

**YALE UNIVERSITY'S SHERWIN B. NULAND  
SUMMER INSTITUTE IN BIOETHICS  
SUMMER SEMINARS AND DISCUSSION GROUPS  
2016**

**JUNE SEMINAR OFFERINGS**

***MEDICAL ETHICAL DEBATES IN POPULAR CULTURE***

*June, Monday/Wednesday, noon – 1:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: Bass 305*

**Seminar Leader:**

Adam Schechter, PhD, Bioethics, Syracuse University

**Seminar Overview:**

This course seeks to evaluate medical ethical issues from the perspective of modern popular culture. Many of the topics covered in other seminars this summer (including, but not limited to, general ethical principles, ethics in law, rights-based ethics, ethics at the end of life, research ethics, and ethics in film and literature) will be discussed in this class, but with the particular lens of their treatment within a pop culture reference. This seminar is intended to be interactive: while students will be asked to read various selections from literature and academia in advance of the class, the ultimate purpose of the readings will be to provide a background from which to begin class discussion. To this end, selections from contemporary films and television programs will be shown in class in order to further stimulate the interactive exchange. The diversity of student backgrounds (including academic discipline) should prove useful as we consider the various intuitions expressed in class. No prior medical ethical or philosophical background is required — just a general desire to read, watch, and discuss!

## **ENVIRONMENTAL ETHICS**

*June, Monday/Wednesday, noon – 1:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: Bioethics Center, Ground Floor Conference Room*

### **Seminar Leader:**

**Matthew T. Riley**, PhD Lecturer in Christianity and Ecology, Yale Divinity School and Yale School of Forestry and Environmental Ethics; Research Associate, The Forum on Religion and Ecology at Yale; Online Education Specialist in Religion and Ecology – Yale School of Forestry and Environmental Ethics

### **Seminar Overview:**

What is the “environment” and who, or what, is worthy of moral consideration in environmental ethics? Elephants? Trees? Rocks? How is human health related to ecosystem health? What are alternative ways – both human-centered and biocentric – of thinking about and living in our environment? The purpose of this course is to provide an introduction to core questions and moral frameworks in environmental ethics and, simultaneously, to allow students to explore critical contemporary issues including but not limited to: the moral status of ecosystems; biodiversity loss; global climate change; the relationship between race, gender, poverty, and the environment; and intersections with other bioethics issues such as animal welfare, global health, and food. Group discussion, brief readings, case studies, and interactive breakout exercises will be part of this course. No prior experience in environmental ethics is required – participants will be encouraged to be exploratory, inquisitive, and interactive in their learning.

## ***Introduction to Relational Bioethics via House MD (TV series)***

*June, Monday/Wednesday, noon – 1:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: B012, Institution for Social & Policy Studies (ISPS), 77 Prospect Street*

### **Seminar Leader:**

**Márta Dabis**, MDiv, MSc, MBA, Hospital Chaplain, St. Joseph Mercy Health System, Ann Arbor, Michigan

**Seminar Overview:**

We live our lives in relationships. Wherever we go we pay attention to each other: meeting friends, visiting family members, going to school and greeting our neighbors. Most of us experienced beautiful connection and painful disconnect in a number of relationships. Our need for connection persists when we enter a medical center or visit a foreign country. We have a need to be seen, heard and understood when we are in the hospital or when somebody from the outside comes and conducts medical research in our home community.

Receiving full attention gives us a sense of being respected and cared for. We can ask the questions of “how to act” in any situation through the lens of our relatedness. Whether we are conducting research abroad or sitting down at the bedside in the hospital, we are fellow human beings and we can meet. There is a possibility for connection.

This seminar studies the “who am I” – “who are you” – “who are we” – “how to act” questions with a sensitivity to the “between” of giver and receiver. Relational ethics acknowledges the quality of the connection, and examines what gives rise to feeling acknowledged, respected, and well cared for in the course of our (professional) lives.

**Structure:**

At the beginning of each session we will tune in to our relational theme by watching about 10-15 minutes of a “House” episode. What makes us feel that House is sometimes right even if we know he is wrong? House is a very controversial hero, is there respect under there somewhere? Where is the connection? What behaviors cause disconnection? Our questions will allow to notice our own feelings, our moral sensitivity. Before we would discount the value of our emotions we learn ways to get in touch with them in our bodies and use them to benefit our connection.

Guest speakers from Columbia University and Yale-New Haven Hospital will lead us in our own dramatic rendering of “The

Drama of DNA: Narrative Genomics” plays and our exploration of SAVI, the System for Analyzing Verbal Interactions.

The topics are new for each week, there is no required literature or prep work. Links to relevant podcasts, articles, book chapters and other resources will be available after the session. No prior bioethical or philosophical background is required – just a desire to watch and discuss!

## ***BIOETHICS AND BIOTECHNOLOGY***

*June, Monday/Wednesday, noon – 1:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: Bass 405*

### **Seminar Leader:**

**Evie Kendal**, Assistant Lecturer, Department of Epidemiology and Preventive Medicine, School of Public Health and Preventive Medicine, Faculty of Medicine Nursing and Health Sciences, Monash Teaching Hospitals, Alfred Centre; PhD Candidate, Centre for Human Bioethics and School of Languages, Literatures, Cultures and Linguistics, Monash University, Melbourne, Australia

### **Seminar Overview:**

Many developments in biotechnology have great potential benefit but also carry a risk of dehumanizing people due to the inherent challenge they pose to philosophical beliefs about the nature of humanity. Since biotechnology exists at the intersection of science and nature all advancements in this field should be preceded by sound ethical discussion to ensure the burdens and benefits of new technologies are distributed fairly, and to avoid negative consequences. This seminar will consider the ethical problems arising from the manipulation of human and animal biology, technology and the environment, and suggest ways these problems might be resolved.

### **Seminar Objectives:**

After successfully completing this seminar students will have:

- Familiarity with a number of key developments in the field of biotechnology

- An understanding of various philosophical approaches to issues such as discrimination, privacy, autonomy and equality of opportunity
- An ability to think critically about some of the ethical and legal issues arising from recent scientific and technological advancements
- Experience in contributing to informed discussions on these issues, including defending a particular ethical judgment

## ***TOPICS IN ANIMAL AND VETERINARY ETHICS***

*June, Monday/Wednesday, 2 pm – 3:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: B012, Institution for Social & Policy Studies (ISPS), 77 Prospect Street*

### **Seminar Leaders:**

**Laure Hoenen**, Former Participant of the Yale Bioethics Summer Institute (2013), PhD Candidate, History of Sciences, University of Strasbourg (France).

