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Santa Clara University
Department of Religious Studies
TESP 157, Spring 2016
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Ethics in Health Professions: Syllabus & Schedule

Whether you are planning a career as a health professional or not, this course, which covers ethical dilemmas from birth to death, is relevant—everyone faces ethical decisions about health, healthcare, aging, and how living progresses to dying. Communities consider these same questions. The overall goal of this course is to provide the opportunity for you to wrestle with significant medical ethical decisions in both classroom and community settings before you are forced to make these decisions professionally and, more importantly, for yourselves and your family.

Course Description: This course is an introduction to normative theory and the major issues in medical ethics faced in the health professions. The initial focus is on basic ethical theory, which is necessary background to considering the particular issues addressed in the remainder of the course. Among the issues to be examined are: basic theories and principles of medical ethics (religious and philosophical), reproductive control, aging, end of life decision making, resource allocation and justice, public health, professional responsibilities, confidentiality, public policy, and the role of religion in medical decision-making and medical practice. TESP 157 fulfills the Religion, Theology and Culture (RTC) 3 and Experiential Learning for Social Justice (ELSJ) core requirements and is in both the Applied Ethics and Values in Science and Technology Pathways. This course satisfies the Gerontology Certificate Program requirement.

Prerequisites: RTC 1 & 2 and junior standing.

The expectations for student learning in TESP 157 are summarized in the learning objectives that follow:

Religion, Theology and Culture 3 (RTC) Core Objectives:

As a result of participating in this course, students will:

- 3.1 be able to identify diverse perspectives and evaluate ethical positions on contemporary questions (Critical Thinking; Ethical Reasoning; Perspective);
- 3.2 evaluate and apply insights from the study of religion to open-ended questions facing contemporary society (Critical Thinking; Religious Reflection).

Experiential Learning for Social Justice (ELSJ) Learning Objectives:

As a result of participating in this course, students will demonstrate the ability to:

1. recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (learning objective = civic life);
2. interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these

- communities possess (learning objective = perspective);
3. recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups (learning objective = social justice); and,
 4. make vocational choices in light of both their greatest gifts and the world's greatest needs (learning objective = civic engagement).

Course Specific Goals:

As a result of participating in this course, students will:

1. intellectually engage with the difficult, contemporary, open-ended questions involved in life and ethics specifically in regards to human health and the health professions;
2. understand major ethical theories and principles—both philosophical and theological—in the context of contemporary healthcare;
3. critically evaluate ethical issues, arguments, and decisions in contemporary healthcare, its delivery, and in the health professions; and,
4. recognize the role that religion and faith play in medical decision making and medical practice both historically and in the current context.

This RTC 3 course will foster your ability to grapple rigorously with complex issues in ethics and to forge preliminary responses with intellectual and moral integrity.

Pathways:

This course is associated with the **Applied Ethics** and **Values in Science and Technology** Pathways. If you have declared either of these Pathways, you may use a representative piece of work from this course as one of the Pathway materials you will upload via e-campus during your junior or senior year. Therefore, it is recommended that electronic copies of your work be saved using Dropbox or Google docs, in addition to your own computer or flash drives. This may ensure that you will have a range of choices when you assemble your Pathway materials in preparation to write your Pathway reflection essay. **Everything you need to know about Pathways** can be found on the Core Curriculum website at <http://scu.edu/core>, including specific Pathways, all courses associated with them, the Reflection Essay prompt and the rubric used to evaluate the final essay you will submit. <http://www.scu.edu/provost/ugst/core/pathways/managing-your-pathway-work/>

Summary of Course Requirements and Assignment Weights:

- concepts & cases exercises (20% of final grade)
- co-curricular & reflection paper (10%)
- a final collaborative project and analytical paper (40% of final grade)
- participation in community-based learning & reflection paper on experiential learning and social justice (15% of final grade)
- class participation—including, but not limited to, regular on-time class attendance, evidence of regular and adequate preparation for class, in-class writing, and regular, active participation in class discussion and on the final collaborative project (15% of final grade).

Course Logistics:

Course Textbook: Ronald Munson, *Intervention and Reflection*, Concise Edition (2014). You *must* use the Concise Edition of the text. Additional material may be available on Camino or distributed in class. Please bring your text to class.

Camino: The class management program, Camino, will be used for this course. Assignment instructions, worksheets, grading rubrics, and additional course material will be posted on Camino. It is the student's responsibility to download worksheets, instructions, rubrics, etc. as required. Camino will be used for assignment submission as indicated in the Class Schedule. **Please enable notifications for**

announcements.

Review Guides: In order to support and increase the understanding of and facility with ethical concepts, theories, case analysis, and ethical decision making, brief reviews of the material covered in class will be posted on Camino *after* most class meetings. Please read these guides carefully as they provide a summary of key concepts and other material important for a deep understanding of ethics and rigorous ethical decision making in the context of health and healthcare (and are vital to your learning and success in this course). These Guides are *not* substitutes for assigned reading!

