

## **HCB 520: Bioethics & Film**

**Instructors:** Stephen Post PhD

**Semester:** Spring 2019

**Time:** Wednesdays, 6:00-8:30

**Dates:** January 30 – May 11 (no class March 20)

**Location:** HSC 3-067

### **Course Summary**

This course integrates film and bioethics on pressing questions of the day. The readings are a tad lighter than normal because you will often be watching an assigned video before class as homework via Netflix or whatever on-line venue you prefer. The readings will resonate with the films. **As you view these assigned films at home, write a 2-page reflection and bring it to class.**

### **Course Format & Requirements**

This course will be run as a graduate seminar, with *a student responsible for facilitating each class*. Attendance and active participation at each session is essential.

### **Books to Order**

Chris Clarke and Emma Wolverson, eds., *Positive Psychology Approaches to Dementia*, “Foreword” by C. Bryden (London & Philadelphia: Jessica Kingsley Publishers, 2016).

Gayatri Devi, *The Spectrum of Hope: An Optimistic and New Approach to Alzheimer’s Disease and Other Dementias* (New York: Workman Publishing, 2017)

### **Week 1 (January 30)**

#### **ASSISTED SUICIDE AND QUADRIPLEGIA: TWO CONTRASTING CASES**

#### **Watch Before Class**

*The Brooke Ellison Story* (on Amazon, iTunes, and maybe Netflix)

#### **Watch In Class**

*The Sea Inside*

#### **Readings**

WIKI article on Ramon Sampedro (attachment)

David R. Patterson, et al., “When Life Support is Questioned Early in the Care of Patients with Cervical-Level Quadriplegia,” *NEJM*, Vol. 328 (7), 1993, pp. 506-509.

**Assignment: 2-page reflection on *The Brooke Ellison Story* 5pts**

### **Week 2 (February 6)**

#### **THE ETHICS OF AUTISM**

**Watch Before Class**

*The Horse Boy*

**Watch In Class**

*Autism The Musical* on Netflix

<https://dvd.netflix.com/Movie/Autism-The-Musical/70092640>

**Readings**

S.G. Post, et al. "Brief Report: Stony Brook Guidelines on the Ethics of the Care of People with Autism and their Families," *Journal of Autism and Developmental Disabilities*, Vol. 43, 2013, pp. 1473-1476.

S.G. Post, J. Pomeroy, C. Keirns, V. Isaacs, M.L. Dorn, "A Grassroots Community Dialogue on the Ethics of the Care of People with Autism and Their Families: The Stony Brook Guidelines," *Healthcare Ethics Committee Forum (HEC Forum)*, Vol. 29, No. 2, 2017, pp. 93-126.

**Assignment: 2-page reflection on *The Horse Boy* 5pts**

**Week 3 (February 13)**

**RACE AND BIOETHICS**

**Watch Before Class**

*Something the Lord Made*

**Watch In Class**

*The Tuskegee Study* (16 minutes)

**Readings**

Katie McCabe, "Like Something the Lord Made," *The Washingtonian* (August 1989)

<http://reprints.longform.org/something-the-lord-made-mccabe>

Review in full the Alfred Blalock Medical Archives at The Johns Hopkins University via the following url: <http://www.medicalarchives.jhmi.edu/blbio.htm>

**Assignment: 2-page reflection on *Something the Lord Has Made* 5pts**

**Week 4 (February 20)**

**ETHICS AND THE PROGRESSION OF DEMENTIA**

**Watch In Class**

<https://www.youtube.com/watch?v=HYDxZQXYT5k>

*Malcolm and Barbara: Love's Farewell*

*The Sparrow*

## **Readings**

*Ethical Issues in Alzheimer's Disease* (Alzheimer's Association Statement)

**Assignment: 2-page reflection on Malcolm and Barbara 5pts**

## **Week 5 (February 27)**

### **PHYSICIAN ASSISTED SUICIDE AND PROGRESSIVE DEMENTIA**

#### **Watch Before Class**

Watch *Still Alice* before class, and write a **two-page reflection** (double-spaced) either for or against pre-emptive suicide (assisted or not) for people with progressive dementia. This should be polished and well-crafted. Try to give some attention the scene where Alice drops her bottle of pills. What was your response to this? Did you want to help her pick them up or not? Hand these in in hard copy at the end of class. **(5 points)**.

#### **Watch In Class**

<https://www.youtube.com/watch?v=OJsbefxfVsg>

Discussion of the case of Janet Adkins, Dr. Kevokian's first subject.

## **Readings**

"Dutch approve euthanasia for a patient with Alzheimer's disease," *British Medical Journal*, Vol. 330, 2007, p. 1041.