**Jennifer Maas, DVM**, Practicing veterinarian and Master's candidate, Animals and Public Policy, Cummings School of Veterinary Medicine, Tufts University, Grafton, Massachusetts

### **Seminar Overview:**

This seminar will introduce participants to several important areas of animal & veterinary ethics including ethical issues relating to animals in biomedical research and animal welfare assessment. Related topics in veterinary medicine such as euthanasia, the human animal bond, and veterinarian-client-patient relationships will also be briefly explored. Introductory readings and class materials are designed for students in a variety of disciplines and prior background in animal related studies is not required. Format is interactive. Overviews of weekly topic areas, will be offered at the beginning of each class followed by discussions around readings and class material. Open dialogue, questions, scenarios, and group discussions are essential elements of this seminar

## ***INFORMED CONSENT***

*June, Monday/Wednesday, 2 pm – 3:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: Bass 405*

### **Seminar Leader:**

**Evie Kendal**, Assistant Lecturer, Department of Epidemiology and Preventive Medicine, School of Public Health and Preventive Medicine, Faculty of Medicine Nursing and Health Sciences, Monash Teaching Hospitals, Alfred Centre; PhD Candidate, Centre for Human Bioethics and School of Languages, Literatures, Cultures and Linguistics, Monash University, Melbourne, Australia

**Mia Engström**, M.D., M.Sc., Independent researcher, Department of Medical Ethics, Lund University, Lund, Sweden

### **Seminar Overview:**

Informed consent is considered one of the cornerstones of ethical research around the world; however different countries conceive of this notion in different ways. The standards for establishing voluntariness, comprehensibility and individual autonomy in consent procedures differ according to the complex interplay of socio-historical, political, cultural and religious norms of each research community.

### **Course Objectives:**

After successfully completing this seminar students will have:

- Familiarity with the concept of informed consent and how it is applied in medical and scientific research
- An understanding of various philosophical approaches to issues such as freedom, autonomy and privacy
- An ability to think critically about some of the ethical and legal issues arising from the globalization of medical research
- Experience in contributing to informed discussions on these issues, including defending a particular ethical judgment

## **BIOETHICS AND THE LAW**

*June, Monday/Wednesday 2 pm – 3:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: William L. Harkness Hall (WLH), Room TBA*

### **Seminar Leader:**

**Naomi Scheinerman**, PhD Candidate, Political Science, Yale University

### **Seminar Overview:**

This seminar will examine the basic treatment by American law of some major issues in contemporary biomedical ethics. Readings will include standard legal materials such as cases and regulations, a number of quasi-legal sources such as government commission reports and institutional guidelines, and some academic articles. No familiarity with legal materials is assumed; indeed, this seminar is designed for students with no background in American law. For each of the topics listed below, the instructor will offer a very broad and necessarily cursory overview of the area, and then will focus seminar discussion on one or two sub-issues to be addressed in detail. While the focus will be American law, some comparative-law readings will be supplied in order to bring possible alternative approaches to light. Topics include the basics of the US legal system; abortion; end-of-life care and aid-in-dying; assisted reproduction; stem-cell research; organ donation; research on human subjects; and health care reform.

## **GLOBAL PUBLIC HEALTH ETHICS**

*June, Monday/Wednesday, 3 pm – 4:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: Bass 405*

### **Seminar Leader:**

**Kyle A. McGregor**, PhD; NIH Translational Science Fellow; Postdoctoral Fellow VA/Yale School of Medicine

### **Seminar Overview:**

This seminar will explore a variety of factors that highlight and explain the unequal distribution of healthcare and disease in the world. The course will begin with an introduction to the language of global health: the burden of disease, inequity in care, comparison of health systems, and bioethics contribution to the current state of global health. The course will then incorporate speakers with expertise on a diverse set of topics impacting global health. It will then analyze the rationale for and modes of intervention to improve global health by exploring a number of high-profile topics, including epidemics, vaccinations, human resources for health, and maternal and child health. The nature of the course is inherently interdisciplinary and will incorporate knowledge and views from multiple academic disciplines (public health, economics, politics, management, sociology, medicine, etc) and does not require any specific background knowledge. The overall success of the course relies on active participation in lectures and discussions on controversial and important topics. Due to the differing backgrounds and experiences of students open discussion will greatly facilitate our collective understanding—for this reason, a high level of professionalism and respect for differing opinions is expected.

**Key objectives:**

- To understand key global health problems, their distribution, and prevention strategies.
- To utilize an interdisciplinary approach to better understand social, economic, political, and environmental factors that affect global health.
- To understand the complexities inherent in improving health on a global scale.
- To analyze global health disparities through a social justice and human rights lens.

***THE FUTURE AND BIOETHICS***

*June, Monday/Wednesday, 3 pm – 4:45 pm*

*May 30, June 1, 6, 8, 13, 15 (Makeup dates TBD)*

*Classroom: William L. Harkness Hall, Room TBA*

**Seminar Leader:**

**Alexandra Mogyoros**, JD, BCL; Former Participant of the Yale Bioethics Summer Institute (2011); Doctoral Law Student at the University of Oxford, UK.

**Seminar Overview:**

In bioethics, the future is always looming, but rarely directly confronted. When we contemplate alternative policies or courses of action we inevitably consider a future space where these options will be realized. While much of bioethics requires considering the future, the literature and field have not begun to critically examine what it means to think about, and plan for, the future.

Just as there is no single future, there is no single way to think about the future. This seminar explores the role of the “future” in bioethics. By drawing on novel methods from the fields of business management and strategic and innovation studies, this seminar explores the role of the future in bioethics thinking and research. In this seminar we will ask: how does the past of bioethics inform the present and shape the future? What are the different conceptions of the future implicit in the fields and discipline that make-up bioethics? How can different ways of thinking about the future help us embrace uncertainty?

This seminar will challenge all participants, irrespective of their level of experience in bioethics, to critically examine the way they think about the future. Participants will learn tools and methods that will be applicable in all facets of bioethical practice and research—from helping patients decide treatment plans, to hospital administrators considering resource allocation, to advocacy groups thinking about drafting recommendations and planning strategy, to name a few. Ultimately, this seminar offers an interdisciplinary critical lens to explore various bioethical issues, ways of thinking within bioethics, and bioethics as a field itself.

## **PERSPECTIVES ON AGING**

*Fridays: June 3, 10, 17, 24, noon – 1: 45 pm; Saturday, June 25 at 10 am at Yale's British Art Center; and Wednesday, June 29, at 7 pm, Bioethics Center Lower Level Conference Room*

**Classroom:** B012, Institution for Social & Policy Studies (ISPS), 77 Prospect Street

### **Seminar Leaders:**

**Sally Edwards**, MAT, MA, Retired Hospice and Continuing Care Retirement Community Chaplain

**Evie Lindemann**, LMFT, ATR-BC, ATCS, Associate Professor/Clinical Coordinator, Master of Arts in Art Therapy Program, Albertus Magnus College

### **Seminar Overview:**

Perspectives on Aging is a seminar that will broaden students' personal and professional perspectives on aging. Students in previous summers have returned home with increased compassion, curiosity and respect for aging people and the challenges they face.

Students are expected to read deeply the few poetry and brief essays assigned, and to participate in class discussions. This is not a lecture course. Because the richest wisdom is collective wisdom, students actually learn from each other, which is both fun and enlightening because we come from diverse cultures, faiths and professions.