Adequate class participation: Course pedagogy centers on case studies and experiential and participative learning, all of which rely heavily on student participation and class discussion. Active participation is required and includes (but is not limited to) active engagement and listening, regular informed participation (both written and oral) in discussion, regular, punctual attendance in class, and active, consistent participation in the Arrupé Weekly Engagement Program. It is expected that all students will come to class having carefully read the assigned material, having carefully prepared written assignments, and having carefully prepared for class discussion.

To provide incentive for everyone to participate actively in our study of ethics, medicine, and health *and* to ensure that the Professor is able to assess and support your learning and comprehension of course material, the following are critical to the *active* class participation that enables learning.

(1) **Prompt and consistent attendance in class** is required so that we can create a community of ethics scholars actively engaged in ethical analysis and moral deliberation. (Attendance is taken daily.) Unexcused absences or tardiness will negatively impact your grade and excessive unexcused absences or lateness (i.e., missing > 3 class meetings and/or consistent late arrival or early departure) may result in failure of the course regardless of completed assignments. (N.B., Excused absences would include a note from Cowell regarding illness, a family emergency verified in writing, etc. All excused absences must be verified within one week of the absence.) In the case of a necessary absence (e.g., illness, family emergency), please inform the Professor at 554-7889 or by e-mail (mmclean@scu.edu) prior to class. *In general, "excused absences" must be reported prior to the missed class session.* If a student is absent, it is his/her responsibility to speak to the Professor and to get the materials from the missed class. If you miss more than four classes *for any reason including illness*, you should drop the course as you will be unable to compensate for the lost time.

(2) **Consistent preparation for class through regular reading of the text** is required so that we can think critically and independently about life, health, illness, and death *and* engage in informed class discussion and case analysis. Students should participate regularly in class discussion to demonstrate understanding of the assigned reading and the ability to engage in critical thinking about ethical problems and open-ended social questions. *All written assignments* must demonstrate engagement with course materials including your text, lectures, experiential learning, and/or class discussion.

(3) **Ethics asks us to engage both in critical thinking and critical conversation.** Each student is required to make a substantive **verbal contribution** to class critical conversation at least **4 times between March 31st and May 19th**—of course, additional in-class conversation is welcome and highly encouraged. In order to receive credit for each contribution, **please upload a 2-3 sentence summary of your comment to Camino before 10 PM on the day of the class on which you made a substantive contribution.** Note that your in-class comment must be **substantive**, e.g., proposing a new approach to a particular case; an accurate, detailed definition of an ethics concept. You must submit your comment summary by the 10 PM deadline in order to receive credit for each in-class contribution. For those who find speaking in class daunting, you may schedule two 15 minute one-on-one conversations (prior to May 12th) with the Professor; each conversation is the equivalent of 2 class contributions. A 2-3 sentence summary of this conversation must be submitted by 10 PM that day in order for credit to be given. It is your responsibility to schedule one-on-ones if you so desire. *Not fulfilling this critical conversation component may lower your participation grade by a minimum of half-a-step, e.g., from a B to a B-, maybe more.*

(5) In-class writing

(5) **Classroom etiquette:** This course has a **zero tolerance for electronic gizmos policy.** Laptops, cell phones, i-Pods, i-Pads, Droids, etc. must be turned off and not used during class (unless Disability

Resources has verified your need to use such). *Any use of electronic gizmos during class will lower your final participation grade by one full grade or more each instance; a third use will result in a failing grade for participation.* If you have an e-text and/or if you believe that your learning will be hampered by the inability to use a laptop or tablet to take notes, you must request an exemption *in writing during the 1st week of class.* If granted, you will sign a contract acknowledging that the laptop or tablet will be used *only* to access your text and/or for note taking (with sanctions for any other use). (See also the section on disability accommodation below.)

Because class discussion can include sensitive issues, it is expected that what is said here, stays here, i.e., you must treat all discussions as **confidential** in nature and not share information with others or discuss sensitive matters outside of class. **Lectures and class discussion are not to be recorded.** Medicine works well only in an atmosphere of trust—the same is true of the classroom.

Ethics demands that we engage in critical and difficult conversations about things that matter deeply to us. It is expected that all class discussions will be civil and supportive of learning. It is important to critique a position or argument with which you disagree without insulting or questioning the character of the person who has asked a question, made a comment, or expressed an opinion. Please avoid offensive language, photos, and other media. Ethics can be done well only in an atmosphere of mutual respect and trust.

