



www.bing.com/images

Santa Clara University
Department of Religious Studies
TESP 157, Spring 2017
Margaret R. McLean, PhD

Office: Kenna 309 (office hours) and Ethics Center
Phone: 554-4686 (Kenna 309, during office hours only)
554-7889 (Ethics Center, all other times & voice mail)
E mail: mmclean@scu.edu (best way to reach me)
Office Hours: Thursday 1:30-2:30 & by appointment

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 & Objectives:

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:

Building on the first two courses, the third course in RTC applies insights from the study of religion to difficult, open-ended questions of vital interest to contemporary societies. From historical or current perspectives, this course takes critical engagement to a creative level either in theory or practice.

Learning Objectives for RTC 3:

- 3.1 Identify diverse perspectives on and evaluate ethical implications of past or present issues of enduring relevance. (Critical Thinking; Ethical Reasoning; Perspective)
- 3.2 Evaluate and apply insights from the study of religion to open-ended issues facing societies, past or present.

Experiential Learning for Social Justice (ELSJ) Learning Objectives:

Courses with an ELSJ component help students develop a disciplined sensibility toward the causes of human suffering and misery, and a sense of responsibility for addressing them. Students engage in a social or cultural setting outside the university's walls, where experience, subject to rigorous reflection, can become a source of knowledge that moves participants toward ongoing engagement with the world in a spirit of service.

Learning Objectives for Experiential Learning for Social Justice:

- 1.1 Recognize the importance of life-long responsible citizenship and civic engagement in personal and/or professional activities in ways that benefit underserved populations. (Civic Life, Civic Engagement, and Social Justice)
- 1.2 Demonstrate an understanding and appreciation of the formal and informal knowledge, wisdom, and/or skills that individuals in these communities possess, showing awareness of own and at least one other perspective/worldview. (Perspective)
- 1.3 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. (Social Justice)

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 and enduring 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 for retrieving your saved files when you analyze and 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. <https://www.scu.edu/provost/core/pathways/pathway-reflection-essay-instructions/essay-submissions/>

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. The syllabus, assignment instructions, worksheets, grading rubrics, and additional course materials will be posted on Camino. It is the student's responsibility to download worksheets, instructions, rubrics, etc. as required. Camino folders 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 and expected of every student in TESP 157:

(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 affect 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 other assignments. *If you miss 5 or more class sessions, you will be given the option to withdraw from the course.* (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 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 and missed content.

(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) **Active and informed participation in class conversation and discussion** (See p 9 of this syllabus.)

(4) **In-class writing**

(5) **Debate preparation**

(6) **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, not used, and *not visible* 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 phone, 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 phone, 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 audio or video recorded and there is no taking of photos.** 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 comment on 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 is 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 are possible 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 group presentation and final paper, will not be scheduled within 24 hours prior to 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 proofread 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 April 3 through April 7 from 10 AM to 2 PM in Sobrato Commons—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 8th at 8:30 AM** in order to receive credit for participation in this portion of the course (unless you are going to your site 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 8 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 8 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:

CBL Affiliate memberships in Zipcar are meant to be used for transportation to and from off-campus Community-based Learning engagement sites during the quarter in which a student is enrolled in an academic course that requires community-based learning. Students who have enrolled in a qualifying academic course will be informed via their SCU email accounts of their eligibility to apply to join Zipcar as a “CBL Affiliate” member.

- General information on Zipcar at SCU can be found at: <http://www.scu.edu/zipcar/>
- General information on SCU’s Zipcar CBL Affiliate memberships can be found at: <https://www.scu.edu/map/zipcar/cbl-affiliate-membership/>
- 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, SCU ID, 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, e.g., carpooling or public transportation.

