

**PSYC392/IDIS392**  
**Social-Developmental Implications of Medical Technologies**  
**Moravian College**  
**Fall 2006**

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going to heaven, we were all going direct the other way.”

-Charles Dickens, A Tale of Two Cities

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<b>Instructor</b>	Michelle Schmidt, Ph.D. PPHAC Room 230 610-861-1606 <a href="mailto:mschmidt@moravian.edu">mschmidt@moravian.edu</a>
<b>Meeting Time</b>	TR 2:20-3:30
<b>Office Hours</b>	M 3:15-4:00; TR 3:30-4:30 <sup>1</sup>

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**Goals and Objectives**

- To instill an understanding and awareness of a variety of cutting edge medical technologies from a developmental perspective.
- To explore the social, familial, economic, ethical, cultural, religious, political, and societal implications of medical advances.
- To encourage students to write about their experiences with the literature as a way of forming personal opinions and reactions to our rapidly changing world.
- To facilitate more advanced critical thinking skills through written and oral discussions about controversial topics.

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<sup>1</sup> One Thursday of each month I will have a faculty meeting at 4pm. Office hours will end at 3:45pm. I will let you know when faculty meetings will occur.

## **Required Readings**

Reader: McGraw Hill Primis Readings Packet.

Huxley, A. (1965). *Brave new world*. New York: Harper Perennial.

Handouts.

## **Course Requirements**

**Course requirements focus on reading, thinking, writing, & discussing.**

### **1. Discussion 15%**

This course is an advanced seminar that requires active discussion and contribution from each member of the class. The course will be greatly enhanced if we can benefit from each participant's experiences, thoughts, and opinions. This is your class; make it interesting!

Class participation is required in every class. Class time will consist of a roundtable discussion about readings intended to stimulate critical thinking about controversial topics. Grades for participation will depend on both the quantity and the quality of your contributions during these classes. *If you are not in class, you cannot participate and your participation grade for that class will be a zero.* Students will complete a self-evaluation of their participation for each discussion day. If at any time you would like to discuss your level of participation, please feel free to come and see me.

### **2. Discussion Leader 10%**

Most of our discussion sessions will be facilitated by students in the class. There will be 2 types of discussion leaders:

- a. IN PAIRS: Each student will lead the discussion as part of a pair of discussion leaders one time during the semester. On the assigned discussion day, conference leaders each will have done research on the day's topic from an opposing view (see Investigative Reports below). With their researched information (on the appropriate day) and the assigned class readings (both discussion times), the discussion leaders will work together to organize a discussion (not a formal presentation) on issues such as (1) identification of the question of interest and the importance of that question, (2) critique and evaluation of the methodology and empirical findings of medical research, (3) **implications** of the information presented in the article (social, emotional, legal, economic, religious, etc.), and (4) discussion of directions for future research and practice. The goals are to facilitate and organize a discussion of the assigned readings and to serve as experts on the day's topic. In addition to facilitating discussion, on the day that the discussion leaders have their investigative report due, each pair of discussion leaders will be responsible for providing the class and the instructor with a "fact sheet" that

summarizes the opposing perspectives on the topic of the day. This fact sheet must cite and provide references for at least 8 published sources (min. 5 non-internet sources). Citations and references must be in APA style. I recommend more than 8 sources but that is the MINIMUM number of sources.

- b. IN TRIPLETS: Students also will lead a similar discussion on a second day. Fact sheets with 4 references will be due from the group and distributed to the class, but no investigative reports with specific “sides” will be due.

### **3. Investigative Reports**

**20%**

Each student will be responsible for completing a research paper on an assigned topic from an assigned view. Topics will be assigned during the first week of classes. Students will investigate his or her topic, locating at least 8 sources (5 of which must be non-internet sources). Research papers will take an assigned stand on the topic—either for or against the particular technology. Students are encouraged to gain information from experts in our own community (e.g., doctors and other hospital employees). **Papers must be written using APA citations and references.** Papers will likely run 6-8 pages in length and should be typed, double-spaced, and proofread. Papers will be graded on the quality of the sources, the quality of the writing, and the substance of the paper. Note: If you use the internet, you can only use legitimate sources (.edu and .org, for example). The librarians can help you with which sites are (generally) the more legitimate ones.

Plagiarized papers will receive a grade of 0 and will be sent to the Dean’s Office. Please consult the APA manual and the Moravian College Student Handbook for specifics on plagiarism—in a nutshell, any time someone else’s words are used, you must use quotation marks and provide a citation with author name(s), year of publication, and page number(s); if you paraphrase someone else’s words, you must provide a citation with author name(s) and year of publication. If you do not know what constitutes plagiarism, you are responsible for seeking clarification through me or another source (e.g., professor in the psychology department, APA manual).

