

Lesson Title	17. Bioethical Dilemma
Lesson Designer	Frank LaBanca
Standards	<input checked="" type="checkbox"/> CCSS <input type="checkbox"/> NGSS <input type="checkbox"/> ASCA <input type="checkbox"/> Other CCSS.ELA-LITERACY.WHST.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
Learning Objectives	Students will calculate work and power of an exercise and evaluate the amount of energy produced by exercise as compared to food.

Timeline	Duration
Day 1: Introduction to bioethics and bioethical dilemmas (30 min) Review of cases (30 min) Day 2 (or homework) Graphic organizer and critical feedback (30 min) Peer review (30 min) Day 3 (or homework). Written response Peer feedback (30 min) Final Drafts	Three 60-minute classes

Teaching Strategies/Student Actions	Monitoring
<ul style="list-style-type: none"> Teacher reviews aspects of analyzing ethical dilemmas using goals, rights, and duties as a framework for developing a stance or claim Students review the case and complete a graphic organizer taking into consideration both sides. Peer review of graphic organizer with critical feedback Students construct response Peer review of written response and stance Final drafts completed 	<ul style="list-style-type: none"> Teacher monitors group discussion and asks questions Teacher provides written feedback to student written drafts.

Product Description	Student completes written essay
Evaluation	Use of rubric to evaluate written work

Resources and Materials	Additional Notes
Graphic organizer Case studies Rubric	

Bioethical Dilemma Case Study

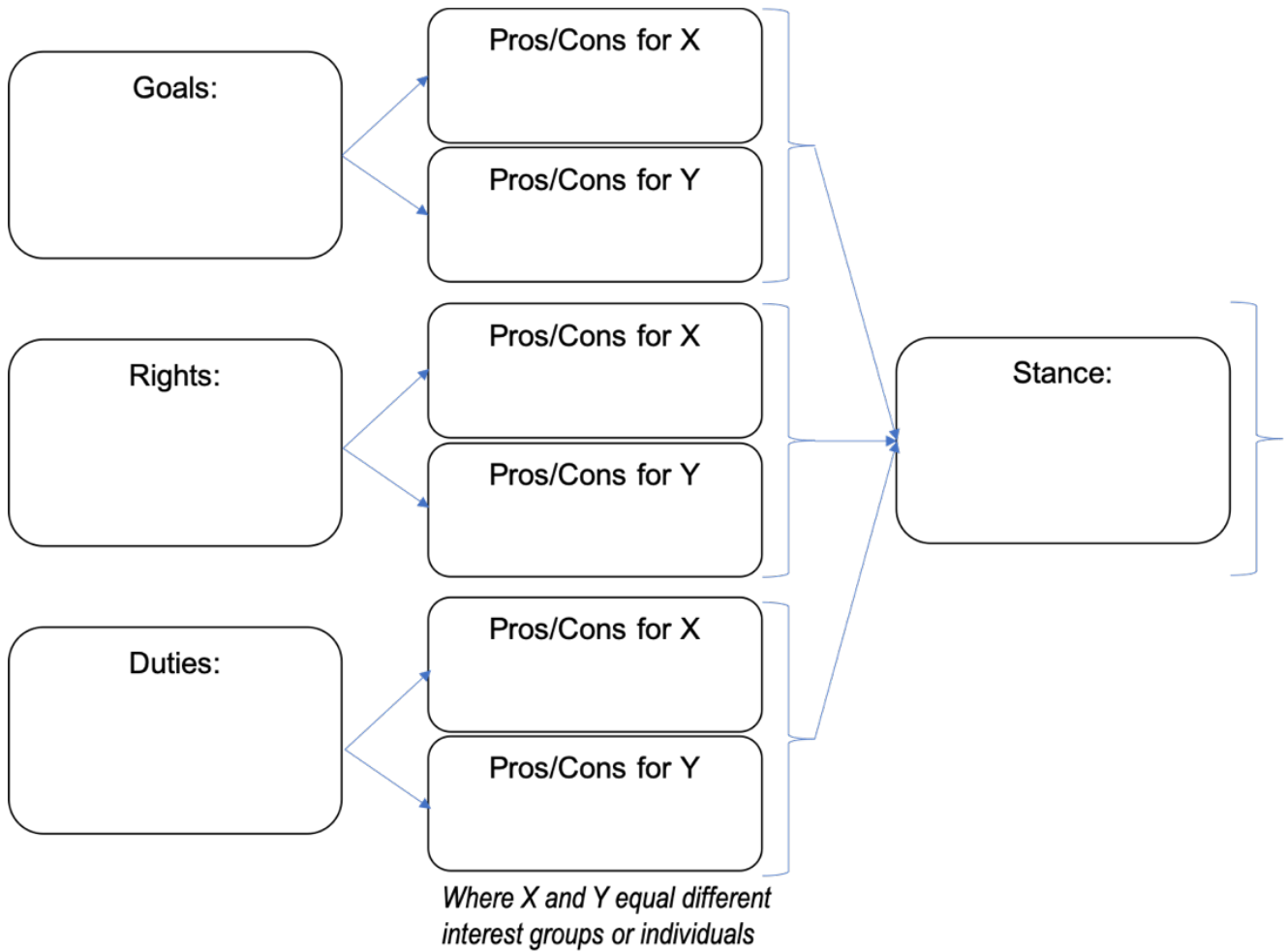
There are factors that impact the decision-making process of dilemmas that have no clear “right” or “wrong” answers. Carefully analyzing the situation, supporting data, impact on individuals, and impact on society are important. The framework below provides three lenses to analyze a specific case. Using these factors can help construct a well-supported argument.

