

Ethical Thinking about Global Health, Public Health, and Medicine in the UK, Ireland, & US

CCSA London-Dublin Winter 2018-19

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Welcome! I discovered bioethics in college and it led me to study philosophy in graduate school. In the past 20 years, I have taught many bioethics and philosophy of science courses. My active research interests focus on reducing barriers to good end of life planning and teaching interfaith understanding. Hosting exchange students is another way to bring cultural difference into my life; my husband and I have sons from Turkey and Bahrain., and “nephews” from Ghana and Bosnia. I love to travel and have visited Italy, Switzerland, England, and South Africa as an adult. When I was young, I lived with my family in Tehran and San Francisco, among other places around the U.S. Teaching in London brings me full circle, because it is where I was born. I especially welcome first-time travelers and novice philosophers to global bioethics!

DESCRIPTION Debates about patients’ rights, medical research standards, national responses to international pandemics, and doctor-patient relationships will be examined in this biomedical ethics course, designed for pre-health professional, health care administration, global health services, and similar students. Experience London and Dublin’s history and multiculturalism at Trinity College, St. Paul’s Cathedral, Kilmainham Gaol, Chinatown, and pubs, then visit the Science Museum, Old Operating Theatre with cholera walking tour, Florence Nightingale Museum, Highgate Cemetery, Dover War Tunnels, and modern health care facilities, in preparation for exciting ethical explorations of cloning, euthanasia, truth-telling, stem cell research, and more. Perfect interdisciplinary Honors course, too.

PREREQUISITES: None. Except for a journal, no special supplies are necessary for this course.

REQUIRED TEXTS

- ❖ DeGrazia, David, Thomas Mappes and Jeffrey Brand-Ballard, eds. *Biomedical Ethics*, 7th ed.
- ❖ Paul Kalanithi. *When Breath Becomes Air*. Random House. New York. 2016.

COURSE GOALS:

- ❖ To examine the major theories in ethics;
- ❖ To become familiar with the methods of philosophical reasoning and important philosophical texts and thinkers;
- ❖ To learn about other world views and how they can impact the way one sees an ethical problem;
- ❖ To be exposed to topics with the biomedical realm related to ethics, the medical sciences, including genetics, and biomedical research and to develop skill in articulating various sides of any issue;
- ❖ To gain more direct knowledge about socialized medicine and international research, by reading about, visiting, and talking to health professionals in the UK;
- ❖ To learn how to present and examine written arguments, as well as to orally express one’s thoughts and ideas on controversial topics in front of peers.

STUDENT LEARNING OUTCOMES (ASSIGNMENTS)

1. Identify the basic tenets of major ethical theories (papers, cases, final exam);
 - a. Accurately describe several ethical theories (discussion, papers, cases, country analysis);
 - b. Explain current global bioethical challenges in their historical contexts (discussion, papers, country analysis, final exam, journal);
 - c. Recognize good ethical arguments (discussion, papers, cases);
 - d. Critically evaluate texts and ideas presented in the course (discussion, papers, journal, final exam);

2. Develop an awareness of the ubiquity of global bioethics (blog, discussions, country analysis, journal, final exam);
3. Recognize the complexities of moral decision making in multicultural and global biomedical settings by:
 - a. Applying (via blog, papers, discussion, journal, final exam) critical thinking skills, focused on competently identifying:
 - i. where more information is desired and
 - ii. what courses of action are possible, in order to
 - iii. choose a course of action based on sound, relevant reasons which can be expressed to another person.
 - b. Employing cultural sensitivity in respectful responses, marked by dispositions of intellectual humility, intellectual courage, fair-mindedness, and confidence in reason (discussion, cases, country analysis);
 - c. Defending and critiquing multiple positions, not just one's own personal beliefs (cases, discussion, journal);
4. Combine the above and express one's thoughts in meaningful, reflective, and engaged dialogue with self and others in both written and oral forms (blog, discussion, papers, cases, journal, final exam)