Sally Edwards will lead the discussions in the first four classes. Evie Lindemann will lead the fifth class at the Yale's British Art Center with Linda Friedlaender (Curator of Education), making a bridge between the poetry and essays and visual art. In the final class students will make brief presentations based on: the assigned readings, class discussions and specific questions that facilitate their integration of personal and professional knowledge.

## **COMPARATIVE HUMAN RIGHTS AND HEALTHCARE**

*June, Tuesday/Thursday, noon – 1:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: B012, Institution for Social & Policy Studies (ISPS), 77 Prospect Street*

### **Seminar Leaders:**

**Kavot Zillén**, LL.D in Medical Law, Uppsala University, Faculty of Law, Sweden

**Santa Slokenberga**, LL.B, LL.M, LL.D candidate in Medical Law, Uppsala University, Faculty of Law, Sweden

### **Seminar Overview:**

The seminar aims to provide an understanding of the international human rights protection framework in the healthcare settings, and to explore linkages between health, healthcare and human rights (both how human rights violations undermine health and how the protection and promotion of human rights can contribute to improved health status). It also aims to discuss the principles relevant to the health field, to reflect on the countries' freedom in developing a legal framework, and policies for biomedicine related questions.

The seminar begins with an introduction to international and regional human rights, identification of relevant documents at each of the levels, and a discussion on the right to health. Next, we will turn to topics on human rights application in health related practices (covering both the care and research), and analyze the issues legislators and policy makers have to take into account when the new laws and policy documents in the field are developed. During the course, a number of important issues related to human rights in health care will be examined, such as the right to health, consent to medical examination or treatment, reproductive rights and abortion, prohibition of discrimination, access to dying assistance.

The seminar has a comparative perspective on human rights in health care. It focuses on the international and regional human rights documents and their monitoring bodies; however, relevant examples of other countries are welcomed. For each of the seminars, students will be provided with seminar instructions, consisting of a scenario

and questions, a list of case related readings, and a list of selected further readings for those wishing to broaden the scope of their knowledge. It is expected that students spend up to four academic hours to prepare for a seminar.

## ***Ethics of Obesity and Food Policy***

*June, Tuesday/Thursday, noon – 1:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: Bass 405*

### **Seminar Leader:**

**Jack Brackney**, MA, Bioethics, Case Western Reserve University School of Medicine; JD Candidate, Georgia State University, Atlanta, Georgia

### **Seminar Overview:**

Obesity is widely referred to as an epidemic. Some think obesity is genetic, others behavioral. Should the government be involved or is it simply a matter of personal choice? Are individuals equipped to make informed decisions? This course explores the terrain of obesity facts and fictions, public health ethics, distributive justice, and where responsibility lies when it comes to individual health and the health of communities. The class will analyze scholarly journal articles and public policies that are both already in effect and proposed policies regarding obesity and nutrition. Students will be expected to participate in discussions and case studies, as well as complete brief, assigned readings prior to each session.

## ***TECHNOLOGY AND BIOETHICS***

*June, Tuesday/Thursday, noon – 1:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: William L. Harkness Hall, Room TBA*

### **Seminar Leader:**

Hugo Tulio César Rubio-Rodríguez, PhD, SJD, University of Salamanca (Spain), JD, BSc, BPhil

### **Seminar Overview:**

Science and technology are part of our daily lives, and many ethical issues regarding the use of technologies can arise.

This course introduces students to some selected topics in robotics, artificial intelligence, technology and bioethics. It focuses on the latest trends such as nanotechnology, service and industrial robots, replication of the human brain, autonomous devices/software and Internet.

These topics are studied from different perspectives, including analysis of bioethical aspects of robotics, risks/benefits of AI, and human collaboration with automated systems.

We will explore some pros and cons of the use of new technologies, the potential of robots in different fields (healthcare, economics, etc.), as well as the impact of these technologies in society.

### **Course goals:**

- A better understanding of the ethical dilemmas arising from the use of new technologies
- To be aware of the ethical responsibility for those involved in the design/use of new technologies.
- An ability to analyze, and to think critically about the new technologies' role in society.

### ***DISABILITY AND BIOETHICS***

*June, Tuesday/Thursday, 2 pm - 3:45 pm*

*May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)*

*Classroom: B012, Institution for Social & Policy Studies (ISPS), 77 Prospect Street*

**Seminar Leader:**

**Elin C. Doval**, PhD, Assistant Professor, School of Business, Virginia State University; Assistant Director, Yale University's Summer Institute in Bioethics

**Discussants:**

**Karmele Rosalia Olaciregui Dague**, Medical Student, Universidad Europea de Madrid (European University of Madrid)

**Kristin Bergman**, BA, Pennsylvania State University; Visiting Scholar

**Seminar Overview:**

The Disability and Bioethics seminar series strives to provide an informed, safe, and caring environment to discuss disability-conscious bioethics from a global perspective. We will discuss Bioethics and Disability models for medical and social decision-making, both sensibly. Through in-depth analysis of selected readings, videos and personal accounts, students will examine social structures and personal experience of disability in law, clinical, community and economic settings.

**Seminar Objectives:**

Students who attend this seminar series will:

- \*Recognize variations in personal and cultural perspectives of people with disabilities and current bioethical dialogue.
- \*Be aware of philosophical frameworks employed in bioethical considerations on disability.
- \*Explore medical and social perspectives in decision-making processes affecting people with disability.

# ***GenEthics: Ethical, Legal, and Social Implications of Genetics Research and Technology***

*June, Tuesday/Thursday, 2 pm - 3:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: Bass 405*

## **Seminar Leader:**

**Jennifer Chevinsky**, MD (C), University of South Florida Morsani College of Medicine (USF MCOM) Scholarly Excellence Leadership Experiences Collaborative Training (SELECT) Program with Lehigh Valley Health Network (LVHN), Tampa Florida and Allentown, Pennsylvania.

## **Discussant:**

**Santa Slokenberga**, LL.M, LL.D candidate in Medical Law, Uppsala University, Faculty of Law, Sweden

## **Seminar Overview:**

Genes play a role in determining almost everything about us; they considerably influence our health, traits and behavior. Before we are even born, our genes have the potential of revealing extensive information about the people we might one day become. The human genome holds within it many powerful secrets which we are only beginning to unleash. Even with this limited knowledge, many commercial companies have popped up, enabling affordable genome sequencing for the every-day consumer.

The utilization of scientific technology does not stop with trying to understand what it means to have particular genes, like BRCA1 or APC; there are continuous efforts to use this new information to find ways to improve our human shells and better facilitate our ability to fully flourish. Questions exist about how we can and should use these technologies, as they open the door to various difficult legal and ethical concerns.

While new technologies bring promise, they also challenge notions of human dignity, an underlying principle of human rights. This seminar series aims to discuss the ethical, legal and social implications of genetics-related research and technology.