Assignments: In the interest of fairness, it is expected that all assignments will be turned in on the due date/time and that the final paper will be turned in as required (see below). Assignments completed after the due date/time will be subject to a “sliding grade scale,” i.e., a drop of half-a-step per 4 hours late determined on the basis of when the assignment is *uploaded* to Camino or an automatic drop of half-a-step for items due in class that are submitted after 10:10 AM on the due date, followed by an additional half-a-step drop per 4 hours beginning at noon. (N.B., An assignment due at 8:30 AM on Tuesday that would have received a grade of A if on time will receive a grade of C if submitted 24 hours late and a grade of F if 44 hours late.) All assignments must be completed on time unless the student presents written proof of illness or emergency or discusses a particular conflict with the Professor at least one week in advance of the assignment due date. **No extensions will be given on the final project or paper.** All worksheets and papers must be submitted as described in the syllabus; it is not acceptable to fax or e-mail an assignment unless explicitly instructed to do so by the Professor. Conversation with the Professor about any assignment, including the final paper, will not be scheduled within 24 hours of the due date.

All papers are to be typed, doubled-spaced on 8.5 by 11 inch paper with 1 in. margins on all sides and in 12 point font. **In the final paper, key ethics concepts must be used and must be defined** in a glossary (alphabetized and including sources for definitions) at the end of the paper; a reference list must also be included. (Detailed instructions will be provided.) **All written work must have the word count on the first page or cover sheet. Papers that do not show evidence of having been proof read and/or run over the specified length, and/or do not meet the format guidelines will be returned to the student for rapid revision and may be subject to a “sliding grade scale.”** Final papers of excessive length, i.e., > 1625 words, will be subject to grade reduction. Papers are to be the student’s own work, done specifically for this class. All Camino submissions must be in pdf, Word, or PowerPoint (as indicated) and *not* be macro-enabled.

Healthcare Community-based Learning & Experiential Learning for Social Justice—Arrupé Weekly Engagement: In order to increase awareness of ethics in the healthcare environment and professions, it is expected that each student will spend 16 hours over 8 weeks in a healthcare related Arrupé experiential learning placement. The goal is the development of the student’s ability: [1] to engage healthcare ethics concerns beyond the classroom, [2] to understand responsible citizenship and civic engagement in personal and professional activities, [3] to interact appropriately, sensitively, and self-critically with professionals, clients, and patients *and* appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess, [4] to recognize, analyze, and understand social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of your own or other groups, [5] to understand vocational choice in terms of your greatest gifts and the world’s greatest needs; and [6] to reflect critically on the concerns of ethics within the healthcare environment, especially in regards to justice for vulnerable populations. Opportunities to learn from Alzheimer’s

patients *and* their caregivers, residents of long term care facilities *and* their caregivers, and others will be provided. Placements are made through the Arrupé Weekly Engagement Program. **Sign-Ups are March 29th through April 1st from 10 AM to 2 PM in Sobrato Commons B—there are no late sign-ups.** See <https://www.scu.edu/ic/programs/arrupe-weekly-engagement/arrupe/students> for complete sign up information. NB, Orientations at community partner sites during week 2 are mandatory—do not sign up for a site unless you can attend the orientation.

All students in TESP 157 must satisfactorily complete **16 hours over 8 weeks** of community-based learning engagement. In rare and weighty circumstances, a student may submit a written request to the Professor for reduced hours, in no event less than a total of 12 hours, which must be approved in advance in order to receive credit for this course component and to pass the course. NB, Failure to complete successfully a minimum of 12 engagement hours may result in a failing grade *for the entire course* irrespective of other work completed. Your signed Community-based Learning Weekly Engagement Attendance Record, aka, “Timesheet,” or an *approved copy* (if the original is needed for another course) must be submitted to the Professor on or before **June 2nd at 8:30 AM** in order to receive credit for participation in this portion of the course (unless you are going after the last class and alternate arrangements have been made with the Professor). **A reflection paper on your experience is due on Camino at 8 AM on June 2nd and a hard copy of the paper due in class at 8:30 AM. Detailed instructions and prompts for the reflection paper will be provided.** In addition, there will be regular opportunities for in-class reflection on and discussion of your experience, interactions, and learning, particularly concerning justice, rights, and the common good as they relate to health, public health, and the role of the professional.

Community-based Learning Policy—Office of Undergraduate Studies:

- All students enrolled in an ELSJ-approved course such as TESP 157 must satisfactorily complete the university-approved community-based learning engagement component of the course. Usual practice will involve 16 or more engagement hours during the quarter (unless otherwise indicated by the course instructor). Note: Time students spend on orientation(s) related to the community-based learning engagement DOES NOT count towards the required participation hours.
- Student participation in community-based learning engagements must be regular and consistent over the quarter, as instructed by the course instructor and/or community placement site supervisor.
- Students must submit “Community-based Learning Weekly Engagement Attendance Records” (or “Timesheets”), *completed in full*, to the course instructor by the time and date set by the instructor—in this case, on or before 8:30 AM on June 2nd unless alternative arrangements have been made.
- Student performance at the community-based learning engagement must be appropriate at all times.
- Receipt of a passing grade in this course is contingent upon successful completion of the community-based learning component of the course, as outlined above.