REQUIREMENTS

| | |
|----------------------|--|
| Presentations 4 @ 5% | 20% ("Health Care Elsewhere" prior to departure, 3 reading overviews in-country) |
| Thought paper | 10% (on Kant, due late Dec prior to departure) |
| Participation | 10% |
| Quizzes | 10% (over ethical theory application) |
| Blog/Journal | 20% (see specific instructions on handout) |
| Final exam: 3 essays | 30% (due March 2019) |

| Student (group) | Country to Research | Readings 1, 2 to prepare <u>in country</u> | Ethical viewpoint to champion (counts in quiz points) |
|------------------------|----------------------------|---|--|
| Emma E (1) | Afghanistan | pp. 70-3 virtuous physicians 278-83 Glantz <i>et al.</i> , 395-99 Rachels | Virtue Theory |
| Michael F (2) | Canada | pp. 74-82 Dr-pt models 284-8 Brody 399-402 Callahan | Care Ethics |
| Kyle F (2) | China | pp. 74-82 Dr-pt models 284-8 Brody 399-402 Callahan | Care Ethics |
| Johnny L (3) | Cuba | pp. 88-95 nursing 109-116 <i>Tarasoff</i> 402-4 Brock | Utilitarianism |
| Madison L (4) | Egypt | pp. 259-64 trials – Hellman 116-9 HIV p.638-649 theories of justice | Kant |
| Mackenzie M (1) | France | pp. 70-3 virtuous physicians 278-83 Glantz <i>et al.</i> 395-99 Rachels | Virtue Theory |
| Ben N (3) | India | pp. 88-95 nursing 109-116 <i>Tarasoff</i> 402-4 Brock | Utilitarianism |
| Karlyn M (5) | Ireland | pp. 264-7 trials Marquis 120-132 Pres Comm info consent 655 Nielsen | Ross' Principles |
| Hannah O (6) | Norway | pp. 268-77 trials – Litton 126-32 transparency 359-363 medical futility | Principles Bioethics |
| Ashlyn R (6) | South Africa | pp. 268-77 trials – Litton 126-32 transparency 359-363 medical futility | Principles Bioethics |
| Sami S (4) | USA | pp. 259-64 trials – Hellman 116-9 HIV p.638-649 theories of justice | Kant |
| Dana T (5) | UK | pp. 259-64 trials Marquis 120-132 Pres Comm info consent 655 Nielsen | Ross' Principles |

Presentations

1. Prior to departure contribute to our online Health Care Elsewhere chart at Google docs (5%):
Your research should include who is/is not covered and why; some major health indices like life expectancy, birth and death rates; HIV rates of infection, access to adequate nutrition and clean water; information about costs to the patient and to the government, i.e., spending per person on health care. (Try the CIA World Fact Book or just do a simple “Google” search to get started.). Integrate at least two different sources. Compare your country to the U.S. (although someone will also be assigned the U.S.) What are the strengths and weaknesses of each country’s system? The point of this assignment is to get you thinking about what elements a good health care system should have. **Due: no later than 22 Dec.**
2. In-country: Each of you will guide 3 readings (assigned above). This is an executive summary of the your designated readings, with your partner (conveniently likely also your roommate). You are also responsible for constructing relevant (thought-provoking) questions to start discussion on the issues. We’ll often start the day with discussion of the readings and a case or two over breakfast together.

Essays: You will write essays to help you learn how to read, write, and think about philosophy. All papers must be in your own words. The first should be no more than one page single-spaced. I deduct for mistakes in grammar, spelling, etc. so please proofread.

Paper 1: Describe Kant’s ethical system. What is the central ethical principle for Kant? What are some strengths & weaknesses of the system? Use readings & Sandel videos. **Due: Friday 21 Dec.**

Final Essay Exam: Your exam questions will be distributed after we return to the U.S.. You will have some choice of topic, but will have to write three 3-5 page essays. **Due March 2019.** You must email me your essays by the 5th and ask for a confirmation email from me. Late exams will be penalized a half letter grade for every day late.

HOW TO WRITE A PHILOSOPHY PAPER^{*}

PURPOSE OF THE PAPER

The purpose of a philosophy paper is to encourage you to do some philosophy. The thoughts expressed in the paper should be largely your own. In a philosophy paper, you might:

- (A) Argue for a specific point of view on a philosophical issue (this could be a view someone else has expressed or an original view of your own), or;
- (B) Explain and argue against a view expressed by another person, or;
- (C) Compare several views with respect to their specific strengths and weaknesses, or;
- (D) Use some combination of these three strategies.

Since philosophical issues are by nature unsettled, there is no "right" viewpoint that I am looking for in your paper. What I want to see instead is evidence of understanding and involvement with the course material and of an ability to articulate, explain, and justify your thoughts about it coherently.

CRITERIA FOR GRADING

^{*} With gratitude to Dr. John Nolt of the University of Tennessee philosophy department for virtually all of these guidelines.