Factors

Goals	Rights	Duties
To judge an action, you may look at what it intends to accomplish. Using a goal to determine if an action is ethically correct, then a “good outcome” may be judged ethically correct no matter how the outcome was achieved.	A right is something granted or guaranteed. For example, the right to know all relevant information about a specific medical treatment and the right to refuse it.	Obligations to act in a certain way. For example, to tell the truth, keep a promise, or help others. The justification of a duty is often based on the achievement of a worthy goal or the basis of someone’s rights. They can be derived from goals or rights, but can also be in conflict with them.
<i>Consider:</i> A physician’s primary goal is the preservation of life. The physician might refuse to disconnect a respirator that is keeping a terminally ill patient alive, even if the patient or the patient’s family do not. In the physician’s view, going against the rights of the patient is justified by the goal of preservation of life.	<i>Consider:</i> A physician knows that a patient will refuse a lifesaving a treatment if the patient knows all of the potential side effects. The physician can violate the patient’s right to information to further the goal of preservation of life.	<i>Consider:</i> A dying patient asks a physician not to prolong his life. Does the physician have a duty to respect the patient’s right to die or does the physician have a duty to pursue her own goal of preservation of life?

When analyzing a case, consider the major conflicts in the goals, rights, and duties of all of the parties. What are the most important justifications for your position? What evidence supports your stance?

Construct an ethical argument for the cases below. Compose a written response or essay to take an ethical stance. The graphic organizer below can help frame your argument.



Ethical Dilemma Case 1

COVID-19 Vaccinations in Connecticut

The Centers for Disease Control identified that individuals over 75 and critical workforce were to be vaccinated against the COVID-19 virus in “Group 1B,” following the vaccinations of essential healthcare and nursing home workers (“Group 1A”). The State of Connecticut Department of Health and the State Department of Education recently released the following letter to school superintendents indicating that educators, defined in the critical workforce, should be delayed for vaccinations in favor of the elder population, even though they are identified in the same group. Do you agree or disagree with the decision of the State to delay the vaccination of teachers? What would **your** ethical decision be?



STATE OF CONNECTICUT

January 17, 2021



Dear Superintendents and Heads of Private Schools:

The COVID-19 pandemic, including the effort to distribute the vaccine, has presented new challenges – nationally, and here in Connecticut. While access to the vaccine for all who need it is ultimately the goal, the distribution requires careful planning.

As you know, teachers and other school staff are part of “Phase 1b” as frontline essential workers, but they are not in the current group permitted to schedule appointments at this time. We appreciate our school staff and understand the intense interest in ensuring they are vaccinated as soon as possible. However, as was communicated by DPH, the available vaccine in Connecticut is limited, so the first appointments available are for individuals 75 years of age or older. It must be noted that in Connecticut this is our group with the highest mortality rate, as those who are 75 years of age or older represent only 8% of the population, but comprise 71% of COVID-19 deaths.

It has been reported to both the Connecticut State Department of Education (CSDE) and the Department of Public Health (DPH) that some school districts prematurely uploaded their entire school staff rosters to the federal Vaccine Administration Management System (VAMS) last week. Since DPH has not yet authorized appointments for school staff, DPH has issued a clarification notifying Superintendents that all school staff who received communication from the Centers for Disease Control and Prevention (CDC) to schedule an appointment must not do so at this time. School districts must not upload any additional staff rosters until notified. Those who uploaded rosters should be aware that the VAMS system will continue to send out reminders, but school staff must not access appointments until notified.

We appreciate the patience of school leadership during this time, and applaud the school communities for honoring our collective responsibility to those most vulnerable. Together, we can make sure that the members of our communities most at risk – those 75 years of age or older – have first access to the available COVID-19 vaccine supply in Connecticut. We will provide additional updates as this phase of Connecticut’s vaccine implementation moves forward.