Transportation to off-campus Community-based Learning Sites:

Students who are enrolled in this course may apply for CBL Affiliate memberships in Zipcar, a fuel-efficient car sharing service (www.Zipcar.com/scu). During the 2015-16 academic year, CBL Affiliate membership includes 16 free rental hours (a credit of up to \$136 in rental charges) for travel to and from off-campus Community-based Learning engagement sites.

- General information on Zipcar at SCU can be found at: <http://www.scu.edu/zipcar/>
- General information on SCU’s CBL Affiliate memberships can be found at: <http://www.scu.edu/cblzipcar>
- Current Zipcar members who want to request the CBL Affiliate rental credit hours must email their name and Zipcar number to Jason Kudlock at Zipcar (jkudlock@zipcar.com), specifying that they qualify for the CBL Affiliate rental credit hours. (Please write, “I am enrolled in a course at Santa Clara University this quarter that qualifies me for participation in SCU’s CBL Affiliate

- program with Zipcar. Please credit the 16 CBL Affiliate rental hours to my Zipcar account.” Be sure to include your full name and Zipcar number in the email.)
- Students who are not eligible or not interested in Zipcar membership may want to consider other transportation options for travel to and from off-campus Community-based Learning engagement sites: <http://www.scu.edu/campusmap/parking/transit.cfm>



Course Assignments:

Verbal contributions: see Syllabus p. 3

Concepts & Cases: As is true of most professions, both medicine and ethics have their own particular **key concepts and terms of art**. For example, someone who follows rules and principles likely relies on *deontological theory* when making an ethical decision. Or, someone who has had a *myocardial infarction* while making an ethical decision has had a heart attack. In this course, we will pay particular attention to key ethics concepts and ethics terms of art, particularly in regards to basic ethical theory and method. As an aid to your reaching a clear understanding of key ethics concepts, you will be asked to write definitions of ethics terms as you read and to submit **a typed hard copy of those definitions** to the Professor at the beginning of class. A sentence or two is usually sufficient; please do not quote paragraphs from your text. Words to be defined prior to a particular class meeting are located in the course schedule in red font at the end of this syllabus. Page references for each definition must be included (i.e., you must reference where in your text you found a particular definition). Each correct definition is worth 4 points for a total of 100 points. **On occasion and without warning, you will be asked at the beginning of class to write (a) key concept definition(s) without the aid of your text, Review Guide, or notes.** You could be asked to define any concept at any time! Each *incorrect* definition will result in 4 points being subtracted from your total score to date. There are no make-up opportunities for these pop definitions; you may skip one without penalty.

Ethical concepts mean nothing without context. Once a basic understanding of ethics has been achieved, **key concepts and theories will be operationalized through case studies**. You each will engage formally in a process of **ethical reasoning about and analysis of two different cases**, as indicated in the course schedule. The first analysis will rely on completion of an Ethics Decision Making Worksheet (posted on Camino). The second case analysis will include both a more detailed Ethics Decision Making Worksheet **and** a 300-500 word typed explicit argument in support of your recommendation (argument word count must be noted on first page). There are 2 different Worksheets. The second more rigorous than the first in order to acknowledge your on-going learning and your increasing ability to do the careful work and rigorous critical thinking that ethics requires. **Case analyses are due in class as indicated in the Table of Assignments and course schedule.** The first completed Worksheet is worth 40 points; the second Worksheet and argument are together worth 60 points.

Co-curricular and reflection paper: In order to enhance your understanding of the depth and breadth of ethics and healthcare broadly conceived, you are asked to attend one of the following co-curricular opportunities. Attending more than one is highly encouraged!

- DeNardo Lectureship in the Health Sciences, Larry Brilliant, Tuesday, April 26th, 7:30 PM, Recital Hall. <https://www.scu.edu/denardo/lectureship/>
- DeNardo Lectureship Student Conversation, Larry Brilliant, Wednesday, April 27th, 11:45-12:50, Wiegand Room, Vari Hall.
- "CRISPR/Cas9 Genome Editing," Silvia Camporesi, Thursday, April 28th, noon, Wiegand Room, Vari Hall. https://www.scu.edu/events/#view/event/event_id/17876
- Spring Book of the Quarter: "Knocking on Heaven's Door: The Path to a Better Way of Death," Katy Butler, May 4th, 4 PM, St. Clare Room, Learning Commons. https://www.scu.edu/events/#view/event/event_id/17854

After attending one of these events, please write a 500 –750 word reflection paper on the topic presented. Please use these questions to guide your reflection:

- What was the speaker(s) trying to accomplish? Was he/she successful?
- What was the speaker's main point? What were the ethical points addressed either explicitly or implicitly?
- What was the speaker's conclusion and on what was it based?
- What are your responses to what you heard?
- What question would you ask the speaker?

