes, would you put any kind of regulation or stipulations on the law that would provide exceptions? 3. Do you

agree with Jack Kevorkian's philosophy? Why or why not? Do you agree with his methods? Why or why not? 4. Should physician-assisted death be legalized in Utah? If yes, why and what requirements should there be to “qualify or what kind of restrictions should be placed on it?” If no, why not? *Be sure to include specifics from what you have learned in the module so far including the reading and videos, for full credit. *Also be sure to include ethics principles (e.g. autonomy, informed consent, beneficence, non-maleficence, and justice) in each response.; Submit Use your background worksheet and ethics debate worksheet to create a presentation. You will need to create some slides (feel free to use Google Slides, PowerPoint, Prezi, etc.) You will need to share your screen and have your cameras on. Your presentation will be graded on including all required components, informativeness, accuracy, clarity, engagement, organization, preparation/knowledge of subject, and design (please include photos, videos, timelines, maps, or other media). Debates will given via Microsoft Teams. Please go to our Microsoft Teams class (HLTH 4300) and start a presentation with yourself and your teammates in your channel. The channels will be listed by debate topic. This is so that everyone is not trying to record in the same place at once. You will need to share your screenLinks to an external site. so that the class can see the presentation in the recording. I would suggest one person sharing their screen and advancing the slides for everyone. You will need to record the presentationLinks to an external site.. The presentation should automatically save in the channel chat shortly after you finish. You can structure the presentation any way you like (be creative!) but make sure everything below is included during the presentation. To minimize text on slides, please do not copy/paste directly from your worksheets or any website. Practice your presentation skills and don't just read off the slide. Include visuals, such as timelines, maps, infographics, pictures, and / or short videos to help explain your points.; Optional Movie: You Don't Know Jack OR Me Before You OR The Farewell OR The Hate U Give You may choose to watch You Don't Know Jack, Me Before You, or The Hate U Give for your movie review. Remember, you only need to watch one of the optional movies throughout the semester. All three videos are on course reserve at the library. Submit your review in the Movie Review assignment. You Don't Know Jack: Emmy award winning portrayal of Dr. Jack Kevorkian, an advocate for assisted suicide in the United States. He was eventually convicted and went to jail for his active role in ending the lives of some of his patients. On course reserve at UVU Library. Me Before You: Young and quirky Louisa "Lou" Clark (Emilia Clarke) moves from one job to the next to help her family make ends meet. Her cheerful attitude is put to the test when she becomes a caregiver for Will Traynor (Sam Claflin), a wealthy young banker left paralyzed from an accident two years earlier. Will's cynical outlook starts to change when Louisa shows him that life is worth living. As their bond deepens, their lives and hearts change in ways neither one could have imagined. On course reserve at UVU Library. The Farewell: "The Farewell" announces at the beginning that it's “based on an actual lie,” but the meaningful truths it reveals couldn't be more poignant or powerful. And while writer/director Lulu Wang's film is obviously personal and culturally specific, it achieves a universality and a resonance through its vivid depiction of a family in the midst of crisis. That crisis was actually Wang's crisis: Her beloved grandmother was dying in China, and the family decided not to tell their matriarch to protect her and prevent her from living in fear throughout her remaining days. Instead, they planned a lavish wedding as an excuse to bring everyone together one last time to stealthily say goodbye to their beloved matriarch -- the only person that doesn't know she only has a few weeks to live. Click to watch The Farewell.Links to an external site. The Hate U Give: Starr Carter is constantly switching between two worlds: the poor, mostly black, neighborhood where she lives and the rich, mostly white, prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Now, facing pressures from all sides of the community, Starr must find her voice and decide what to do. On course reserve at UVU Library.; M11 Discuss: Healthcare Systems in the United States Do some research on parties and

candidates specific plans for healthcare. You may want to watch a debate or two. Then answer the following question: 1. Which of the following do you most support for the United States and why? Be sure to include some ethical principles or distribution ideologies in your response. Repeal and replace the ACA - focus on state-funded pools of money to insure those not covered Keep ACA as it is - no change in system Create public option but keep private insurance - preserve and expand elements of ACA and add new provisions - this is Biden's plan Adopt Medicare-For-All - universal coverage, single-payer system, abolish private insurance - this is Sander's plan 2. What are some of the pros and cons of your choice from an ethics perspective? Be specific! 3. How would you modify the plan to eliminate some of the cons? Be specific!;

https://uvu.instructure.com/courses/590016/assignments/7691173?module_item_id=13092337#:~:text=Manage-