I use five criteria in grading a philosophy paper. They are, in order of importance: (1) comprehension; (2) quality and organization of reasoning; (3) clarity; (4) originality; and (5) careful use of language (style, grammar, spelling, etc.); note that “spelling” is attention to detail at the word level, “grammar” is attention to detail at the sentence level, “style” is attention to detail at the paragraph level, and “quality of argument” is attention to detail at the paper level. When I grade your paper, I will try to comment on each of these aspects.

The first criterion, comprehension, concerns how well you understand and utilize material presented in class or in the text(s). Your paper should reference class material, either building on or criticizing it. If you present an idea to which objections have been raised in the course material, discuss these objections and respond to them. If we have mentioned evidence that supports an idea you present in your paper, discuss and evaluate this evidence. Let me know that you understand what we've been doing in class. (If you don't understand what we've been doing in class, then please come and talk with me!)

By quality of reasoning I mean how well you use examples and argument to justify your opinions. A philosophy paper should not be just a series of statements of what you believe. Every statement of opinion should be accompanied by an explanation or reason. NEVER NEVER NEVER just say "I believe X" and leave it at that. Say what you believe, but also tell why. Telling why is difficult, challenging, sometimes even threatening, but it is the whole point of the assignment. You might find your view changing as the pattern of its justification becomes clearer. If so, revise your paper accordingly. You might also find that you don't know what to think about an issue, that several conflicting viewpoints all seem right. That's fine. Just explain and evaluate the points of view that appeal to you and try to articulate the source of your indecision. You can take a middle position if that's your honest belief; you don't need to fake a solid opinion on one side or another.

The third criterion is clarity -- that is, clear expression. Avoid vague generalities; or, if you must make them, clarify them with fresh, colorful examples. Organize -- and, as your ideas develop, reorganize. Each paragraph should make a single point, and the paragraphs should be arranged in a logical order, according to some overall plan. What you are saying and why you are saying it should be clear to your reader at every point in the paper. I'm not impressed by BS; don't use technical jargon when a simple word will do.

Originality, a.k.a. Intellectual Autonomy, is also important. That doesn't mean you have to think thoughts that others have never thought before (which is practically impossible), but rather that you should work through the course material and respond to it in your own way. Say what you think, not what you think I think you should think, but justify your claim(s). I like honest papers.

Language use covers the sorts of things you learned (I hope) in English classes. I base part of the grade on these mundane but important matters: spelling, punctuation, grammar, word use, style, etc. I have no particular preference for footnote style, but quotations and all ideas used from sources outside the class should be footnoted. It is especially important to use a footnote any time you cite a surprising or peculiar statement by an author. Such statements often have controversial interpretations, and the reader may need to look them up to figure out what they mean.

HOW TO MAKE IT LONG ENOUGH

If you find it difficult to write enough to complete the assignment, try the dialectical method: put yourself in the shoes of someone who would disagree with you (maybe someone whose work we've read) and decide how that person would respond to what you are saying. Carefully explain this response, and then reply to it. If you still don't have enough material, figure out how your opponent would reply to your reply to her reply...This process can be carried out indefinitely, but if you are careful to keep it from going around in circles, it can drive your understanding deeper with each succeeding exchange of ideas. Trust yourself and persevere.

AVOID EXCESSIVE SUMMARIZING

Philosophy papers are not book reports. You will sometimes need to summarize or quote the opinions of others, but summary and quotation should comprise only a small fraction of your paper. Otherwise, take the relevant issue and discuss the consequences and implications of the issue. Assume that your reader is generally familiar with the course material.

DON'T ASSUME YOUR AUDIENCE SHARES YOUR BELIEFS (INTELLECTUAL HUMILITY)

Think of your paper as addressed to your classmates (occasionally we will engage in peer review of papers and of course the blogs are addressed directly to your peers), who have a general understanding of the issues involved, but who have diverging opinions on moral and religious questions. Avoid basing your paper on the authority of the Bible or some other religious text, since the authoritativeness and interpretation of religious texts are generally in dispute. If your views on your paper topic are based strongly on religious grounds and you are not sure how to handle the topic in a way that is both true to your beliefs and philosophical enough for the assignment, please talk with me; we can probably find a satisfactory solution.

DISCUSS YOUR WORK WITH OTHERS AND WITH ME

As your paper develops, feel free to discuss it with me and with others. I'll be glad to provide comments and suggestions on topics, outlines, and drafts at any time before the assignment is due.