Reflection papers are due **48 hours after the event you have attended on Camino**. Remember to include the word count on the first page of your paper and to proof read your work.

Reflection paper on experiential learning and social justice: Detailed instructions and ELSJ rubric will be posted on Camino. Due June 2nd at times indicated in the course schedule.

Final Collaborative Project (FCP): The final project is in 3 parts—the first is collaborative work (done in groups of three), the second is an oral presentation by each collaborative work group (May 24, May 26, and May 31), and the third part is an **individually authored** 1250-1500 word paper due on Camino at 11 AM on June 9th with a hard copy due in the Religious Studies mailbox at noon the same day. (*Title page, references, and ethics glossary should not be included in the word count.*) This collaborative project allows students to integrate the key concepts and topics of the course and to address a particular issue in healthcare ethics in depth. Students become “experts” on their chosen topic. The presentation and paper are to be well researched and analytical in nature. Students are strongly encouraged to meet regularly with the Professor during their preparation of the project—each collaborative project group *must* meet with the Professor once during the quarter. Detailed instructions and grading rubrics will be posted on Camino.

In order to provide ample opportunity for students to receive regular feedback on how they are doing and to create opportunities for learning and “improvement,” the **final project is in 5 phases**, i.e., topic selection (April 12), annotated bibliography (April 28), thesis statement (May 5), group oral presentation (May 24, 26, 31), and individually authored paper (June 9). The Professor will provide feedback and critique for each phase of the assignment in order to support your learning and the continuing development of your project. *Please note due dates and form of submission on the course calendar for each project phase.* Grading rubrics for the oral presentation, collaboration, and final paper will be posted on Camino.

- **Topics** for the final collaborative project are taken from your text. Before deciding on a topic, please read the appropriate section in your text for a basic understanding of the facts and the ethical concepts and problems to be addressed in your presentation and final paper. Each of these topics needs to be narrowed to allow sufficient depth of analysis and discussion. In general, only one group will present on a given topic. Please **submit your group’s topic choice(s) on Camino on or before April 12th at 8 AM**. Please do not begin your work on the final collaborative project *unless and until* you receive confirmation of your topic from the Professor. The menu of topics from which to select (with Munson chapter or page designations) is:

- ✓ Abortion (chp. 5)
- ✓ African Americans and Medicine (chp. 11)
- ✓ Angela Carder (case; p. 391ff)
- ✓ Autism and Vaccination (case; p. 6ff)
- ✓ Culture and Medicine (case; p. 34-36)
- ✓ Dax Cowart (case; p.3ff)
- ✓ Death and Dying (chp. 7) (may include aid-in-dying)
- ✓ Distributing Healthcare (chp. 9)
- ✓ Genetic Control (chp. 3)
- ✓ HIV/AIDS (chp. 12)
- ✓ Impaired Infants (chp. 6)
- ✓ Organ Donation/Transplantation (chp. 8)
- ✓ Pandemic Flu (H5N1) (case; p.365)
- ✓ Research Ethics (chp. 2)
- ✓ The Tuskegee Syphilis Study (case; p. 417ff)
- ✓ Women and Medicine (chp. 10)

Students in each group will become **experts** in their particular topic and will be expected to contribute facts, questions, and insights from their on-going research and learning to class

discussion. If your group is exceedingly interested in a topic not listed, please consult with the Professor to determine feasibility.

- **Annotated Bibliography:** It is likely that Munson will be an important reference for your final project. In addition, a minimum of 2 *primary ethics resources* are required for your collaborative work group presentation and an additional one for your final paper. (Your final paper must have 3 primary ethics references in addition to your text.)

Please see <http://www.lib.umd.edu/tl/guides/primary-sources> for a description of primary, secondary and tertiary resources. Your primary ethics resources should bring additional information and arguments to those found in Munson and add depth to your work. **Each group must submit at least two primary ethics resources including a complete citation and a 3-5 sentence annotation for each.** (Please do not copy the abstract.) **The group annotated bibliography assignment is due on Camino at 8 AM on April 28th.**

- **Thesis Statement:** A thesis statement is the basic ethical claim or position that each collaborative work group will postulate and defend. It serves to summarize your position and its ethical support. For example: “Medically assisted death can never be ethically justified because it violates the dignity of the human person, is the result of coercion, and cannot, by definition, be a rational choice.”

Please see <http://writingcenter.unc.edu/handouts/thesis-statements/> for a definition of a thesis statement and tips on how to formulate your thesis. **Each group will write a thesis statement for the collaborative group project.** It is due at **8 AM on May 5th** on Camino. Please be aware that you are likely to modify your thesis statement as your project progresses. You also may find the need to modify the group presentation thesis in light of the specificity of your final paper. Thesis modification as a result of increasing rigorous critical thinking is encouraged! You will receive credit when you have developed your final group presentation thesis statement and it has been approved by the Professor.