## ***CHILDREN'S ISSUES WITHIN BIOETHICS***

*June, Tuesday/Thursday, 2 pm - 3:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: William L. Harkness Hall, Classroom TBA*

### **Seminar Leader:**

**Evie Lindemann**, LMFT, ATR-BC, ATCS, Associate Professor/Clinical Coordinator; Master of Arts in Art Therapy Program, Albertus Magnus College

### **Seminar Overview:**

We will use ethical principles as a lens through which we will explore issues related to children. This seminar series offers two unique approaches to learning: the first method involves our capacity to reflect upon meaning-based experiential activities related to our interest in children and their well being. The second method includes the use of thematically based visual imagery to reveal and expand upon our understandings of children and their lives. This will allow participants an opportunity to integrate both cognitive and affective domains. One of the classes will be enhanced by guided discussions of relevant art work by Linda Friedlaender, Curator of Education, from the Yale Center for British Art.

This approach - and the class content - may be particularly relevant for those who are interested in understanding more about children "from the inside out" and for those who have an active interest in roles that allow for direct intervention into children's lives.

## ***REPRODUCTIVE ETHICS***

*June, Tuesday/Thursday, 4 pm - 5:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: Bass 405*

### **Seminar Leaders:**

**Ramona Fernandez**, PhD, M.Ed. (Counseling Psychology), CCC, FT, Assistant Professor in Health Sciences/ Adjunct Assistant

Professor in Counseling Psychology/ Research Coordinator in Family Medicine at Western University, Canada

**Seminar Overview:**

This seminar is structured as recognition that the issues surrounding human reproduction are not limited to nine months of pregnancy and the abortion debate, rather it is central to the health of populations. We will examine the ethical dilemmas and challenges across the lifespan from preconception to adulthood and considering the biological, social and psychological aspects as well as the real-world implications for public health and resource allocation. Some topics include: Prenatal and genetic screening and the decision to have children; assisted reproductive technologies and fertility; high risk pregnancies including fetal anomalies and mortality risks; implications of genetic testing and emerging imaging technology; decisions in the neonatal intensive care unit; saviour siblings; adoption including surplus embryos and reproductive labour.

This course is designed for both clinicians and non-health professionals. The first class will include a foundational background on the biology of human reproduction in a way that the general public will understand. This seminar will be aimed towards applied ethics – In other words, what should we do to address the human condition in the context of reproduction. As such the dialogue across professional disciplines and cultural insights towards meaningful appreciation of the dilemmas is encouraged.

**Seminar Objectives:**

- 1) To provide a foundational overview of the bio-psycho-social dimensions of reproductive ethics
- 2) To illustrate the disparity in distributive justice and the juxtaposed viewpoints between developed and third world nations
- 3) To situate applied ethics within a relational framework and orient the dilemma towards balancing consensus on best interests of those within the relational web

**Learning Goals:**

By the end of the course, students will be able to:

- 1) Explain and apply deliberative reasoning in clinical ethics to balance the competing rights and interests towards arriving at a consensus
- 2) Situate the dilemma within the biological and social contexts including implications for public health and resource allocation
- 3) Explain the significance of reproductive ethics for the health of population

## ***END-OF-LIFE ISSUES***

*June, Tuesday/Thursday, 4 pm - 5:45 pm*

May 31, June 2, 7, 9, 14, 16 (Makeup dates TBD)

*Classroom: William L. Harkness Hall, Classroom TBA*

### **Seminar Leaders:**

**Sally Edwards**, MAT, MA, Chaplain, Monroe Village Continuing Care Retirement Community

**Evie Lindemann**, LMFT, ATR-BC, ATCS, Associate Professor/Clinical Coordinator, Master of Arts in Art Therapy Program, Albertus Magnus College

**Carol Pollard**, MA, MSc, Associate Director, Yale Interdisciplinary Center for Bioethics, (Coordinator and Instructor of the End-of-Life Seminar)

### **Seminar Overview:**

This seminar series develops themes involved in each speaker's particular areas of interest. Some of the presenters in this seminar will be giving morning lectures to all the students prior to giving more focused talks to seminar participants; therefore, some of the sessions will build upon these morning lectures. Topics include: cultural dimensions of end-of-life issues; prognostication; what constitutes a "good death"; palliative sedation; so-called "death panels"; issues particular to infant deaths; grief; and religious issues at end-of-life.

# JULY SEMESTER

## ***RELIGION AND ECOLOGY***

*July, Monday/Wednesday, noon – 1:45 pm*

June 27 and 29, ~~July~~ 4, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBA)

*Classroom: Bioethics Center, Lower Level Conference Room*

### **Seminar Leader:**

**Matthew T. Riley**, PhD Lecturer in Christianity and Ecology, Yale Divinity School and Yale School of Forestry and Environmental Ethics; Research Associate, The Forum on Religion and Ecology at Yale; Online Education Specialist in Religion and Ecology – Yale School of Forestry and Environmental Ethics

### **Seminar Overview:**

This seminar explores the relationship between environmental issues and the “world religions.” Scholars and activists have long recognized that worldviews, ethics, and ideas about how the world works impact how we think about, and act towards, the environment. While society is becoming increasingly secularized in a number of ways, the overwhelming majority of the human population subscribes to one or more of the major world religions and these traditions are growing rapidly. Religions, in other words, are an important force for ethical, intellectual, and social change. They not only serve as a source of values and worldviews for individuals and communities, but they are also key shapers of political and environmental discourse, they mobilize and support activists, and they shape and inform the daily lives and ecological practices of communities.

As both an ethical problem, and as a threat to human health and flourishing, the environmental crisis poses significant challenges to the traditional ethics and worldviews of the world religions. While “climate change denial” and an anti-science attitude are prevalent in some religious circles, other traditions are responding to environmental issues in surprising and creative ways. In this seminar, students will learn about a variety of religious traditions (Daoism, Christianity, Hinduism, Buddhism, Indigenous Traditions, nature spirituality, and so forth) and their responses to a number of

ecological issues (climate change, loss of biodiversity, air and water pollution as it relates to human health, and more).

## ***ETHICAL ASPECTS OF MENTAL HEALTH***

*July, Monday/Wednesday, at noon – 1:45 pm*

June 27 and 29, ~~July~~ 4, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBA)

*Classroom: : B012, Institution for Social & Policy Studies (ISPS), 77 Prospect Street*

### **Seminar Leader:**

**Andrés Arriaga**, PhD. Professor of Medical Psychology and Psychopathology, Universidad Europea de Madrid (Spain); Psychotherapist.