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 absence 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 2016-2017 *Santa Clara University Undergraduate Bulletin* states on pg. 459-460:

“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. 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 2016-2017 *Santa Clara University Undergraduate Bulletin* states on pp 467-468:

"The University is committed to academic excellence and integrity. ...Students are expected to do their own work and to cite any sources they use. Academic dishonesty may include but is not limited to plagiarism (i.e., representing the work or ideas of others as one's own without giving proper acknowledgment), cheating (e.g., copying the work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context. 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 and the Academic Integrity Protocol. 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."

Academic Integrity Pledge: The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, 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.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity. **I ask that you affirm this pledge and apply these principles to your work in this class. This is a course on ethics.**

Disability Accommodation Policy: If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://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.

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.

Accommodations for Pregnancy and Parenting: In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

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.



www.bing.com/images

Course Assignments:

Verbal contributions: Ethics requires us to engage in both critical thinking and critical conversation. Each student is required to make a substantive **verbal contribution** to class critical conversation at least **4 times between April 6 and May 25**—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 your contribution.** Note that in-class comments must be **substantive**, e.g., proposing a new approach to a particular case or an accurate, detailed definition of an ethics concept. You must submit your comment summary by the 10 PM deadline in order to receive full 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 25) with the Professor; each conversation is the equivalent of two class contributions. It is your responsibility to schedule one-on-ones if you so desire. **Note that you may substitute attendance at a 2nd co-curricular for your 4th verbal contribution by attending the presentation and uploading a 3-5 sentence summary into the 4th Verbal Contribution file by 10 PM the day following the presentation.**

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 or provide the complete citation of your source if not your text). 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). These are two different Worksheets. The second is more rigorous than the first in order to acknowledge your on-going learning and your increasing ability to do the careful work and deep critical thinking that ethics requires. **Case analyses are due in class as indicated in the course schedule. The first completed Worksheet is worth 30 points; the second Worksheet and argument are together worth 70 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!

- “The End of Sex and the Future of Human Reproduction,” Hank Greely, April 11, noon, Williman Room, Benson Memorial Center https://www.scu.edu/events/#view/event/event_id/28853
- DeNardo Lectureship: Brian Kobilka, MD, Helene Irwin Fagan Chair in Cardiology & Professor, Molecular and Cellular Physiology, Stanford University; recipient of the Nobel Prize in Chemistry in 2012; May 2, 7:30 PM, Recital Hall, Music & Dance Building. (Professor has tickets for you.) <https://www.scu.edu/denardo/lectureship/>

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 trying to accomplish? Was he/she/they successful?
- What was the main point? What were the ethical points addressed either explicitly or implicitly?
- What was the 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**. (See Class Schedule for due dates & times.) 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 the ELSJ rubric will be posted on Camino. Remember to include the word count on the first page of your paper and to proof read your work. Due June 8, both online and in class at times indicated in the course schedule.

Final Collaborative Project (FCP): The final project is in three stages, each building on the other. The first stage is collaborative research done in work groups of three; the second is an oral presentation by each collaborative work group; and the third is an **individually authored** 1250-1500-word paper.

This collaborative project encourages students to integrate and apply 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 between May 1 & 25**.

In order to provide ample opportunity for students to receive regular feedback on their chosen project and to create opportunities for learning and “improvement,” the **final project has five benchmarks**, i.e., topic selection (April 18), annotated bibliography (April 27), thesis statement (May 4), group oral presentation (May 30, June 1, June 6), and an individually authored paper (June 15). The Professor will provide feedback and critique for each benchmark 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 stage.* **Detailed instructions for the Final Collaborative Project and grading rubrics for the oral presentation, effective collaboration, and final paper will be posted on Camino.**

Five Benchmarks:

1. **Topics** for the final collaborative project are 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) and presentation date preferences on Camino on or before April 18 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 you may 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)
- ✓ Willowbrook Hepatitis Study (case; pp 81-2)
- ✓ Women and Medicine (chp. 10)

Note that these are very general topics; success depends in part on the ability to narrow your focus enough to achieve sufficient analytical depth.