- **Group Oral Presentation & Individually Authored Final Paper:** Detailed instructions and grading rubrics will be posted on Camino. Oral presentations take place on May 24, 26, & 31. The final paper is due on June 9th (uploaded to Camino before **11 AM** & a hard copy in the course box in the Religious Studies Department Office before **noon**—both copies must be submitted on time to receive full credit for this assignment).

The Hub, located in Benson 22, provides support for student writing, an important component of this course. See <http://www.scu.edu/provost/writingcenter/> for times and additional locations.

Course Policies:

Grading for this course follows University guidelines and policy. Grades are determined fairly and reflect the “meeting” of course requirements, objectives, and goals as set down in this syllabus. The grades on papers are based on the completeness and accuracy of the analysis and clarity of argument. Points to be addressed in a particular paper will be provided. Required elements *must* be included. It is expected that papers are responsive, understandable, accurate, in good form, and the student’s own work. Specific grading rubrics will be provided as appropriate. Grades for *all* assignments are based on following directions, content, clarity, and writing ability including spelling, English grammar, and sentence/paragraph construction. All Santa Clara students should be able to think critically and to write with clarity.

Final grades are determined according to syllabus guidelines for all assignments and class participation. Students can “see how they are doing” by keeping track of assignment grades and/or checking with the Professor during office hours from time to time. Remember all of the assignment grades are weighted. A guide to expectations and associated letter and percent grades follows: The student who does outstanding work, who is engaged and participatory and surpasses course expectations, can expect a grade of A (“excellent;” approx. 91 – 100%). The student who does good work, who is attentive in meeting course requirements, who is prepared for class discussions can expect a grade of B (“good;”

approx. 81 – 90%). The student who meets the basic requirements of the course and who does course work adequately and as required can expect a grade of C (“adequate;” approx. 70 – 80%). The student who “barely” meets the most basic requirements can expect a grade of D (“barely passing;” approx. 60 – 69%). The student who does not meet class expectations as set forth in this syllabus can expect a grade of F (“not passing;” < 60%). Grades may be modified by (+) or minus (-) suffixes; please note that an A+ is not allowed by University policy. Please note that a grade of “F” on the final project, failure to complete successfully the ELSJ component of the course, or excessive absences may result in a failing grade for the course regardless of other assignment grades.

Students who wish to discuss assignment grades or the course grade must do so in person during office hours or during an appointment scheduled for this purpose; questions regarding grades will not be addressed via e-mail or a phone call. Grades will not be discussed until 48 hours after being received by the student.

The 2015-2016 *Santa Clara University Undergraduate Bulletin* states on pg. 448-449:

“Grades are not negotiable. There should be no questioning of a faculty member’s academic judgment on a grade. In registering for a class, students implicitly agree to allow the faculty member to make a qualitative judgment of their command of the subject matter, which will be expressed as a letter grade. Any questioning or appeal of a grade should therefore be limited to procedure, e.g., to computational errors or failures to follow grading policies set forth in the syllabi. Any system of grade-appeal should protect the rights of faculty members as well as the rights of students. The results of any system of grade-appeal should not be binding upon the faculty member. Any decision to initiate a change of grade should remain the faculty member’s. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including summer sessions.”

http://www.scu.edu/academics/bulletins/undergraduate/upload/SCU_UG_Bulletin_2015-16_FINAL.pdf

Academic honesty and integrity: Students are expected to be familiar with Santa Clara University standards for Academic Integrity. In general, students must give credit for ideas, wording, and phrasing that comes from other writers. These standards are described in more detail in the Undergraduate Bulletin. Each incidence of plagiarism will be reported to the Office of Student Life. Sanctions from that office can include expulsion from the University. Please ask the Professor for clarification regarding what constitutes plagiarism and how to properly document your sources. Self-plagiarism (using the same assignment for two different courses) is not usually allowed. You should not get credit twice for the same work. You must have permission from the second Professor if you wish to do this. Acts of academic dishonesty (e.g., plagiarism, cheating, etc.) will *not* be tolerated and will result in immediate and appropriate disciplinary action including flunking the course and possible expulsion from the University.

The 2015-2016 *Santa Clara University Undergraduate Bulletin* states on pg. 456:

“The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of “F” for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the Student Handbook. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action.”

http://www.scu.edu/academics/bulletins/undergraduate/upload/SCU_UG_Bulletin_2015-16_FINAL.pdf

Academic Integrity Pledge: Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity. The Academic Integrity Pledge states: "I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code." **I ask that you affirm this pledge and apply these principles to your work in this class. This is a course on ethics.**

Inclusive language: You are asked to use inclusive language in all written assignments and class discussions. In many ways, language creates reality. In particular, you are being asked to avoid the use of language that limits opportunities for any group to grow fully as individual persons and members of society. Sensitivity to what is said and how it is said is expected regarding race, class, gender, sexual orientation, ability, etc. At root, it is an issue of justice.