### **4. Threaded Discussion**

**10%**

Although class participation is nothing new to you, joining in a threaded discussion might be a novel experience. The idea behind this online communication tool is to promote an ongoing culture of inquiry. Using our class website on *Blackboard*, each student will make at least one contribution to the discussion prior to midnight the day before each class period. This practice will allow everyone in the class to review comments, make additional entries the next morning before coming to class, and prepare their thoughts for our class discussion. Discussion leaders are responsible for reading entries before class but need not post in preparation for the class in which they will lead discussion.

Threaded discussion comments may include an observation, a thought provoking question, a suggestion for further reading, a follow-up on a contribution from a peer, or a connection to a current or historical event. The idea is to thoroughly think about and react to the course material prior to coming to class, and to encourage the

creation of intellectual property that belongs to our learning community. You will have 3 “freebie” days on which you may skip posting a message in the threaded discussions; you must, however, still do the reading and be prepared for class discussion.

Blackboard. In order to access Blackboard (for threaded discussion), you will need to register for the course at <http://blackboard.moravian.edu>. Please see separate handout for instructions on Blackboard. The password for the class is technology.

## **5. Op-Ed Paper 20%**

Each student will be required to write an opinion piece on an issue relevant to the course topic. All topics must be approved by the instructor. You should look at both local (e.g., Morning Call) and national newspapers (e.g., New York Times; Washington Post) in order to get an idea of what is typically included in an op-ed piece. In a nutshell, these papers should present a position on a topic with background information to support the position. Op-ed papers should not exceed 750 words. This topic must be different from your investigative report and discussion leader topics.

## **6. Book Review 20%**

This semester the Book Club selection is Aldous Huxley’s Brave New World. This classic book explores a utopian World State. We will discuss the world presented by Huxley and discuss it in the context of current medical technologies that were considered unthinkable in the not-too-distant past.

Students will read this book, complete a book analysis, and engage in a class discussion of the book. Detailed guidelines for the assignment will be distributed separately. Of the twenty percentage points allotted to this assignment, 15% will be determined by the written book analysis and 5% will be determined by the oral discussion of the book.

## **7. Reflection Paper 5%**

At the end of the semester, each student will turn in a reflection paper on the course. Papers should consider a few specific topics covered and reactions to those topics, as well as discuss the larger issue of the *social impact of science*, as surveyed through this course.

## **Class Policies**

### **1. Attendance**

The Moravian College Academic Standards Policy states, “[s]tudents are expected to attend classes regularly” (Student Handbook). Class attendance is mandatory. This class meets only twice per week. Therefore, absences will result in a 2-point deduction per absence on the final course grade. If a discussion day is missed, the student will receive a 0 for participation on that day as well. Similarly, if a

discussion leader day is missed, the student will receive a grade of 0 for the assignment—this cannot be made up. If you have athletic events scheduled during any of our class meeting times, I want to see the schedule at the beginning of the semester. Student athletes who must miss class due to a scheduled sporting event will have a paper assignment for the missed day of class.

If special circumstances arise that cause a student to miss an excessive number of classes, he or she should contact the Learning Services Office (see below).

## **2. Learning Services Office**

The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

## **3. Late Assignments**

Late assignments will be accepted with a 10-point deduction for each partial or full day late beginning at the start of class on the due date, up to 5 partial and full days late (at which time, papers will no longer be accepted and students will receive a grade of zero for the assignment). Deductions will be allotted for all or part of any calendar day the paper is late. Missed oral presentations and contributions will receive a grade of 0.

## **4. Academic Integrity & Honesty**

The Policy on Academic Honesty (Student Handbook) states, “Moravian College expects its students to perform their academic work honestly and fairly.” Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

All work submitted for evaluation in this course must be original work. It may not be “borrowed” from another student or any other source without proper credit as outlined by the APA Manual. Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class.

Students may not plagiarize. The Moravian College Student Handbook states, “[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source. Failure to do so is plagiarism, a major form of dishonesty.” Specific procedures for attribution for this course are outlined in the APA Publication Manual (3 copies available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. Students must turn in copies of all sources used for papers and are expected to “keep all notes, drafts, and materials used in preparing assignments until a final course grade is given.” A student judged to have violated the policy on academic honesty will receive a grade

of 0 for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the Office of the Academic Dean.