DO IT WELL! Above all, strive to feel good about what you are doing. Good philosophical writing and thinking takes craftsmanship and care. Rework your paper until it feels right and you know you have done something worthwhile.

Grading Rubric for Thought Paper / Final Essays

TBA



Blog/Journal: Before we meet in London, we'll discuss cases, readings, videos via a discussion blog. First set of blog responses due 22 December. Blog rubric will be distributed separately. While we are in London/Dublin, you'll keep a hardcopy journal, for entries on cases, readings, field trips and daily questions, which I'll collect once while we're in London, once in Dublin, and after we return home. See "Blog/Journal Instructions" forthcoming. I am front-loading this course, so, you'll do a lot of work for it before we leave and then some more after we return. But, the tradeoff is that while we are in-country, you will only be responsible for keeping a detailed journal and doing some reading, and otherwise just participating in breakfast case discussions and active learning on field trips. No paper writing while we are in London/Dublin. ☺



Participation: Read your assignments, come to class, and talk! This is your class; you'll get out of it what you put into it. Due to the nature of this experiential course, the emphasis will be on brief lecture, class discussion of the content of your readings and the exhibits we attend, journal writing, and final essay exam. Some days we will discuss the issues as we are traveling elsewhere, rather than a more traditional, formal classroom experience. I'm here to help, but I won't spoon-feed you. You will need to think on your own and express those thoughts regularly. Note that we will be discussing controversial material, so please *be respectful of others'* opinions. **Quizzes:** not hard or meant to be tricky, just covers the major points. You'll be assigned in pairs an ethical viewpoint to champion – see chart above. Each pair will need to be ready to say how their ethical viewpoint applies to any given situation.



EVALUATION Attendance and participation is assumed and required at every class meeting/trip. Each unexcused absence at required outings will lower final grade one half-letter (A → B+, B → C+, etc.).

Grading will be on a 100 point scale, and letter grades will be assigned using the letter system (no A+): Letter grades are assigned on a 10 point scale: 93-100 A 90-92 A- 88-89 B+ 83-87 B 80-82 B- 78-79 C+ 73-77 C 70-72 C- 68-69 D+ 63-67 D 60-62 D- below 60 F

Cheating: DO NOT DO IT. If you do not know what counts as plagiarism (improper citation as well as copying count), **come talk to me**. Turning in papers that are not your own will result in a grade of zero for the assignment at best, and if the offense is egregious, you could fail the course.

Students with Disabilities

Students with disabilities or special needs must contact me, the instructor, and the CCSA office at least a month in advance of the program's beginning so that accommodations can be made, to the extent possible in a study abroad setting. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services, outlining what services they receive on their home campus.

Physical Expectations

This class includes many field trips and other activities which may involve a lot more walking and standing than you might be used to, so here is your fair warning of estimated 5 miles of daily walking, even in the rain and cold (we can't reschedule tours). I recommend bringing along at least two pairs of comfortable, water-proof, broken-in walking shoes (no high heels!), and clothes to keep you sufficiently dry and warm.

Finances: CCSA recommends that you bring about \$650 in cash (converted to local currency), for dining, purchases, tips (including tour guide tips), additional transportation, etc. You should also set aside about \$100 for entrance fees to required course events not covered by CCSA, such as added museum fees. We very likely won't spend that amount for out-of-pocket course-related expenses, but be prepared for that possibility.