### **Seminar Overview:**

Psychosis, depression, substance abuse disorders or any other pathological mental condition are the cause of considerable suffering and sorrow that can be enhanced by the social stigma. In order for students to become free-of-prejudice and reliable observers of mental health, the seminar will feature a first session in which we will focus on the clinical description of the major categories of mental illnesses. Then, we will approach mental health bioethics through the revision of the general ethical aspects of psychiatry. The course will analyze the most controversial ethical areas of psychiatry from a plural and inclusive view where we will freely move from one topic to another. We will go over the criminal conduct and accountability of those who commit crimes and suffer from mental illness. The voluntary submission to treatment is one of the most debatable issues from an ethical point of view because, many times, the unwillingness or lack of criterion of psychiatric patients puts them under medical care procedures that are against their will (sometimes they can be physically retained). The various dilemmas that arise depending on the age of patients with mental illness are one of the most complicated issues to cope with. Can elder patients take decisions? How do clinicians decide the most suitable psychopharmacologic treatment for a 4 year old boy diagnosed with ADHD? Similarly,

suicidal behavior, trauma and the memory of it, are divisive subjects. Disclosures about suicidal ideation and uncomfortable expositions made by the patient can lead to tight situations to the clinician. Which are the benefits of some types of psychotherapy that may have not still proved their adequacy? Under the principle of confidentiality, what the patient reveals to his/her therapist can always be used for therapeutic purposes?

## ***Medical Ethics During Conflict, War & Genocide***

*July, Monday/Wednesday, at noon – 1:45 pm*

June 27 and 29, ~~July 4, 6, 11, 13~~ (makeup for July 4<sup>th</sup> – TBA)

**Classroom:** Bass 405

### **Seminar Leaders:**

**Sheena M. Eagan Chamberlin, MPH, PhD**

University of Maryland University College

**Zohar Lederman, MD; PhD candidate**

The Centre for Biomedical Ethics, National University of Singapore

### **Seminar Overview:**

Dr. Maximilian Samuel was a Jewish Gynecologist who worked at Block 10 in Auschwitz. Concerned for the fate of his daughter, Dr. Samuel subordinated his medical skills to Dr. Mengele and Dr. Wirths, surgically removing the reproductive organs of Jewish women. However, once he learned that his daughter had died, he apparently began performing mock surgeries, salvaging the women's reproductive potential. In "The Nazi Doctors: Medical Killing and The Psychology of Genocide," Robert Jay Lifton condemns Dr. Samuel as the only Jewish medical collaborator he knew, tacitly deeming his behavior un-ethical. Conversely, in "Medicine and Nazism," Daniel Nadav defends Dr. Samuel's actions and warns from judging medical professionals who work under extreme conditions such as Dr. Samuel.

This seminar will introduce students to medical ethics during times of conflict, war and genocide. Through the examination of real historical case studies, we will discuss major ethical dilemmas that

medical professionals may and do encounter in extreme circumstances. These case studies will be carefully selected to represent recurring themes and to provide the students with an entry point into broader ethical issues in war/conflict. Readings will include the works of leading scholars in military medical ethics and the ethics of war. By analyzing these texts and case studies, this seminar will attempt to respond to the following questions: Do medical ethics in times of war/conflict differ from those in times of peace? If so, how and why? Similarly, do professional medical ethics differ from 'normal' ethics? What common themes can be traced across the history of medical ethics in conflict?

### ***AN INTRODUCTION TO ETHICAL THEORY***

*July, Monday/Wednesday, noon – 1:45 pm*

*June 27 and 29, ~~July 4~~, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBA)*

*Classroom: William L. Harkness Hall (WLH), Room TBA*

#### **Seminar Leader:**

**Stephen M. Campbell**, PhD, Assistant Professor, Department of Philosophy, Bentley University

#### **Seminar Overview:**

Our lives are full of choices to be made, ranging from trivial day-to-day choices to profound, life-shaping ones. How should we choose? More broadly, how should we live? And why should we live that way? The goal of ethical theory is to arrive at an answer to these daunting but pressing questions. This seminar is a “crash course” to ethical theory. In our six sessions, we will examine and discuss the structure of ethical theories, key concepts in ethics, historically influential ethical theories (including egoism, utilitarianism, Kantianism, and virtue ethics), different methodological approaches to ethics, and various views about human well-being. In each session, there will be time devoted to engaging in ethical argument and theorizing ourselves. In other words, we will do philosophy, and not merely learn about it. Modest supplementary readings will be assigned. No prior experience with philosophy or ethics is required.

## **BIOTECH LAW & INTERNATIONAL PATENT ISSUES**

*July, Monday/Wednesday, 2 pm – 3:45 pm*

*June 27 and 29, July 4, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBA)*

*Classroom: B012, Institution for Social & Policy Studies, 77 Prospect Street*

### **Seminar Leader:**

**Csaba Bardossy**, JD, Faculty of Law, Pazmany Peter Catholic University; studied medicine at Semmelweis University, Hungary; former visiting scholar at Yale Interdisciplinary Center for Bioethics

### **Seminar Overview:**

Biotechnological inventions are raising novel ethical, legal questions addressing not only scientists, but governments, legislators and also the public. This seminar will offer a deeper understanding of recent international challenges by comparing the US and EU regulations of biotechnology industry and markets. The interactive course will explain complex ethical, legal dilemmas discussing the most recent famous biotech (IP) patent cases and facts. The seminar will focus on the ethical arguments and grounds that have been taken into account and evaluated by different legal systems, courts, authorities facing similar multidisciplinary problems worldwide. Students will be expected to complete brief case studies and readings prior to each session.

## **COMPARATIVE BIOETHICS AND LAW**

*July, Monday/Wednesday, 2 pm – 3:45 pm*

*June 27 and 29, July 4, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBA)*

*Classroom: Bass 405*

### **Seminar Leaders:**

**Cristina Pardini**, JD, PhD; Research Fellow at the University of Padova, Italy

**Antonia Reitter**, JD, PhD Candidate in Law, University of Bonn, Germany

**Discussant:**

**Francisco Colombo, JD, Faculdade do Ministério Público, Brazil; MSc Candidate, Human Rights, University of Indianapolis; Visiting Scholar, Yale's Summer Institute 2015**

**Seminar Overview:**

The seminar focuses on exploring legal approaches to bioethical issues and how different legal traditions around the globe lead to differing perceptions of bioethical problems. We will conduct a comparative approach to understanding global diversity of bioethics law. The concepts of autonomy, dignity, and paternalism in the various traditions will be at the heart of our explorations across the six sessions.

Throughout the seminar, we will utilize various case studies to analyze how differing concepts lead to distinct approaches in bioethical and biolegal debates in different countries. The discussions will sensitize the students to controversial issues that differ not only between the continents but also within the regions themselves. Students will be encouraged to examine underlying ethical, legal, historical, and cultural grounds for these differences. This will result in confronting questions, such as: How do these differences have an impact on the bioethical and biolegal debates? What weight do these concepts carry in the different legal approaches to bioethical issues? The seminar is suitable for both international and American students who are eager to explore how their ethical and legal compass might be influenced by their own traditions and are willing to broaden their horizons by learning what a different perspective could teach them.

***Feminist Ethics***

*July, Monday/Wednesday, 4 pm – 5:45 pm*

*June 27 and 29, July 4, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBA)*

*Classroom: Bass 405*

**Seminar Leader:**

**Heidi Nicholl**, Fellow in Clinical Neuroethics, California Pacific Medical Center, San Francisco, California

**Seminar Overview:**

Are morals gendered? Can there be such a thing as a feminine morality and how would this differ from a femin-*ist* morality? This course will examine the background, history and application of feminist ethics.