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.

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

Please see <http://guides.library.ucsc.edu/primarysecondary> for a description of primary and secondary 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 (which includes the url and date accessed for web resources) and a 3-5 sentence annotation for each.** (Please do not copy the abstract.) **Following the annotation, please include a one- sentence description of how this article is relevant to your project. The group annotated bibliography is due on Camino at 8 AM on April 27.**

3. **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 religious precepts and 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 4** 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 resulting from increased rigorous critical thinking is encouraged! You will receive credit for this stage when you have developed your final group presentation thesis statement and the Professor approves it. Thesis development is a *process* so please do not be surprised if you are rewriting your thesis more than once.

4. **Group Oral Presentation:** Oral presentations take place on May 20, June 1, and June 6.
5. **Individually Authored Final Paper:** The final paper is due on June 15 (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. **The Writing Center at UNC-Chapel Hill** provides helpful on-line resources to enhance your writing; see <http://writingcenter.unc.edu/>

Table: How TESP 157 Assignments relate to course Learning Objectives

Assignment	Learning Objectives*
Concepts & Cases	RTC 3.1 RTC 3.2 ELSJ 1.3 CG 1 thru 4
Final Collaborative Project (FCP): Annotated Bibliography	RTC 3.1 RTC 3.2 CG 1 and 2
Co-curricular	RTC 3.1 CG 1 thru 3
FCP: Thesis Statement	RTC 3.1 RTC 3.2
FCP: Oral Presentation	RTC 3.1 RTC 3.2 ELSJ 1.3 CG 1 thru 4
FCP: Paper	RTC 3.1 RTC 3.2 ELSJ 1.3 CG 1 thru 4
Arrupé Experiential Learning (ELSJ) (reflection paper & completed "timesheet")	RTC 3.1 RTC 3.2 ELSJ 1.1, 1.2, 1.3 CG 1 thru 4
Participation	RTC 3.1 RTC 3.2 ELSJ 1.1, 1.2, 1.3 CG 1 thru 4

* 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.



www.bing.com

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. 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 Apr 04 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 Apr 06 Introduction to ethical theory: Utility, pp. 469-478
Applying theory: Dr. Cunningham's Dilemma, p. 469
Concepts: ethical theory; utilitarianism; "principle of utility;" act utilitarianism; rule utilitarianism (Please provide a definition of each key concept listed with Munson page # references or complete citation of source if not your text; please submit in class)
- Tu Apr 11 Ethical theory: Kantian deontology, pp. 478-484
Applying theory: Dr. Cunningham's Dilemma (cont.)
Concepts: categorical imperative; universalizability; deontological (or deontology); Kantian perfect duty
Final Collaborative Project: Group due (submit in class)
Noon: Greely co-curricular, Williman Room
- Th Apr 13 Ethical theory: *The Right and the Good* (Ross), pp. 484-489
Applying Theory: Decision Scenario 4, pp. 114-115 (questions 1-4)
Concepts: moral properties; actual duty; prima facie duty; duties of fidelity
(Co-curricular reflection on The End of Sex due on Camino at 1 PM)
- Tu Apr 18 Ethical theory: Moral principles, pp. 499-505, 508-512
Applying theory: Decision Scenario 8, p. 57 (questions 1-4)
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 30, June 1 or June 6; you may include more than one topic in order of preference as well)
- Th Apr 20 Ethical theory: Autonomy, truth telling, confidentiality, and the duty to warn, pp. 3-14, 38-53
Applying theory: Case 2, p. 38 & Decision Scenario 9, p. 58 (questions 1-4)
- Tu Apr 25 Ethical theory: Rights, justice & the common good
pp. 505-508, 354-358
Applying theory: Case: *Playing God with Dialysis*, pp. 341-344
Concepts: distributive justice; formal principle of justice; material principles of justice; principle of need
- Th Apr 27 Ethical theory: Rights, justice & the common good (continued)
pp. 345-354, 358-360
Applying theory: Case: *Did Steve Jobs Cheat?* pp. 337-339
Final Collaborative Project: Annotated Bibliography due on Camino at 8 AM