☞ ☞ Topics & Reading Schedule ☞ ☞

| Date | | Topic | in <i>Biomedical Ethics</i> | Blog Topic/Trip | Assignments |
|------|----------|--|---|---|-----------------------------------|
| US | Pre-trip | Introduction & Theory overview | p.1-6 | Case 14 Intersex | Blog intros & syllabus quiz |
| | | | | | |
| | Pre trip | Ethical Theory – read per schedule below & Watch Michael Sandel's lectures http://www.justiceharvard.org/ (they'll reinforce your reading) | | Trolley problem | |
| | | Utilitarianism & Kant | p.6-17 + Sandel epis. 1, 2 p.17-23 + Sandel epis 6 & 7(pt 1) | Theory | Paper 1 on Kant Due 22 Dec |
| | | Ross & Principles of Bioethics | p.24-7 | | |
| | | Virtue Ethics | p.28-30, 68-7 + Sandel ep5 (pt2) | Sandel cases | |
| | | Feminist Ethics, Casuistry & Coherence | p.30-38 | | |
| | | Autonomy & Paternalism | p.40-58; 59-70 (intro Chpt. Prof.-Pt. Relationships) | Case 4 | |
| | | | | | |
| | Pre trip | Euthanasia, Dying <i>Being Mortal</i> (Frontline video) <i>Diving Bell & the Butterfly</i> | p.376-84 (chpt intro) | Blog on end-of-life videos (<i>Diving Bell</i> is in French with subtitles) | |
| | | | | | |
| | Pre | Public Health | Watch TED podcast: http://www.ted.com/talks/steven_johnson_tours_the_ghost_map.html TBA handouts/current news on: e.g., Cradle Cincinnati (public health initiative to reduce infant mortality) | | |
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| | Pre | Health Care Elsewhere Social Justice & HC | p. 623-637 (intro to Social Justice & HC chpt) | HC elsewhere res. Due 22 Dec |
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| London | Weds 26 | En route | <i>When Breath Becomes Air</i> | | Journal: Case 3 Sterilization |
| | Thurs 27 | acclimation | 661-7 (NHS) | Class orientation | Charlie Gard case |
| London | Fri 28 | Tour of London; Ethical Theory | 523-33 (DNA & genetics basics), 501-8 (Stem cell basics), | <u>pm Theory lecture</u> <i>Medicine Now & Medicine Man</i> <i>exhibitions</i> Wellcome Collection | Case 15: preventing maturation |
| London | Sat 29 th | Professionalism, Public Health | 69-73 (Oath, virtuous MDs), 74-82 (Dr-pt models); p. 88-95 (nursing), nursing code of ethics | Old Operating Theatre, Nightingale, | Case 8: Nurse & Informed Consent |
| London | Sun 30 th | Day Trip: Dover & Canterbury Research codes & Human Experimentation & emergency medicine | p. 243-51 (intro Chpt human res.); 253-8 (Research Codes) Handout on war medicine/ research ethics & checklist | War Tunnels | Journal: Case 21 MD Disagreement re pt. wishes Case 17 RCT & equipoise |
| London | Mon 31 st | History of Medicine War medicine Research on human subjects | pp. 259-64 Hellman, 264-7 Marquis, 268-77 Litton; 278-83 Glantz <i>et al.</i> , 284-8 Brody, 288-91 <i>et al.</i> from <i>Science Checklist</i> | Holocaust Exhibition @ IWM, Brand Museum | Journal: Case 38: Delayed twins |
| London | Tues 1 st | Multiculturalism | 38-40 (ethical relativism), 68 (multiculturalism), 132-140 (Macklin), South African reading | On your own: visit something “foreign” to you e.g., London Central Mosque, Chinatown, etc. Checklist | Journal: Case 10 Haitian & Macklin cases |
| Dublin | Weds 2 nd | International Research Ethics with Human Subjects con’t | To be distributed: essays on Islam & Buddhist worldviews in medicine | Transfer to Dublin Dublin city tour | “Crossing Cultural Barriers” case Journals collected |
| Dublin | Thurs 3 rd | Informed Consent, Confidentiality & HIV/AIDS | p.66-8; 109-116 (<i>Tarasoff</i>); 116-9 (HIV); 120-132 (Pres Comm info consent & transparency) | Kilmainham Gaol & Guinness Storehouse Abbey Theatre’s <i>Come From Away</i> | Case 12 HIV surgeon Case 16 Unprotected Sex |
| Dublin | Fri 4 th | Euthanasia, Death & Dying, Hospice | p.395-99 (Rachels), 399-402 (Callahan), 402-4 (Brock) <i>When Breath Becomes Air</i> | Glasnevin Cemetery Hospice? | Case 23 minor refusal |

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|--------|----------------------|--|---|--|---|
| Dublin | Sat 5 th | Day Trip Genetics | 508-13 (embryos) | full-day excursion to Glendalough & Powerscourt House w/guide J. Kennedy | Case 14 Intersex Case 34 Huntington's |
| | | | | | |
| Dublin | Sun 6 th | Genetic Enhancement, human nature | p. 610-20 (Sandel; Brock) p. 187-95 (Cosmetic surgery) TBA: Contemporary issues news / spillover | Trinity College (Book of Kells) St. Patrick's | Case 7 Cosmetic Surg. Case13 Cochlear |
| | | | | | |
| Dublin | Mon 7 th | Social Justice, Health Care Systems, Rationing | p.638-655 (theories of justice) p. 359-363 (medical futility), 421-6 (OR law) | <u>Justice theories</u> <u>lecture</u> Health care professional visit | Cases 41, 42 HC |
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| | Tues 8 th | 6:15am Depart Dublin | | | |
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| US | Jan-Feb | U.S. Health Care | p.675-681 (AMA), 686-90 (Emanuel), 693-703 (DeGrazia) | TBA: Current review of U.S. HC | |
| | | Revisiting Genetics: Cloning & Gene Therapy | 513-20 (Pres Council), 577-89 (Kass; Murray; Wachbroit) 598-610 (Kolehmainen; Walters & Palmer) | Case 35 CF | |
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| | | Follow-up and further reflections | | | Exam due March 2019 |