Feminist ethics examines the possibility that our assumption that traditional moral theories are gender-neutral may be incorrect. A model of morality that favors such 'masculine' traits as justice in the form of contracts, autonomy and competition, over such 'feminine' traits as co-operation, consensus and community may be fundamentally flawed. Whilst describing any one approach as quintessentially 'feminist' is problematic there is a generalized approach within feminist ethics that seeks to prevent the oppression of any group of people; with women as a key oppressed group.

The course will identify & discuss contributions to the field by prominent moral philosophers working from a feminist standpoint. We will discuss the evolution of philosophies of morality from the origins of feminism as a political movement and we will outline the differences between feminine ethics and a feminist-derived ethics of care. We will examine key concepts such as 'masculine' and 'feminine' traits, discuss the idea of oppression and whether 'feminist' or 'feminist ethics' has useful meaning in and of itself, and/or specifically as a lens for examining and discussing such contemporary social issues as abortion and surrogacy.

## ***RESEARCH ETHICS***

*July, Monday/Wednesday, 4 pm – 5:45 pm*

*June 27 and 29, ~~July 4~~, 6, 11, 13 (makeup for July 4<sup>th</sup> – TBD)*

*Classroom: William L. Harkness Hall (WLH), Room TBA*

### **Seminar Leader:**

**Steve Latham**, PhD, JD, Director, Yale Interdisciplinary Center for Bioethics

### **Seminar Overview:**

This three-week seminar will examine the ethics of medical research involving vulnerable human populations, such as the poor, pregnant women, children, and prisoners and other populations, such as animals. Each session will focus on one group in particular. We will analyze these issues from both domestic and international perspectives. To this end, the course readings will include ethical policies from a variety of countries, in addition to pieces that explore the philosophical and moral issues surrounding this research.

The seminar will utilize a “hyperprep” structure. I will split the seminar members into two groups, and, for each session, one of these two groups will be designated as the hyperprep group, meaning that those individuals have a “hyper-obligation” to prepare for the class. As a practical matter, this translates to the fact I will feel free to call on hyperprep group members to initiate discussion. The system will fail if group members only do the reading for half the sessions, or if seminar members feel intimidated for those days they are “on”. Our tone will highly collegial and mutually supportive.

### ***Environmental Ethics and Climate Change***

*July, Tuesday/Thursday, noon – 1:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: Bioethics Center, Ground Floor Conference Room*

#### **Seminar Leader:**

**Michael Pellegrino**, JD; MEM Candidate, Yale School of Forestry and Environmental Studies; Assistant Director, Yale University’s Summer Institute in Bioethics

#### **Seminar Overview:**

Climate change is the most important environmental issue facing the world today. It is both theoretically and practically complex, in large part because it is inescapably global and intergenerational in scope. This seminar will look at the practical effects of climate change and the difficult ethical problems they raise. How does climate change affect public health and the spread of disease? Will it disproportionately affect certain populations? How can communities be better prepared for increases in natural disasters? Are new technologies and geoengineering possible solutions? This seminar

will be interdisciplinary—integrating philosophy, science, policy, history, and law—but it will focus on the concepts and questions most important to bioethicists. Course topics include: climate policy history and science fundamentals; pollution and its public health effects; food and water availability and security; poverty, population, and the Environmental Justice movement; extreme weather and natural disasters; and energy, technology, and geoengineering. Active participation and discussion are strongly encouraged.

## ***TRANSPLANTATION ETHICS***

*July, Tuesday/Thursday, noon – 1:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

Classroom: Institution for Social & Policy Studies (ISPS), 77 Prospect Street

### **Seminar Leader:**

**Alex Dubov**, MDiv; PhD Candidate, Duquesne University

### **Seminar Overview:**

Organ transplantation is a complex modern medical invention posing some complex ethical questions. The ethical problems of organ transplantation result from the fact that it is a highly risky and, at the same time, highly beneficial procedure, involving questions of personhood, bodily integrity, attitudes towards the dead, and the social and symbolic value of human body parts. The moral debate around transplantation can be divided into three general topics: deciding when human beings are dead, deciding when it is ethical to procure organs, and deciding how to allocate organs once they are procured. These three topics will provide the framework for the class. We will talk about the ethics of current allocation policies, giving a special attention to the commercialization of organ donation. One session will address the religious and cultural issues in organ donation. The definition of death debate that is historically closely intertwined with transplantation will be the topic of another session. Since almost half of the donated kidneys come from living donors, we will discuss ethical issues in living donation. The last session will offer an overview of the ethical concerns regarding hand/face transplantation. Some of the sessions will include presentations by guest speakers

## ***NARRATIVE MEDICINE AND BIOETHICS MEDIATION***

*July, Tuesday/Thursday, noon – 1:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: Bass 405*

### **Seminar Leader:**

**Shawna Benston**, JD, MBE, MA, Postdoctoral Fellow in the Ethical, Legal and Social Implications (ELSI) of Genetics, Columbia University, New York, NY

### **Seminar Overview:**

This seminar will explore the relationships among narrative medicine, narrative ethics, and mediation—three seemingly separate disciplines that, in fact, overlap significantly. A unifying thread, as we shall see, will be the telling and receiving of narrative: how to deliver one's story and how to hear others'. This seminar will incorporate both a theoretical aspect, involving close reading of fictional and non-fictional pieces, and a practical aspect, involving the study of mediation techniques and skills. The course will involve several mediation simulations, in which students will enact clinical scenarios based on real-life cases, taking turns serving as "characters" and as the mediator. The goal of these exercises is to fuse the literary class discussions of narratology, reception, and expression, and how each element emerges in the medical setting.

## ***BIOETHICS ACROSS RELIGIOUS TRADITIONS***

*July, Tuesday/Thursday, noon – 1:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: William L. Harkness Hall (WLH), Room TBA*

### **Seminar Leader:**

Kandace Geldmeier, PhD Candidate, Syracuse University

### **Seminar Overview:**

What is the importance of considering religious traditions and bioethics? Where do moral dilemmas in medicine and healing hinge on religious commitments? This seminar will cover the basic

bioethical issues and how different religious traditions and people address them. Throughout the seminar, we will keep in mind that the status and value of the body and existence of a spirit or soul deeply affects how religious traditions and people will interpret biological, medical, and health care issues. Key topics will include “theological anthropology,” belief in an afterlife and its impact on decision-making, different religious values on compassion and suffering, and religious ideals of healing and ministry. We will cover the major world traditions: Judaism, Christianity, Islam, Hinduism, Buddhism, Indigenous traditions and conclude with new religious movements and how they incorporate (or resist) contemporary ideas about health, ethics and the body.

