

## Identifying Stakeholders and Values

### Summary

Students analyze one element of an ethical issue – the stakeholders and values involved.

### Teacher Instructions

Present an ethical dilemma or issue.

Ask students who the stakeholders are. Which individuals and/or institutions have a stake in the outcome?

Students can brainstorm stakeholders in small groups and then share with the class. List the stakeholders as students describe them.

For each stakeholder, try to think of the values they might bring to bear on the issue. What are their concerns? What do they care about?

Once students become familiar with this process, it can become the basis for a Case Study Analysis or Congressional Hearing Model.

## Creating a Decision-Making Model

### Summary

Students create their own decision-making model based on the process they personally use to make decisions.

### Teacher Instructions

Students can construct their own models before they are introduced to an existing decision-making model.

Have students think about an ethical decision that they have had to make. Allow them to brainstorm the various steps they went through in making that decision.

Ask them to make a ‘flow chart’ that illustrates their process graphically.

### Variations

Have students attempt to resolve an unfamiliar ethical dilemma using their flow chart.

Show students an existing decision-making model and have them comment on the differences.

Allow students to share their models with each other and with the class before introducing established models and frameworks.

# Introduction to a Decision-Making Framework

## Summary

Students are introduced to a decision-making framework by working through a familiar example first, and then an ethical dilemma related to the content being studied.

### **Student Handout:** Decision-Making Framework

This Decision-Making Framework is one of many similar frameworks that can be used to analyze an ethical dilemma. A one page summary version and a longer four-page version are included in the section of the Primer on Decision-Making Frameworks.

## Teacher Instructions

Have students work through an ethical dilemma that may seem more familiar to them first. They may enjoy brainstorming possible examples with you. Several options are provided below:

1. After a very busy afternoon of soccer practice and an evening band concert, you arrive home at 10PM completely exhausted. Even though you have at least two hours of homework, you decide to go to bed and just deal with the consequences. At school the next morning, a friend offers to let you copy all of her homework. Do you accept her offer?
2. One of your friends has a new girlfriend. You see the new girlfriend out at the movies with somebody else. It is obvious to you that she is cheating on your friend. Do you tell?
3. Your younger brother would like to go skiing with his friends, but your family does not have the money to pay for the trip. At school, you see a suspected drug dealer drop a \$100 bill in the hallway. No one will see you pick it up. Do you take the money and give it to your brother?
4. You are invited to a big party the same weekend as an overnight band trip. You REALLY want to go to the party and are considering telling your parents that you are going with the band. Unless something unexpected happens, it is unlikely that you will get caught. Do you do it?

Use one or more of these examples to discuss the application of different ethical perspectives or the perspectives provided by different ethical theories.

Proceed to having students work through the framework with a dilemma related to the science content being studied. In their analysis of alternative options, have them try to identify some of the ethical principles or perspectives involved.

## Pro/Con Paper Using Ethics

### Summary

This is a version of a classic essay, but focuses on ethical perspectives.

### Teacher Instructions

Have students choose their essay topic.

The paper should clearly present the ethical question or dilemma.

Students must provide three pro arguments and three con arguments.

For *each* argument, they should state which ethical perspective/theory the argument relies on.

Students then provide their rationale to explain why the pro or the con side has the more compelling argument, referencing the ethical perspectives in their justifications.

*Contributed by Thom Faller, PhD, University of Portland*

## Position Analysis

### Summary

Students analyze an ethical position or perspective taken by an author of a news article or opinion essay.

### Teacher Instructions

Provide students with a news article or opinion essay.

Ask them to identify what ethical perspective or position is taken by the author, using particular elements of the text to support their thesis.

### Variation:

Alternatively, focus on the biomedical principles. Pick an article and ask students to describe in writing how it addresses principles of respect for persons, beneficence/nonmaleficence, and justice. Specific examples from the text should be used to support their position.