Daily Activities Schedule

(planned activities are subject to change due to availability and scheduling)

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|--------------|---------------|--------------|-------------------------|--|
| Weds | 26 Dec | | | Depart U.S. |
| | | | | |
| Thurs | 27 Dec | 9:20am | Arrival | Meet & Greet at London Airport |
| | | ~2pm | | • walk (from DK Guide) |
| | | 6:45 7:15 | Orientation & Dinner | (general orientation; class orientation) At hotel |
| | | | | |
| | | 9:00am | | London Sightseeing by coach |
| Fri | 28 Dec | 12:30 | | Return to hotel |
| | | 2:00 | Meeting | Faculty Meeting |
| | | ~3pm | | History of medicine • Wellcome Collection tour & Bentham Auto-icon |
| | | | Classroom | • Cases & ethical theory lecture |
| | | 5:30 | | British Museum til 8:30; St. Paul's evensong; Nat'l Gallery until 9:00pm |
| | | | | |
| Sat | 29 Dec | | Full Day | Nursing, Roles of health care professionals, families, international research ethics, Public health: cholera epidemics in London • Old Operating Theater & Cholera walk • Florence Nightingale Museum |
| | | ~4pm | | Tower of London; St. Paul's evensong; V&A; Nat'l Gallery; Theater |
| | | | | |
| Sun | 30 Dec | 8:00am | Full Day | Rationing, emergency medicine, Post WWII codes, research ethics, informed consent, autonomy/paternalism, Human Experimentation Day Trip to Canterbury & Dover (War hospital tunnels) checklist |
| | | 7pm | | • Faculty Meeting |
| | | | | |
| Mon | 31 Dec | | | Hx of medicine, Health matters, public health, research on humans • Museum of Brands • Imperial War Museum (checklist) http://www.iwm.org.uk/exhibitions/iwm-london/the-holocaust-exhibition |
| | | 9am-pm | | |
| | | Evening | On your own | Happy New Year! |
| | | | | |
| Tues | 1 Jan | Day | On your own | Multiculturalism: social, ethnic, religious, economic diversity Chinatown, something "foreign" checklist |
| | | Evening | On your own | |
| | | | | |
| Weds | 2 Jan | 6:45am | Travel to Dublin | • Multiculturalism Cases & discussion (Islam & Buddhist worldviews) • journals |
| | | pm | Tour Dublin | |
| | | | | |
| Thurs | 3 Jan | | | Torture, human rights, confidentiality, HIV, informed consent, professionalism • Cases & discussion • Kilmainham Gaol & Guinness Storehouse http://www.heritageireland.ie/en/dublin/kilmainhamgaol/ |
| | | | Explore time | |
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|-------------|--------------|--------|--------------------|--|
| Fri | 4 Jan | | | Death & dying, Euthanasia, Hospice <ul style="list-style-type: none"> Journals Glasnevin Cemetery tour w Sean McNamais or hospice http://www.glasnevinmuseum.ie/tours/ |
| | | | Day trip | |
| | | | Explore time | |
| | | | | |
| Sat | 5 Jan | | Day Trip | Genetics <ul style="list-style-type: none"> Full-day excursion to Glendalough & Powerscourt House w/guide John Kennedy |
| | | | Explore time | Theater or music |
| | | | | |
| Sun | 6 Jan | | Class & evals tour | Genetic Enhancement, human nature <ul style="list-style-type: none"> Trinity College, Book of Kells St. Patrick's |
| | | | Explore time | |
| | | | | |
| Mon | 7 Jan | | | Social Justice, Health Care Systems and Rationing <ul style="list-style-type: none"> Cases & discussion Hospital tour, meet with medical professionals O'Connell St., Post Office, & James Joyce house |
| | | | Explore time | |
| | | | | |
| Tues | 8 Jan | 6:15am | | Depart Dublin |