

Teaching Bioethics to High School Students

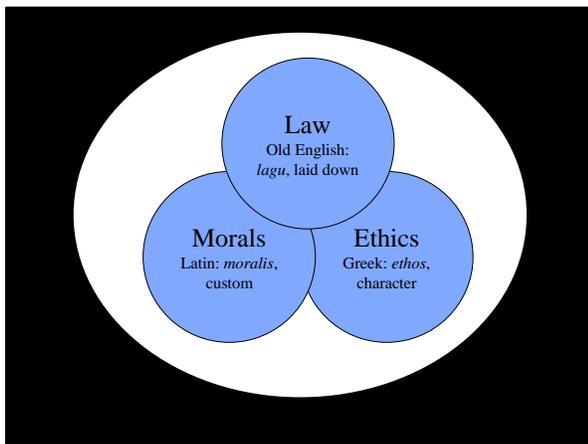
The collage features several educational resources:

- NWAAB.ORG**: National White House Conference on Bioethics website, featuring 'Education Materials' and 'Ethics and Bioethics Lessons'.
- Penn State BIOETHICS**: Website with the tagline 'ethics • reflection • critical thinking • respectful debate...' and a focus on high school students.
- Exploring Bioethics**: A document or webpage section titled 'Exploring Bioethics' for 'Grades 9-12', listing 'FOUR Questions to Always Ask Yourself':
 - What is the ethical question?
 - What are the relevant facts?
 - Who or what will be affected by the outcome?
 - What are the relevant ethical considerations? (Such as: Justice, Fairness, Privacy and Security, Autonomy, Beneficence)
- High School Bioethics Curriculum Project**: A project from the University of Southwestern.

The book cover for 'Exploring Bioethics' includes the following text:

FOUR Questions to Always Ask Yourself

- What is the ethical question?
- What are the relevant facts?
- Who or what will be affected by the outcome?
- What are the relevant ethical considerations? Such as...
 - Justice
 - Fairness
 - Privacy and Security
 - Autonomy
 - Beneficence



Some Theories Focus on the Elements of Human Behavior

Actor → Action → Outcome

Actor - Character
Action - Obligations
Outcome - Consequences

Universal Approaches to Ethical-Decision Making

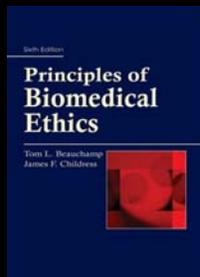
Situation evaluated according to general theories, principles, or exemplar cases. Solution comes from outside of the particular situation.

Core morality characterized by universal and shared cross-cultural norms and values.

Contextual Approaches to Ethical-Decision Making

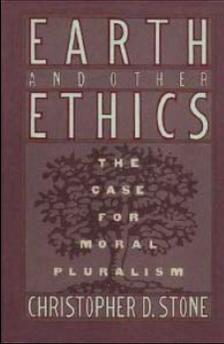
Situation evaluated according to its unique features, values and interpretations. Solution comes from within the situation itself.

Rather than a core morality, focus on an individual's sacred, cultural, and personal story.



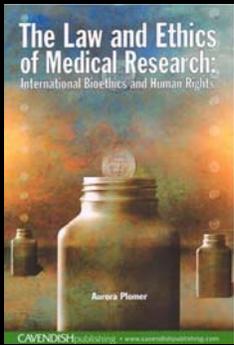
Respect for
Autonomy
Non-maleficence
Beneficence
Justice

Principles act as instruments: What does this case look like from the point of view of autonomy, justice, beneficence or non-maleficence?



Moral Mapping

... for a single terrain we can plot many maps, depending upon our interests. Each map presents its own salient features in a coherent way. There is no one map that is right for all the things we want to do.



Conflict over International Research Ethics

Universal Ethics: Certain moral principles are binding on all cultures or societies even if those cultures or societies do not accept them.

Contextual Ethics: For moral principles to be normative, they must be accepted in the culture in which they are going to be applied. "Colonial" ways of thinking have no place in post-colonial bioethics.

Student's Little Helper

(adapted from Fall 2009 Regional Ethics Bowl Case and the Poynter Center Monograph Jessica Banks Case)

Sara: It was amazing. I took one of the Provigil pills and was able to move through the practice test feeling focused and confident. It was actually fun. I didn't experience any of the fatigue that normally hits me as I get to the later test segments. And my score was the highest that it ever has been. I think I am ready for the real exam.

Barbara: Are you sure that using the drug is OK? Wouldn't some people think it is cheating just like athletes who use steroids? Maybe only enhancements available to everyone – like caffeine – should be allowed to be used.

Nancy: Well, what about the fact that not everyone can afford a professional SAT prep course. Maybe taking Provigil is no different. Sara, could I have one of the tablets that you will not be using?

Narrator: Should Sara give her a tablet

HOW TO HAVE A SUCCESSFUL
SCIENCE
AND
ETHICS
DISCUSSION

Donna Trig Silverberg

Student handout: Ethical decision-making framework

What's the question?

| | |
|---|--|
| 1. Relevant facts (issues) | 2. Questions that remain (unknown, need to know) |
| 3. Stakeholders (people or entities affected by the decision) | 4. Values/interests of each stakeholder |
| 5. Possible solutions | |
| 6. Decision and justification (refer to the ethical perspectives as your justification) | |
| 7. Take action and evaluate the process | |