Inez de Beaufort & S. van de Vathorst, "Dementia and Assisted Suicide and Euthanasia," *J of Neurology*, Vol. 263, 2016, pp. 1463-1467.

Rebecca Dresser, "On Legalizing Physician-Assisted Death for Dementia," *The Hastings Center Report*, July-August 2017, pp. 5-6.

Brian Draper et al., "Early Dementia Diagnosis and the Risk of Suicide and Euthanasia," *Alzheimer's & Dementia*, Vol. 6, 2010, pp. 75-82.

Jakov Gather & Jochen Vollmann, "Physician-Assisted Suicide of Patients with Dementia: A Medical Ethical Analysis with a Special Focus on Patient Autonomy," *Inter J of Law and Psychiatry*, Vol. 36, 2013, pp. 444-453.

Scott Y.H. Kim, et al., "Euthanasia and Assisted Suicide of Patients with Psychiatric Disorders in the Netherlands 2011-2014," *JAMA Psychiatry*, Vol. 74, No. 4, pp. 362-368.

Joseph W. Shega, et al., "Palliative Excellence in Alzheimer Care Efforts (PEACE): A Program Description," *J of Palliative Care*, Vol. 6, No. 2, 2003, pp. 315-320.

**Assignment: 2-page reflection on Still Alice 5pts**

## **Week 6 (March 6)**

### **IS GRANDMA STILL THERE?**

Take a thorough look at the website [WWW.MUSICANDMEMORY.ORG](http://WWW.MUSICANDMEMORY.ORG)

**Watch In Class**

*Alive Inside*

**Readings**

SG Post, *Is Grandma Still There? J of Clinical and Pastoral Care*

**Assignment: 2-page reflection on The Music and Memory Website 5pts**

**Week 7 (March 13)**

**POSITIVE PSYCHOLOGY AND THE EXPERIENCE OF DEMENTIA**

**Watch In Class**

*Alzheimer's Disease: Inside Looking Out*

*Compass: The Smile Within*

<https://www.youtube.com/watch?v=Qi7I4LbxwG8>

*The Child Within: Peter Whitehouse and Intergenerational Schools*

[https://www.youtube.com/watch?v=J7\\_qvSlxs8k](https://www.youtube.com/watch?v=J7_qvSlxs8k)

*Creativity & Dementia (the art of De Kooning and the music of Copland)*

<https://vimeo.com/232515327>

*The Unforgettables*

<https://med.nyu.edu/aging/research/chorus>

**Readings**

Chris Clarke and Emma Wolverson, eds., *Positive Psychology Approaches to Dementia*, "Foreword" by C. Bryden (London & Philadelphia: Jessica Kingsley Publishers, 2016).

**SPRING BREAK MARCH 20**

**Week 8 (March 27)**

**INTIMACY, CONTINUING SELF-IDENTITY, AND DEMENTIA**

**Watch Before Class**

*Away from Her*

**Readings**

S.G. Post, "Commentary on 'Sexuality and Intimacy in the Nursing Home'," Journal of Clinical Ethics, Vol. 11, No. 4, 2001, pp. 314-317.

**Assignment: 2-page reflection on Away From Her 5pts**

**Week 9 (April 3)**

**ON THE DIGNITY OF DEEPLY FORGETFUL PEOPLE**

**Readings**

**TBD**

**Week 10 (April 10)**

**Readings**

Gayatri Devi, *The Spectrum of Hope: An Optimistic and New Approach to Alzheimer's Disease and Other Dementias* (New York: Workman Publishing, 2017)

**Week 11 (April 17)**

**CLASS PRESENTATIONS FOR RESEARCH PAPERS**

**Class Presentations of 3-Page Drafts for Papers with Peer Feedback (10 Powerpoint Slides)**

- 1. Big Question and Significance**
  - 2. Thesis and Approach**
  - 3. Outline with Clear Headings**
  - 4. Conclusions and New Questions Raised**
  - 5. Seven References Beyond Assigned Readings**
- (15 points)**

**Week 12 (April 24)**

**CLASS PRESENTATIONS FOR RESEARCH PAPERS**

**Week 13 (May 1)**

**CLASS PRESENTATIONS FOR RESEARCH PAPERS**

**Week 14 (May 8)**

**CLASS DINNER DISCUSSION**

**Final Papers Due May 18 (40 points)**

**Grading**

Reflective responses to movies (7x5=35 points)

Three-page outline with seven outside references & Presentation (15 points)

Research Paper 10 pages (40 points)

Class Participation and facilitation (10 points)

From Official Stony Brook University Policy:

Statements required to appear in all syllabi on the Stony Brook campus: Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (Schools of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at

<http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and School of Medicine are required to follow their school-specific procedures.