Sincerely,

Deidre S. Gifford
Acting Commissioner
Department of Public Health

Charlene M. Russell-Tucker
Deputy Commissioner
State Department of Education

Note. This was the actual (unedited) letter sent to school superintendents on January 17, 2021

Ethical Dilemma Case 2

The Case of Jesse, Unrepresented and Homeless, adapted from <https://www.practicalbioethics.org/>

A 60-year-old homeless man, Jesse, is found confused and in distress by a good Samaritan who calls 911. Emergency medical technicians bring him to the hospital. Jesse's feet and legs are swollen and covered in ulcers and dead tissue, an infection of the legs diagnosed as osteomyelitis. His past medical history is established to include chronic obstructive pulmonary disease (COPD), chronic foot infections, alcoholism, and tobacco use. In addition to this, doctors find a mass in Jesse's lung that could either be TB or cancer. The doctors recommend a biopsy. The infections are so severe that a double amputation is also recommended.

Jesse says "No!" to amputation, but reluctantly agrees to a biopsy of the lung mass. Then a psychiatric consultation leads to an opinion that the patient actually lacks capacity for healthcare decisions. Jesse had been able to identify his location in a hospital but not why, or what could happen as a result of not going along with medical recommendations for treatment. He stated to the psychiatrist that he just wants to leave the hospital and die. In a previous hospital admission, Jesse's chart indicates that he had refused surgery as treatment for recurring infection in his legs, and doctors believed he had done so with decisional capacity.

Jesse's support system initially seems to consist only of a couple recent acquaintances at the homeless shelter (who cannot be reached) and a dog that Jesse says is his very best friend. A hospital social worker searches for any next of kin, someone who knows Jesse and might be willing and able to make decisions as a surrogate. Social work eventually finds an out-of-town brother and an estranged sister. Neither have seen their brother in many years, and anyway are unwilling to make decisions on his behalf.

Jesse is stabilized and remains hospitalized for another week. The lung biopsy shows evidence of a lung cancer that is treatable but not curable. Reevaluation of capacity for decision-making indicates that the patient has regained capacity sufficient for decisions for or against treatment of his cancer and infections. Jesse wishes to leave the hospital without further treatment, but he is refusing to be taken either to a homeless shelter or the nursing home placement that Social Work had found as the recommended discharge option.

What should be done for Jesse moving forward? How are these actions justified?

Ethical Dilemma Rubric

Indicator	Beginning 1	Developing 2	Goal 3	Advanced 4	Student Score (1-4)	Teacher Score (1-4)
<i>Presents a Clear Stance</i>	Exhibits no evidence of a developed claim statement.	Displays identifiable a claim statement.	Displays a well developed claim statement.	Displays a claim statement which incorporates all of the facets of the issue or topic. The claim is original and contentious.		
<i>Creates a Logical Structure</i>	Displays little or no evidence of logical presentation or structure.	Demonstrates an identifiable progression of ideas and structure, although there may be some logical inconsistencies	Demonstrates a logical progression of ideas with few digressions. Structure is evident and contributes to the effectiveness of the piece.	Demonstrates a unified, logical and consistent organization throughout, with a sophisticated structure that contributes to the effectiveness of the piece as a whole.		
<i>Creates Artful Transitions</i>	Displays no continuity between sentences, paragraphs or major elements of writing.	Displays occasional continuity between sentences, paragraphs and major elements of writing. Transitions may be mechanical, mundane or cliché.	Displays well-crafted transitions between sentences, paragraphs and major elements of writing.	Displays consistent and artful transitions between sentences, paragraphs and major elements of writing.		
<i>Provides Compelling Support</i>	Provides no supporting evidence or the evidence provided is either not appropriate to the work or too general to be meaningful.	Provides at least some evidence or support that is appropriate for the work.	Provides several specific and well-developed examples that creatively support the argument.	Provides many specific and well-developed compelling examples that creatively or powerfully support and advance the argument.		
<i>Utilizes Appropriate Vocabulary and Voice</i>	Uses inappropriate and/or limited vocabulary for the topic and purpose.	Uses appropriate but limited vocabulary for topic and purpose.	Uses effective and precise language for the topic and purpose.	Uses rich, precise and sophisticated language for the topic and purpose.		
	Demonstrates no evidence of development of a voice or uses one that is inappropriate for the audience.	Demonstrates development of a voice that is personal and mostly appropriate for the audience.	Demonstrates consistent evidence of a voice that is personal and appropriate for the audience.	Demonstrates consistent and effective evidence of a voice that is personal and always appropriate for the audience.		
<i>Applies Rules of Grammar and Mechanics</i>	Writes with more than 4 grammatical or spelling errors	Writes with 3-4 grammatical or spelling errors.	Writes with 1-2 grammatical or spelling errors..	Writes with no grammatical or spelling errors.		