## **SCHEDULE OF TOPICS AND READINGS**

<b>Date</b>	<b>Topic &amp; Readings</b>
8/29, 31	<b>INTRODUCTION TO THE COURSE</b> Library Research, APA Style, Plagiarism, Topic assignments  Library Session (Thursday)
9/5, 7	<b>ASSISTED REPRODUCTIVE TECHNOLOGIES</b> <i>18 Ways to Make a Baby (Tuesday—movie)</i>  In your Reader: 1. Assisted Reproduction: Louise Brown and Beyond 2. Where Babies Come From: Supply and Demand in the Infant Marketplace 3. Should health insurers be required to pay for infertility treatments?  Discussion leaders: Schmidt
9/12, 14	<b>THE ETHICS AND ETHOS OF GENETIC COUNSELING</b> <i>The Perfect Baby (Tuesday—movie)</i>  In your Reader: 1. Ethical Issues and Genetic Disease 2. Case: Danville Airlines  Discussion leaders (no papers due): 1. 2. 3.
9/19, 21	<b>SAVING PREMATURE BABIES: HOW EARLY IS TOO EARLY?</b> <i>Born too Soon</i>  Guest Speaker: Christopher Morabito, M.D. Chief, Division of Neonatology Medical Director, Forrest G. Moyer MD NICU Lehigh Valley Hospital  In your Reader:

1. Letting Impaired Newborns Die: Baby Jane Doe
2. Infants and Medical Research: Baby Fae and Baby Theresa

Handouts

Discussion leaders (papers due):

For: \_\_\_\_\_ Against: \_\_\_\_\_

9/26, 28

## **GENDER REASSIGNMENT**

*Sex Unknown (Tuesday—movie)*

In your Reader:

1. Does the John/Joan Case Prove that Gender Identity Is Innate?

Handout

Discussion leaders (no papers due):

- 1.
- 2.
- 3.

10/3, 5

## **HUMAN CLONING & STEM CELL RESEARCH**

In your Reader (Tuesday):

1. Should Embryonic Stem Cell Research be Permitted?
2. Battles over Embryos and Stem Cells

Handout:

Washington Post series on stem cell research

Discussion leaders (papers due):

For: \_\_\_\_\_ Against: \_\_\_\_\_

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In your Reader (Thursday):

Reproductive Cloning: Should We Clone Humans?

Discussion leaders (papers due):

For: \_\_\_\_\_ Against: \_\_\_\_\_

10/12

## **HUMAN PAPILOMAVIRUS (HPV) VACCINE**

Handouts only.

Discussion leaders (no papers due):

- 1.
- 2.
- 3.

10/17, 19 **PARENTS' CHOICES...CHILDREN'S DESTINIES**

Should children be immunized? (Tuesday)

In your Reader:

1. Should Parents Be Allowed to Opt Out of Vaccinating their Children?

Handout

Discussion leaders:

For: \_\_\_\_\_ Against: \_\_\_\_\_

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Ritalin (Thursday)

In your reader:

1. Is Ritalin an Effective Drug for Treating Attention Deficit/Hyperactivity Disorder?

Discussion leaders:

For: \_\_\_\_\_ Against: \_\_\_\_\_

10/24, 26 **DNA IN CRIMINAL CASES**

Handouts

Discussion leaders (Tuesday):

For: \_\_\_\_\_ Against: \_\_\_\_\_

OP-ED PAPERS DUE (10/24)

10/31, 11/2 **REGENERATIVE MEDICINE**  
*Spare Parts-Growing Human Organs (Tuesday—movie)*

In your Reader:

1. Allocation of Artificial and Transplantable Organs
2. Should There Be a Market in Body Parts?

Discussion leaders:

For: \_\_\_\_\_ Against: \_\_\_\_\_

11/7, 9 **ENHANCING APPEARANCE: TECHNOLOGY & BODY IMAGE**

Cosmetic surgery (Tuesday)

Handout:

Davis, K. (1995). *Reshaping the female body: The dilemma of cosmetic surgery* (pp. 14-38). New York: Routledge.

Discussion leaders (no paper due):

- 1.
- 2.
- 3.

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Sports & Performance Enhancing Drugs (Thursday)

In your reader:

1. Do Steroids Pose a Large Risk to Athletics and Others that Use Them?
2. Does Anabolic Steroid Use Cause Serious Health Problems for Athletes?

Discussion leaders:

For: \_\_\_\_\_ Against: \_\_\_\_\_

11/14, 16

**WHO PLAYS GOD?**

*Who Plays God? Medicine, Money, & Ethics in American Healthcare (Tuesday—Movie)*

In your Reader:

1. Medical Ethics and the Rationing of Healthcare

Discussion leaders (no papers due):

- 1.
- 2.
- 3.

11/21

**BOOK CLUB—BRAVE NEW WORLD DISCUSSION**

Book analysis due

Note: There will be no excused absences on this day of class.

Discussion leaders:

- 1.
- 2.
- 3.

11/28, 30     **THE QUEST FOR IMMORTALITY**

*Stealing Time—Turning Back the Clock*

Handout:

Life script: How the human genome discoveries will transform  
medicine and enhance your health

**MEDICAL ETHICS: DYING IN A TECHNOLOGICAL AGE**

In your Reader:

1. Should doctors ever help terminally ill patients commit suicide?

Discussion leaders:

For: \_\_\_\_\_ Against: \_\_\_\_\_

12/5, 7     **PAST, PRESENT, FUTURE?**

Reflection papers due