Disability Accommodation Policy: If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Sexual harassment & discrimination (Title IX): Santa Clara University upholds a zero tolerance policy for discrimination, harassment, and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>.

Title IX reporting practices (adapted, with permission, from Scott Lewis's SCU presentation on Title IX): While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the Office of Student Life. If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister). Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

NB. This schedule of class meetings, readings, and assignments will be distributed on the first day of class. The Professor reserves the right to modify this syllabus, including assignments and schedule, in response to class needs.

Table of Assignments

Assignment	Learning Objectives*	Due Date^
Concepts & Cases	RTC 3.1 RTC 3.2 ELSJ 3 CG 1 thru 4	Worksheets: April 21 (in class) May 12 (in class)
Final Collaborative Project (FCP): Annotated Bibliography	RTC 3.1 RTC 3.2 ELSJ 3 CG 1 thru 4	April 28 (Camino)
FCP: Thesis Statement	RTC 3.1 RTC 3.2 ELSJ 3 CG 1 thru 4	May 5 (Camino)
FCP: Oral Presentation	RTC 3.1 RTC 3.2 ELSJ 3 CG 1 thru 4	May 24, 26, 31 (slides due on Camino the day before)
FCP: Paper	RTC 3.1 RTC 3.2 ELSJ 3 CG 1 thru 4	June 9 (Camino & Religious Studies course box)
Arrupé Experiential Learning (ELSJ) (reflection paper & completed "timesheet")	RTC 3.1 RTC 3.2 ELSJ 1 thru 4 CG 1 thru 4	June 2 (Camino & in class)
Participation	RTC 3.1 RTC 3.2 ELSJ 1 thru 4 CG 1 thru 4	Throughout the quarter

* RTC = Religion, Theology, and Culture; ELSJ = Experiential Learning for Social Justice; CG = course specific goals

All course assignments foster all core learning goals and departmental goals. These particular learning objectives are the primary focus of the indicated assignment. Students are asked to assess the course using a midquarter survey and, at the end of the quarter, using the standard evaluation and a narrative evaluation addressing RTC 3 and ELSJ objectives.

^ Please see Readings and Assignments in the course schedule for times.



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Class Schedule (including readings & assignments)

Please bring your text to class and be prepared for discussion of the assigned texts—you may volunteer responses, comments, and questions but remember everyone *must* actively participate throughout the quarter. You may be invited into class discussion at any time. Please read the assigned pages and complete written assignments prior to the date for which they have been assigned. Although not all that you read will be discussed in class, you are responsible for the content in all assigned reading for the entire quarter.

- Tu Mar 29 Introduction to ethics and the logistics of the course
15 minute essay: *Ethics and Me*
Class Discussion: Dilemmas in medical ethics and the health professions
- Th Mar 31 Introduction to ethical theory: Utility, pp. 469-478
Class Discussion: Dr. Cunningham's Dilemma, p. 469
Concepts: ethical theory; utilitarianism; "principle of utility;" act utilitarianism; rule utilitarianism (typed definition of each key concept listed with Munson page # references; please submit in class)
- Tu Apr 05 Ethical theory: Kantian deontology, pp. 478-484
Class Discussion: Dr. Cunningham's Dilemma (cont.)
Concepts: categorical imperative; universalizability; deontological (or deontology); Kantian perfect duty
Final Collaborative Project: Group due (submit in class)
- Th Apr 07 Ethical theory: *The Right and the Good* (Ross), pp. 484-489
Class Discussion: Decision Scenario 4, pp. 114-115 (questions 1-4)
Concepts: moral properties; actual duty; prima facie duty; duties of fidelity
- Tu Apr 12 Ethical theory: Moral principles, pp. 499-505, 508-512
Class Discussion: Decision Scenario 2, pp. 53-54 (questions 1 & 3)
Concepts: nonmaleficence; beneficence; autonomy; harm principle; "paternalism"
Final Collaborative Project: Topic due on Camino at 8 AM (include group members & date for oral presentation in order of preference, May 24, 26, 31; you may include more than one topic in order of preference as well)
- Th Apr 14 Ethical theory: Autonomy, truth-telling, confidentiality, and the duty to warn, pp. 3-14, 38-53
Class Discussion: Case 2, p. 38 & Decision Scenario 9, p. 58 (questions 1-4)
- Tu Apr 19 Ethical theory: Rights, justice & the common good
pp. 505-508, 354-358
Class Discussion: Case: *Playing God with Dialysis*, pp. 341-344
Concepts: distributive justice; formal principle of justice; material principles of justice; principle of need
- Th Apr 21 Ethical theory: Rights, justice & the common good (continued)
pp. 345-354, 358-360
Class Discussion: Case: *Did Steve Jobs Cheat?* pp. 337-339
Case Analysis—Ethics Decision Making Worksheet 1: Case 2, p. 38 on religion, autonomy & informed consent (submit in class)
- Tu Apr 26 Ethical theory: Theories without principles, pp. 513-523
Class Discussion: Decision Scenario 6, pp. 298-299 (think about virtue and care ethics)