## ***THE ETHICS OF HUMAN ENHANCEMENT***

*July, Tuesday/Thursday, 2 pm – 3:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: The Institution for Social & Policy Studies (ISPS), 77 Prospect Street*

### **Seminar Leader:**

**Imre Bárd**, MA, MSc, MPhil/PhD Candidate, Research Officer, London School of Economics and Political Science

### **Seminar Overview:**

Should biotechnologies be used to improve our physical appearance, strength and stamina? Do cognition enhancing pills and brain stimulation differ from private tutoring, a balanced diet or physical exercise? Should we turn to neuroscience for tools to regulate our emotions, enhance our cognitive abilities and make us kinder, more pro-social and responsible beings? Do parents have an obligation to enhance their children’s biological traits? Who should decide these questions, and how? Enhancement technologies hold out the promise of not only treating diseases but also improving upon healthy human functions. As such they prompt us to reflect on the question of ‘normality’, inviting us to consider the scope of desirable and ethically viable ways of ameliorating the human condition. While mankind has always used technologies to overcome seemingly natural limitations, the deliberate use of science to improve human capacities raises a vast array of abstract philosophical and ethical questions, which at

the same time present very practical policy and regulatory challenges. This seminar will introduce students to the broad and multifaceted discussion surrounding human enhancement technologies. The subject provides an opportunity to tackle key notions of bioethics ranging from autonomy, dignity and justice, to resource allocation, risk assessment and medicalization. As is so often the case in bioethics, the topic of human enhancement is a controversial one, which can give rise to polarized opinions and passionate debates that are informed by discussants' deeply held convictions. The aim of this seminar is that participants come to appreciate the complexity of the issues at stake, learn to reflect on their intuitions, and articulate them as reasoned arguments. Each seminar will focus on one specific area of human enhancement, addressing the most important points of contestation. Sessions will consist of an interactive 30-45 minute lecture and 1 hour of discussion on the basis of assigned readings and students' preferences. In case of interest, watching movies and documentaries can complement the seminars.

## ***Clinical Ethics***

*July, Tuesday/Thursday, 2 pm – 3:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: Bass 405*

### **Seminar Leader:**

**Kyle A. McGregor**, PhD; NIH Translational Science Fellow;  
Postdoctoral Fellow VA/Yale School of Medicine

### **Seminar Overview:**

This seminar will provide an overview of the major areas of clinical biomedical ethics. Participants will gain familiarity with the terminology, resources, and major frameworks of ethical analysis in clinical ethics. Issues that will be examined and analyzed include communication, problem-solving methods, the theory and practice of informed consent, end-of-life decision-making, physician-assisted suicide, pediatric ethical dilemmas, spirituality in clinical encounters, the injustice of health care disparities, and the role of ethics committees. Extensive use of case discussion and analysis will help to develop the participants' ethical problem-solving skills and give

practical experience on what it's like to be part of an ethics committee/ethics consult service.

## **NEUROETHICS**

*July, Tuesday/Thursday, 2 pm – 3:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: William L. Harkness (WLH), Room TBA*

### **Seminar Leaders:**

**Lori Bruce**, MA in Bioimaging; MS in Bioethics (exp. 2016), Assistant Director, Yale University's Interdisciplinary Center for Bioethics; Chair, Community Bioethics Forum, Program for Biomedical Ethics, Yale School of Medicine; Vice-President, Community Voices in Medical Ethics

**Evie Marcolini**, MD, FACEP, FAAEM, FCCP, Assistant Professor, Yale School of Medicine

### **Seminar Overview:**

This seminar will examine ethical and social issues raised by developments in the neurosciences. Topics will include brain imaging, issues of privacy and stigmatization; cognitive remediation training programs; neuroscience in the courtroom; and pressing developments in pediatric psychiatry and adult neurology. Guest speakers from Yale School of Medicine will present case studies of pressing issues within these subject areas.

## ***Bioethics in the Military: When “The Four Principles” are NOT the Guiding Principles***

*July, Tuesday/Thursday, at 2 -3:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: Bass 405*

### **Seminar Leader:**

**Jeff S. Matsler**, S.T.M. (Bioethics), Th.M. (Ethics), M.Div. Defense Health Agency Bioethicist, Adjutant Professor of Medical Ethics, Uniform Services University of Healthcare Sciences at Walter Reed National Medical Military Center, Bethesda, MD

### **Seminar Overview:**

This seminar will explore how one practices medicine ethically in a culture that does not incorporate the “four pillars” of bioethics in the same way they are practiced in the civilian setting. The question is posed: "In a culture whose ethical standards do not place autonomy, even of one's own body, as primary, how does one conduct oneself bioethically?" The military's medical culture is designed to function proficiently in the midst of war. Failing to understand the differences between civilian and military codes and values can lead to extreme and severe misunderstandings and miscalculations in determining best practices. This seminar will incorporate real life scenarios and case studies as we explore the unique factors and formula that play into the decision making process in the military medical community. Class members will be introduced to and learn to utilize the Military Medical Ethical Decision Making Process (MED-DMP) currently being taught to healthcare professionals at the nation's premiere military hospital, Walter Reed National Military Medical Center, and its medical school, the Uniform Services University of Health Sciences.

### ***BIOETHICS AND THE MEDIA***

*July, Tuesday/Thursda, 4 pm – 5:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: Bioethics Center, Lower Level Conference Room*

### **Seminar Leader:**

**Jeff Stryker**, Freelance writer

### **Seminar Overview:**

Bioethics involves questions of good and evil, right and wrong, life and death. Naturally, bioethical topics make for lively cocktail party conversations, exhaustive graduate studies and front-page, above-the-fold headlines.

But do these headlines address the most important bioethical issues of the day? We'll look at what gets covered in bioethics and who covers it. We will consider the role of journalists and journalism in the birth of bioethics as an academic discipline.

We will sample and critique popular coverage of bioethics (from the *New Yorker* to *People* magazine), looking at the competing demands of storytelling, explanation and balance. A half-dozen bioethics “perennials” will help focus these inquiries: news coverage of suicide; organ transplantation and resource allocation; coverage of infertility treatment and “miracle births;” defining illness and marketing cures; and vaccination.

A significant amount of class time will be reserved for discussion of student-written opinion pieces on wide-ranging bioethics topics.

