

Course Syllabus
SS. Cyril and Methodius Seminary
3535 Indian Trail
Orchard Lake, MI 48324

I. Course Number and Title: MT 851 Bioethics

II. Instructor: Gregory A. Banazak

III. Semester: Fall, 2017

IV. Credit Hours: 2

V. Delivery System: This course will be entirely online via the seminary's online platform, Populi.

VI. Days, Time, and Place: As a class, we will never meet in person. However, we will meet on our course on Populi.

On August 30, students will receive a course packet with the readings not found in the required texts and with detailed instructions on the course. During the first part of the semester, there will be due dates for two blogs and two quizzes. During the second part of the semester, students will cover the material at their own pace, so long as they finish all assignments (= readings and 3 quizzes) by 11:59 p.m. on December 13.

VII. Course Description: Introduction to the systematic study of the moral dimensions of the life sciences and health care. Discussion of Magisterial teaching, the history of bioethics, the nature of disease and health, justice and health care, and the health care worker-patient relationship (including truth telling, confidentiality, and informed consent). Special issues: artificial reproductive technologies, genetic science, organ transplantation, research, stem cells, withholding and withdrawing treatment, advance directives, physician-assisted suicide, and euthanasia.

VIII. Student Learning Objectives

1. To possess an overview of the general history of bioethics
2. To understand the nature of bioethics
3. To become conversant with scientific developments, Catholic teaching, and theological-ethical positions on significant bioethical issues
4. To critique other positions taken on bioethical issues and to formulate one's own responsible reflective position

IX. General Thematic Outline of the Course

0. Introduction to Course
1. Foundations
 - 1.1 The History of Bioethics
 - 1.2 What is Life? What is Health? What is Disease?
 - 1.3 The Health Care Worker – Patient Relationship
 - 1.4 Justice and Health Care
 - 1.5 Method in Bioethics
2. Particular Issues

- 2.1 Assisted Reproductive Technologies (artificial/ assisted insemination; *in vitro* fertilization; GIFT; ZIFT; etc...)
- 2.2 Genetic Science (genetic testing/screening, counseling, therapy, and enhancement)
- 2.3 Research (including discussion on stem cells)
- 2.4 Transplantation
- 2.5 Withholding/Withdrawing Treatment, esp. Nutrition and Hydration (with an excursus on Advance Directives)
- 2.6 Euthanasia and Physician-Assisted Suicide

X. Texts:

Kevin D. O'Rourke and Philip Boyle, eds. Medical Ethics: Sources of Catholic Teachings. Fourth Edition. Washington, D.C.: Georgetown University Press, 2011. ISBN: 978-1589017429.

David DeGrazia, Thomas Mappes, and Jeffrey Ballard, eds. Biomedical Ethics. 7th edition. Boston: McGraw Hill, 2010. ISBN: 978-0075407456.

James Tubbs. A Handbook of Bioethics Terms. Washington, D.C.: Georgetown University Press, 2009. ISBN: 978-1589012592.

XI. Learning Methodologies: A set of notes will be distributed for each lesson. These notes will usually be a summary, explanation, and contextualization of the main points of the assigned reading(s) with additional insights from other sources. With these notes I hope to accomplish a number of goals: create a relaxed environment in which students can be relieved of the need to take copious notes and can concentrate instead on comprehension; introduce the students to different methodologies and terminologies by allowing authors quoted in the notes to speak for themselves; give clarity and order to class discussions; ease the efforts of international students to understand the class material. However, if the notes do not serve these goals and instead become a substitute for reading or an inducement to passivity I will immediately discontinue them. In addition, it should be understood that the instructor's notes are not to be given to persons who are not registered in this class during this semester; serious repercussions will result from a violation of this understanding. The instructor's notes are a tool of instruction and not an obligation contracted with the student.

The instructor will be attentive to the diverse learning styles of the students and will adapt his teaching style to accommodate them.

XII. Magisterial Documents Read in This Class:

Pope Pius XII. "Christian Norms of Morality." (1949)

Pope Pius XII. "Moral Aspects of Genetics." (1953)

Pope Pius XII. "The Prolongation of Life." (1957)

Congregation for the Doctrine of the Faith. Declaration on Euthanasia. (1980)

National Conference of Catholic Bishops. "Pastoral Letter on Health and Health Care" (1981)

Pope John Paul II. "The Ethics of Genetic Manipulation." (1983)

Pope John Paul II. "The Mystery of Life and Death." (1985)

United States Catholic Conference. "The Right to Health Care." (1985)

Pope John Paul II. "Medicine at the Service of Human Life." (1986)

National Conference of Catholic Bishops, Committee for Pro-Life Activities. "Statement on Uniform Rights of the Terminally Ill Act" (1986)

National Conference of Catholic Bishops, Committee on Pro-Life Activities. "The Rights of the Terminally Ill." (1986)

Congregation for the Doctrine of the Faith. Donum vitae: Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation. (1987).