- Th Apr 28 Special topic 1: African Americans & Medicine, pp. 417-420, 428-435 & TIME magazine, "The Toxic Tap" by Josh Sanburn
Class Discussion: "The Toxic Tap" in Flint, Michigan
Final Collaborative Project: Annotated bibliography due on Camino at 8 AM
- To access the TIME article, please follow these steps:
1) Go to: www.scu.edu/library
2) Click tab for "Journals and Magazines"
3) Enter "Time" into the search box and click "Search"
4) The first listing should be "Time (Chicago, Ill)"; Click "Academic Search Complete"
5) On the right, click "Feb 2016" --> "Volume 187 Issue 3 - 2/1/2016"
6) Search for the article "The Toxic Tap" and download "PDF Full Text"
- Tu May 03 Special topic 2: Death and dying I: Current medical-ethical context, pp. 301-316
Class Discussion: Quinlan, Cruzan, and Schiavo
- Th May 05 Death and dying II: Euthanasia and Aid in Dying, pp. 317-331; *Understanding California's End of Life Option Act* posted on Camino
Class Discussion: The case of Brittany Maynard
http://www.nytimes.com/2014/11/04/us/brittany-maynard-death-with-dignity-ally-dies-at-29.html?_r=0
Final Collaborative Project: Thesis statement due on Camino at 8 AM
- Tu May 10 Final Collaborative Project work groups
- Th May 12 Special topic 3: Health in the Global Village: Tashi and the Monk,
<http://www.npr.org/sections/goatsandsoda/2015/08/16/432115020/the-former-monk-who-is-a-father-to-85-children>
Class Discussion: "Tashi and the Monk"
Case Analysis—Ethics Decision Making Worksheet 2 + a 300-500 word typed explicit argument in support of your recommendation. Case: The Bartling Case, Decision Scenario 3, p. 333 (submit in class). Remember that you are doing an *ethical* analysis of this case. We know the facts of the case because it went to court; however, your analysis should rely on ethical, not legal, constructs. *Note that your recommendation must include your ethical bottom-line with explicit reasons based on your analysis on the Worksheet.*
- Tu May 17 Special topic 4: The role of religion in healthcare ethics I—natural law and advanced reproductive technologies, pp. 493-499, 190-199, 213-231; *Ethical and Religious Directives for Catholic Healthcare Services*: "Part Four: Issues in Care for the Beginning of Life,"
<http://www.usccb.org/issues-and-action/human-life-and-dignity/health-care/upload/Ethical-Religious-Directives-Catholic-Health-Care-Services-fifth-edition-2009.pdf>
Class Discussion: Decision Scenario 4, p. 234 (questions 1-3 substituting the reading from the *Ethical and Religious Directives* for the "Vatican 'Instruction'")
Concepts: natural law; principle of double effect; principle of totality
- Th May 19 The role of religion in healthcare ethics II—cultural competence and religious commitments in medicine, *Cancer: A Failure to Communicate* available at:
<http://www.scu.edu/ethics/practicing/focusareas/medical/culturally-competent-care/muslim-intro.html> and the 4 case reflections
- Tu May 24 Collaborative work group presentations (**Please hand the Professor a hard copy of your slides in class; submit by 10 AM, May 23rd on Camino.**)
- Th May 26 Collaborative work group presentations (**Please hand the Professor a hard copy of your**

slides in class; submit by 10 AM, May 25th on Camino.)

- Tu May 31 Collaborative work group presentations (***Please hand the Professor a hard copy of your slides in class; submit by 10 AM, May 30th (Memorial Day) on Camino.***)
- Th Jun 02 The role of experience and critical thinking in ethics: Reflections on experiential learning and justice
Pre-Discussion Reflection Paper due in Camino drop box at 8 AM and a hard copy due in class at 8:30 AM. Your signed "timesheet" with the supervisor's section completed must be submitted in class in order to receive ELSJ credit and a passing grade in this course. Please request an extension if you have not completed your hours as of 8 AM on June 2nd.
15 minute essay: *Ethics and Me 10 Weeks Later*
Class Discussion: Experiential learning and social justice

Final paper: The final paper is due in Camino drop box on **June 9th at 11 AM**. A hard copy is due in the course box in the Religious Studies Department office at **noon on June 9th**. Any paper received after it is due will be subject to a sliding grade scale of 1 full grade/hour the paper is late; this is true for *both* the electronic and hard copies. No extensions will be granted for the final paper.



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