,Submit,so%20you%20can%20think%20about%20them%20while%20you%20watch%20the%20movie.,-Watch%20via%20UVU%27s; Discuss: Healthcare Systems in the United States Do some research on parties and candidates specific plans for healthcare. You may want to watch a debate or two. Then answer the following question: 1. Which of the following do you most support for the United States and why? Be sure to include some ethical principles or distribution ideologies in your response. Repeal and replace the ACA - focus on state-funded pools of money to insure those not covered Keep ACA as it is - no change in system Create public option but keep private insurance - preserve and expand elements of ACA and add new provisions - this is Biden's plan Adopt Medicare-For-All - universal coverage, single-payer system, abolish private insurance - this is Sander's plan 2. What are some of the pros and cons of your choice from an ethics perspective? Be specific! 3. How would you modify the plan to eliminate some of the cons? Be specific!; Listen: Surrogacy Podcast Listen to Radiolab podcast BirthstoryLinks to an external site. Then, take the quiz and fill out the discussion post.; Discuss Roe v. Wade was repealed on June 24, 2022. For this discussion post, you will seek out more information about the repeal and answer the following discussion questions. Please include specific information/statistics and source them with in-text citations for each question. You should write about one paragraph per question. 1. What effect is the Roe v. Wade repeal expected to have on abortion rates in the United States? Include in-text citations in your paragraph response. 2. How will women be affected by the Roe v. Wade repeal? How will men be affected by the Roe v. Wade repeal? Are any groups expected to be disproportionately affected (e.g. race, socioeconomic status, state of residence, etc.?) Include in-text citations in your paragraph response. 3. Do you support or oppose the Roe v. Wade repeal, ethically and legally? Why or why not? Include in-text citations backing up your view in your paragraph response. Reference Section: Include at least three credible sources in APA format relating to your in-text citations. *Thoughtfully comment on at least 2 classmate's posts. It is okay to disagree, but please be respectful. Make sure your post adds something significant to the conversation for full credit (e.g. statistics, scenarios, real stories, etc.); Submit: International Surrogacy - Answer each of the following questions in about 1 paragraph per question. 1. Autonomy: Does an impoverished woman overseas have the right to choose whether or not she wants to be a surrogate or does her poor condition require safeguards to be put in place to prevent exploitation? Does her extreme poverty render her unable to give proper consent (e.g. is the payment coercive?) Are paid surrogacy bans paternalistic because they take away the right of a woman to choose? What is your stance and why? 2. Beneficence/Nonmaleficence: Consider physical health, emotional health, financial health, and other. In which ways does/could being a surrogate "do good" for the impoverished surrogate mother? In which ways does/could it "do harm?" In your opinion, does the potential good outweigh the potential harm? Why or why not? 3. Justice: Does international surrogacy in low-income nations meet standards of social justice, individual justice, and protection of vulnerable subjects? Overall, in your opinion is paid international surrogacy in low-income nations just? Why or why not? 4. International Surrogacy: Do you agree or disagree with India and Nepal's laws banning (1)