## ***ETHICS IN THE EMERGENCY DEPARTMENT***

*July, Tuesday/Thursday, at 4 -54:45 pm*

*June 28 and 30, July 5, 7, 12, 14*

*Classroom: William L. Harkness (WLH), Room TBA*

### **Seminar Leader:**

**Evie Marcolini, MD, FACEP, FAAEM, FCCP, Assistant Professor,**  
Yale School of Medicine

### **Seminar Overview:**

The emergency department is a place where people are in times of their greatest medical need. It is not surprising that emergency medicine physicians encounter ethical dilemmas, but it is rare to go a single 8-hour shift without facing a difficult non-medical choice. Though rooted in the same principles of medical ethics, ethics in the Emergency Department has a different flavor to it. Constraints of time, information, privacy and resources unique in an emergency setting alter the manner by which clinicians and ethicists should approach dilemmas. This series aims to develop hands-on decision-making skills with discussion of common ethical challenges faced in the Emergency Department. The short readings include relevant ethical or legal frameworks for each topic as well as a brief story or poem to set the tone for discussion. Each seminar will consist of didactic learning for 20-30 minutes followed by more than an hour of case analysis and discussion. The cases listed below each reading assignment refer to real cases encountered in the Emergency

Department. Copies of the cases will be handed out in class and small groups will solve them together

***DIALOGUES IN BIOETHICS  
SEMINAR SERIES  
No need to sign up!***

**(1) Mondays in June, 10:45 am – 11:45 pm**

**Seminar Title:**

*Bioethics and Sports*

**Seminar Leaders:**

**Christopher Doval**, Esq. J.D., M.S., Assistant Professor of Business Administration, Earl E. Graves School of Business and Management, Morgan State University, Baltimore, Maryland

**Cary Caro**, Ph.D, Assistant Professor of Management, Division of Business, Xavier University of Louisiana, New Orleans, Louisiana

**Dates:** ~~May 30~~, June 2<sup>nd</sup> (Thursday), June 6, 13, 20

**Location:** Bass 305

**Seminar Overview:**

The concept of play is ingrained in us as humans. Through play children learn to interact and gain integral experiences about the world for their lives to come. Sport, on the other hand, for many is a religion and inseparable from who they are as people and their cultures. This seminar seeks to reflect on the concept of sport and how it has evolved to become a driving economic influence, a health risk to participants, a form of entertainment and cultural solidarity, and a system of hypocrisy, inequality and violence, all within the scope of bioethics.

## **(2) Tuesdays in June, 10:45 am – 11:45 pm**

### **Seminar Title:**

*Race, Class, and Bioethics*

### **Seminar Leader:**

**Gerardo (Jay) Velez**, BS, Cornell University; medical student

**Dates:** May 31, June 7, 14, 21

**Location:** Bass 305

### **Seminar Overview:**

This seminar provides a safe and informative environment for participants to explore the field of bioethics through the integrative lens of race and class. The aim is to broaden the participant's perspective when evaluating bioethical issues to consider how racial/class status might modulate and influence ethical decision-making, and more importantly, why such social categories should be considered at all. Ultimately, a student should expect to complete the seminar with a greater sensitivity towards matters of race and class.

The seminar format will be largely interactive and scenario-based. Overarching themes and topics will be introduced and supported with background information. Relevant bioethical dilemmas will then be presented and offer participants the opportunity to discuss and engage in scholarly debate. Topics

will include health(care) disparities, medical tourism, surrogacy, affirmative action, organ transplantation, immigration, clinical research, biotechnology, and racialized medicine. Relevant readings will also be assigned.

Frank and open discussion is strongly encouraged. However, due to the controversial nature of the subject matter, students will be expected to participate with professionalism and respect.

### **(3) Wednesdays in June and July, 10:45 am – 11:45 pm**

#### **Seminar Title:**

*Impact Ethics: Developing Self-determination Skills to Make a DIFFERENCE IN BIOETHICS*

#### **Seminar Leader:**

**Elin C. Doval**, PhD, Assistant Professor, School of Business, Virginia State University; Associate Director, Yale University's Summer Institute in Bioethics

**Dates:** June 1, 8, 15, 22, 29, July 6, 13, 20, 27

**Location:** Bass 305

#### **Seminar Overview:**

Impact ethics is about using the tools of ethics to shock, press, crack, and chip society into a better place. It is about outcomes, and ordering the study of ethics around changing things for the better" (Françoise Baylis, 2014).

How we achieve the desired outcomes to impact ethics is the challenge. This discussion group seeks to explore the key role of self-determination skills (individual and/or group) in our lives' journey. The meetings will be designed to assist the students in experiencing alternative ways of thinking through exploring individual and team self-determination skills development. The primary learning goal is to discover why self-determination is

important for each person involved and working in the field of bioethics, and how developing self-determination skills can be an empowering tool that can help them find the wisdom they need to make choices that ultimately will affect the course of their lives and the lives of people they touch.

**(4) Thursdays in June and July, 10:45 am – 11:45 pm**

**Seminar Title:**

*Social Determinants to Ethical Decision-Making*

**Discussion Leader:**

**Juan Carmona, MS**, *Assistant Director, Yale University Summer Institute in Bioethics; Research Coordinator, Yale University; Patient Navigator, Yale New Haven Hospital; Member, Yale University Community Bioethics Forum.*

**Dates:** May 30 (Monday), ~~June 2~~, 9, 16, 23, July 7, 14, 21, 28

**Location:** Bass 305

**Seminar Overview**

What does the study of human relationships, and its encompassing social institutions, have anything to do with ethical decision-making? Well... Just about everything! Every one of us has landed in a situation faced with a difficult decision, where we must make a conscious judgment based on what we know, and what we value. The problem is that depending on who we talk to, what they're experiences have been, and what they're intentions are, values will vary.

The following seminar takes a sociological perspective to ethical decision-making. We start by looking at social structures and how they tend to be the foundations on which these decisions occur. We then focus on the struggle in assuring that the bioethical principles are met in situations where social factors make it harder, or even prevent them from doing so.

We take particular time to discuss examples from our own experiences and social milieus.

The seminar will also look at non-economic forms of capital and their effect on the clinical relationship. Is it possible to predict a more favorable health outcome based on the relationship one has with their provider, and is the relationship influenced by the predispositions of either? And how does the efficacy of this important relationship affect ethical decision-making during end of life?

Finally, we look at evolving technological companies (e.g. Google, Facebook) and their ability to collect health information without our direct consent. While we may benefit socially from the information we share with others, many remain oblivious to how these companies use the information they collect for purposes other than originally intended. Is it ethical, for example, for Google to use search queries to predict a health epidemic before it even occurs? Is there a moral obligation for a company to share this kind of information for the sake of public good? And what implication does this have on important decisions concerning the distribution of scarce resources.

These are all questions that we will attempt to answer in an open discussion format.

## **(5) Fridays in June and July, 3:00 pm – 4:30 pm**

### **Seminar Title:**

*Thinking Critically about Bioethical Issues*

### **Seminar Leader:**

**Carol Pollard**, Director, Yale University's Summer Institute in Bioethics

**Dates:** June and July

**Location:** Bass 305

**Seminar Overview:**

We will meet on Fridays in June and possibly other Fridays throughout July for special events, 3 – 4:30 pm. Beginning sessions will focus on different ways to view bioethical issues (principles approach, feminist ethics, virtue ethics, etc...and philosophy's role in this process) through case studies. Attendees will decide the topics for each meeting thereafter. Student presentations will be encouraged. These sessions are an especially good way to learn how to think critically about bioethical issues and will be especially good for beginners and those who need to “refresh” their backgrounds and become up-to-date.

**(6) Fridays in July, 10:45 am to 11:45 am, either Bass 305 or B012 at ISPS**

**Seminar Title: OPEN FORUM! Students and Instructors sign up to present.**

**Seminar Leader: Carol Pollard**