- Tu May 02 Ethical theory: Theories without principles, pp. 513-523
- Ethical theory: Autonomy, rights, and the rule of law: Buck v Bell
[http://www.encyclopediaofvirginia.org/Buck v Bell 1927#start_entry](http://www.encyclopediaofvirginia.org/Buck_v_Bell_1927#start_entry) & ruling posted on Camino
 Presentation & discussion: Natalie Duong
 Case Analysis—Ethics Decision Making Worksheet 1 (download from Camino under Files).
 Case: *When Prayer Is Not Enough*, Decision Scenario 2, pp. 53-4 on religious belief, parental autonomy & best interest (submit worksheet in class)
 7:30 PM: Kobilka co-curricular, Recital Hall
- Th May 04 Death and dying I: Current medical-ethical context, pp. 301-316
 Class Discussion: Quinlan, Cruzan, and Schiavo
Final Collaborative Project: Thesis statement due on Camino at 8 AM
(Co-curricular reflection on Kobilka's DeNardo Lecture due on Camino at 9 PM)
- Tu May 09 Death and dying II: End of Life Care and Euthanasia, pp. 324-331; listen to KQED Forum Podcast and watch the film trailer, *Filmmaker Dan Krauss Explores End-of-Life Care in 'Extremis'* <https://www.kqed.org/forum/2016/12/20/filmmaker-dan-krauss-explores-end-of-life-care-in-extremis/>
 Class Discussion: *Extremis*
- Th May 11 Final Collaborative Project work groups
- Tu May 16 Death & dying III: *Debate* Aid-in-dying is an ethically justifiable choice at end of life. Read Munson pp 319-323 and watch the following three videos as background for an in-class debate in which everyone will participate:
 60 Minutes: *Ending Life. Assisted Suicide/Euthanasia* <https://youtu.be/MAHey2LjA6c>
The Brittany Effect <https://youtu.be/O1j2A6ndEio>
Compassion and Choice DENIED <https://youtu.be/S4z7GWP7EG8>
 (NB, Discussion cannot be used as Verbal Contribution)
- Th May 18 EPIDEMIC! AIDS and HIV, pp 439-463
 Guest lecturer: Dr. Sonja Mackenzie
- Tu May 23 Insights from the study of religion 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 25 Insights from the study of religion 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 four case reflections
 Case Analysis—Ethics Decision Making Worksheet 2 + a 300-500 word typed explicit argument in support of your recommendation. (Download worksheet from Camino under Files.) Case: *Lifestyle Factors*, Decision Scenario 6, pp. 363-4 on scarce resource allocation (submit worksheet and recommendation in class). *Note that your recommendation must include your ethical bottom-line with explicit reasons for your position based on your analysis on the Worksheet.*

Last day to upload final verbal contribution (10 PM)

- Tu May 30 Collaborative work group presentations (***Please hand the Professor a hard copy of your slides in class; submit by 10 AM, May 29 on Camino.***)
- Th June 01 Collaborative work group presentations (***Please hand the Professor a hard copy of your slides in class; submit by 10 AM, May 31 on Camino.***)
- Tu June 06 Collaborative work group presentations (***Please hand the Professor a hard copy of your slides in class; submit by 10 AM, June 5 on Camino.***)
- Th June 08 The role of experience and critical thinking in ethics: Reflections on experiential learning and social 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 for your timesheet if you have not completed your hours as of 8 AM on June 8.
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 15 at 11 AM**. A hard copy is due in the course box in the Religious Studies Department office at **noon on June 15**. Any paper received after it is due will be subject to a sliding grade scale of one 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.

NB. This schedule of class meetings, readings, and assignments is 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.



www.bing.com/images