foreigners, (2) same sex couples, (3) singles, and (4) couples without fertility issues from commercial surrogacy? Why or why not for each category of persons banned? What kind of regulation, if any, should be put on commercial international surrogacy and why? 5. Legality in High Income Nations: Should paid surrogacy be legal in the United States? Should unpaid surrogacy be legal in the United States? Why or why not, from an ethics standpoint?; Discuss The purpose of this discussion is to get you thinking about rationale surrounding organ donation and buying or selling organs. Thoroughly answer the following questions. 1. Discuss whether or not you think each of the following is ethical to see and why or why not. Kidney Blood Hair Sex Massage Hugs 2. Discuss which ethics principles or other criteria you used to determine why each was or was not ethical to sell. Be sure to comment on two classmate's posts!; Discuss Watch the following TED talk from the beginning to minute 11:00: Dan Ariely: Are We in Control of Our Own Decisions?Links to an external site. We live in a highly individualistic culture where personal choice is often valued over the common good. Other countries live in more collectivist cultures, where the good of the whole is placed over the individual. Read the following Forbes opinion article: Should the Government Require your Consent to Be an Organ Donor?Links to an external site. Now, read the Science DailyLinks to an external site. article and article from the British Journal of General PracticeLinks to an external site.. After reviewing the four resources above, answer the following questions in 1-2 paragraphs each. 1. Should the United States switch to an opt-out system of organ donation? Why or why not? 2. What else can be done from a policy perspective to facilitate organ donation? Be specific and be sure to (a) reference statistics and points given in the articles above and (b) use ethics theory, principles or values.; Discuss In this discussion, you will learn more about SNCT, therapeutic cloning, and reproductive cloning and give your stance on each. Read the background information and then proceed to the discussion questions. Discussion Questions 1. In your opinion, is therapeutic cloning ethical? Why or why not? Use reasoning and ethical principles to support your argument. 2. In your opinion, is reproductive cloning ethical? Why or why not? Use reasoning and ethical principles to support your argument. *Don't forget to comment on 2 classmate's posts. See rubric for grading details.; Reflect Watch Unnatural Selection Episode 3 (available on Netflix) and then complete the following questions. 1. What do you see as pros and cons of the gene drive in Burkina Faso? Are you for or against it and why? Be specific in context of the disease vector, disease statistics, and ethics surrounding the issues. 2. What do you see as pros and cons of the gene drive in New Zealand? Are you for or against it and why? Be specific in context of the animal involved, problem it is trying to control, and ethics surrounding the issue. 3. What do you think about using CRISPR technology to control disease vectors in general? Should we be doing it now, should we wait, or should we not do it at all? Why or why not? 4. What do you think about CRISPR being used to edit out genes that cause genetic diseases in humans? Is this ethical? 5. What do you think about CRISPR being used to create designer babies (e.g. hair or eye color?) Is this ethical?; Submit View one of the following movies. Pick a movie you have not seen before. Be advised it is up to you to look at the rating and any violent/sexually explicit/language content prior to the movie to determine what you are comfortable with. Jot notes about each ethical issue you see as you watch the movie. Then write a 1-2 page (single spaced) reflection that includes: -Specific ethical issues you saw in the movie -Your opinion of how the specific ethical issues were or were not resolved -Anything you would have done differently -Relate the issues in the movie to specific content you learned about in class - not counting ethics theories and principles; you will need to do that as well. For example, if you watch "The Farewell," how does it relate to confidentiality and truthfulness, autonomy, and beneficence vs. nonmaleficence? If you watch Me Before You, how does that relate to physician-assisted death laws across countries, whether disability makes a life more or less worth living, US cultural concepts about responsibility to stop suicide vs. "right to die?" HINT: go to the modules page and see which module the movie is listed under. It will be related to that lecture or debate's content. -Relate the issues you saw in the movie to to current issues we face

today and/or discuss if this is something you think we could see happen in the future -Be sure to include ethics theories and principles we have discussed throughout the semester in your paper; specifically relate the theories and principles to the ethical issues shown in the movie; Submit: Personal Code of Ethics For this assignment, you will develop a personal code of ethics. After thinking about values you have most defended or sided with throughout the course of the semester, reflect on why those particular values are so important to you. The bolded words should be included as section headings. Title: On a title page, give the code of ethics a memorable title, include your name, course number, and instructor name. Also include a well formatted visual (a photo or other visual representation) that encapsulates you and your values or something important to you. Purpose: Start with a prologue explaining why introspection about your personal values is important, and why it is important to understand how your personal ethical code guides your life. What do you think is the purpose of your personal code of ethics (e.g. inspire you to greater heights, regulate your behavior, guide in decision-making. "It was a class assignment" is not a sufficient purpose.) Core Values: List your core values in bullet form and provide a brief summary of what the value means to you. Discuss the importance of each value (at least 5 core values and up to 8). If you need help identifying your core values, you can use this Values Worksheet. Download Values Worksheet. Commitment Statements: List things, in bullet point form, that you will do to live your core values in the previous section. Be sure that you have at least one "I Will" statement for each of your 5-6 values. See examples: Slideshare - Personal Code of Ethics for PHIL 310Links to an external site. Life Lesson Network: Personal Code of EthicsLinks to an external site. Analysis: Discuss why these values are important to you, drawing in specifics of where you believe these values originated (e.g. Were you born with these values and did you exhibit them as a young child? How did your parents or other family members influence your values? How are your values a result of your personal experiences? Be specific about the experiences. How are they a result of religious beliefs? etc.) Because this is a PERSONAL code of ethics and not a debate you are very welcome to bring in personal beliefs, including religious ones. Include the required title page. After the title page, make sure the following headings are included in your paper and make sure everything included in #5 is found under the appropriate headings: Purpose, Core Values, Commitment Statement, and Analysis.

Required Course Syllabus Statements

Generative AI

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your 4 | Page assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

Using Remote Testing Software

- This course does not use remote testing software.
- This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic

honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.