New Jersey Catholic Conference. "New Jersey Bishops' Statement on Surrogate Motherhood." (1987)

Pennsylvania Bishops. "Living Will and Proxy for Health Care Decisions." (1993)

Pope John Paul II. Evangelium vitae. (1995)

National Conference of Catholic Bishops, Science and Human Values Committee. "Critical Decisions: Genetic Testing and Its Implications." (1996)

Vatican Secretary of State, "Document of the Holy See on Human Cloning." (2004)

Pope John Paul II, "To the Participants in the International Congress on Life-Sustaining Treatments and Vegetative State: Scientific Advances and Ethical Dilemmas." (2004)

Congregation for the Doctrine of the Faith, "Commentary [on the above speech by John Paul II]." (2004)

Catholic Conference of Kentucky. "Pastoral Letter." (2006)

U.S. Bishops, "Statement on Embryonic Stem-Cell Research." (2008)

Congregation for the Doctrine of the Faith. Dignitatis personae : Instruction on Bioethical Questions and the Dignity of the Person. (2008)

United States Conference of Catholic Bishops. Ethical and Religious Directives for Catholic Health Care Systems. (2009)

United States Conference of Catholic Bishops. "Life-Giving Love in an Age of Technology." (2009)

Bishop Murphy, "Labor Day Statement 2009: Rebuilding the Economy, Reforming Health Care". (2009)

XIII. Expectations For All Students

1. Academic Integrity: Students are expected to maintain personal honesty and professional integrity in any and all examinations, assigned papers, and research projects. Source materials and citations used in the preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a breach of academic integrity. Plagiarism is defined as: "to steal and pass off (the ideas or words of another) as one's own : use (a created production) without crediting the source vi: to commit literary theft: present as new and original an idea or product derived from an existing source" (Webster's New Collegiate Dictionary 9th ed, Springfield, MA: Merriam, 1981, p. 870). Violations in this area are considered a serious offense. If a student is suspected of plagiarism, the following procedure is to be followed:

1. When the instructor suspects a student has plagiarized an assignment, the instructor may confront the student.

2. If the instructor has evidence that a student has plagiarized an assignment, the instructor should confront the student with the evidence. The student has an opportunity to explain what happened.

3. If the instructor is convinced that plagiarism has occurred, the instructor may suggest a course of action: e.g. rewrite the assignment and receive a grade or the student may take a "0" for the assignment and not rewrite the assignment.

4. The Academic Dean should be informed of the outcome of this discussion and a note will be placed in the student's file. The respective formation mentor is informed by the Academic Dean.

5. If there are repeated offenses, the student will fail the course.

6. The student who fails a required course must repeat it.

7. A student who plagiarizes or cheats consistently in the academic program will be dismissed from the program.

8. For dismissal from the academic program, a board consisting of the Rector, Academic Dean, the student's mentor, the faculty member(s) affected by the student's plagiarism and a faculty member of the student's choosing will be convened and a decision rendered. This decision will be communicated to the student by the Rector.

Cheating is defined as "to deprive of something valuable by the use of deceit or fraud; to influence or lead by deceit, trick, or artifice; to elude or thwart by or as if by outwitting <cheat death> intransitive verb: to practice fraud or trickery; to violate rules dishonestly <cheat at cards> <cheating on a test> ("cheat." [Merriam-Webster Online Dictionary](http://www.merriamwebster.com/dictionary/cheat). 2010. Merriam-Webster Online. 5 May, 2010.<http://www.merriamwebster.com/dictionary/cheat>). In short, "cheating is defined as the intentional act of breaking the rules, or attempting to achieve personal gain through fraud or deceit. With children, cheating usually refers to academic fraud, such as copying answers from another student while taking an exam, or breaking the rules in a game" (Dianne K. Daeg de Mott, Thomson Gale, Detroit, Gale [Encyclopedia of Childhood and Adolescence](http://www.gale.com), 1998).

Examples of cheating in an academic setting include, but are not limited to: copying answers for an exam from another student;

- a. writing out the answers to an exam beforehand and turning them in at the time of the exam;
- b. obtaining the answers to an exam prior to the exam and using them during the exam in some way;
- c. having another person take an exam or write a paper for you;
- d. continuing to write answers to an exam after the time has expired (timed examinations);
- e. obtaining copies of an exam or answer key to aid in studying for the exam;
- f. passing notes to another student during an exam;
- g. asking another student for help during the writing of an exam;
- h. using another person's paper, presentation, reflection, etc. and handing it in as your own work;
- i. using electronic devices such as computers or mobile phones to obtain answers during an exam.

(The term "exam" may be substituted with "quiz," "paper," or "presentation" as the case may be.)

2. **Respect For Others:** As a matter of course, the students and instructor are expected to show respect for all members of the class at all times.

XIV. Assignments

1 **Readings:** Readings will be assigned for all class sessions. Since they form the basis for participation in the blogs and successful completion of the quizzes, such readings are essential. You are expected to *finish* the readings assigned to you *before* the date on which they are due. As an aid to students' planning, I've listed assigned readings for the semester in a course calendar to be distributed in class.

I suggest that you read in order to find main ideas rather than to memorize all details. For instance, after reading an assigned text, try to express to yourself, briefly and simply, the main ideas the author attempted to communicate. You might also express to yourself, briefly and simply, your opinion on those ideas.

2. **Quizzes:** The main assignment for this course will be the completion of five quizzes. Each quiz will be focused exclusively on two week's worth of course material. The quizzes will examine your comprehension of that course material.

In regards to their format, each quiz will be exclusively multiple-choice, examine two week's worth of course material, consist of approximately 20 questions, and forced-finish and timed for one hour (that is, after opening a quiz you must finish within one hour). Beforehand, you will be given preparation aids for the quizzes: the preparation aids for first two quizzes will be the blogs, each of which corresponds to a different quiz; the preparation aids for the last three quizzes will be study sheets for each quiz. When answering the quizzes, you may

use no notes, books, other individuals, the internet, or anything other than the understanding in your head. In any event, the amount of questions given and the amount of time allotted would make impracticable use of any resource other than the understanding of course material in your own head.

Your grade for each quiz will count for 16% of your final grade for this course.

The first two quizzes will be special, mainly because this may be the first online class for most students and they need to know (1) how to budget their time for online classes and (2) how to study for online classes. Each of these first two quizzes will be preceded by a blog in which students are asked to discuss the material of the two classes on which each of the quizzes will be based (to be sure that students know how to study the material) and will be offered within a specific amount of time (1 week from the close the quiz's blog) so that students know how to take them and budget their time efficiently. For further information on the Blogs, see below.

Hence **Quiz #1** will be preceded by Blog #1. The blog and quiz will focus on the history of bioethics and bioethical methods. This quiz will be open only from Sept. 17 to 23 (it must be finished by 11:59 p.m. on Sept. 23 or you will receive a failing grade for it). Your grade for the quiz will appear in the Grade Center of your Populi account immediately after you complete the quiz. You may examine your answers to the quiz (to see exactly which were correct and which, if any, were incorrect) anytime after 11:59 p.m. on Sept. 23.

Quiz #2 will be preceded by Blog #2. The blog and quiz will focus on the doctor-patient relationship (and related issues such as truth-telling, confidentiality, and informed consent) and health care-justice. This quiz will be open only from Oct. 8 to Oct. 14 (it must be finished by 11:59 p.m. on Oct. 14 or you will receive a failing grade for it). Your grade for the quiz will appear in the Grade Center of your Populi account immediately after you complete the quiz. You may examine your answers to the quiz (to see exactly which were correct and which, if any, were incorrect) any time after 11:59 p.m. on Oct. 14.

Completion of the last three quizzes will be left to your discretion. You may take the quizzes in any order and at any time between Oct. 15 and the end of the course, which we will understand to be 11:59 p.m. on Dec. 13. That is, **Quiz #3** will focus on assisted reproductive technologies and genetic science (and will be preceded by a study sheet for that material). It will open on Oct. 15 and must be taken any time before 11:59 p.m. on Dec. 13. **Quiz #4** will focus on research and transplantation (and will be preceded by a study sheet for that material). It will open on Oct. 15 and must be taken any time before 11:59 p.m. on Dec. 13. **Quiz #5** will focus on withholding / withdrawing treatment, euthanasia, and physician-assisted suicide (and will be preceded by a study sheet for that material). It will open on Oct. 15 and must be taken any time before 11:59 p.m. on Dec. 13. Your grades for Quizzes #3, 4, and 5 will appear the Grade Center of your Populi account immediately after you take each quiz. However, because of the need to protect academic integrity, you will not be able to examine your answers to these quizzes (to see exactly which were correct and which, if any, were incorrect) until after 11:59 p.m. on Dec. 13 or after all students have completed one of these quizzes (the instructor will make an announcement on Populi if this happens for Quizzes #3, 4, or 5 before 11:59 p.m. on Dec. 13).

3. **Blogs:** Students are required to participate in two blogs, each of which will last for only one week. These blogs have two goals: (1) provide the opportunity for us to discuss material as a class; (2) ensure that students understand how to study for an online course and how to budget time for an online class. They will consist of questions about the previous two weeks' worth of material which students will have to answer in preparation for quizzes #1 and 2.

Blog #1 will be open between Sept. 4 and 16. It will focus on the history of bioethics and bioethical methods. Each student must do two tasks: (1) answer questions assigned to him/her about the course material; (2) respond at least once to at least one other student's answer to one question about the course material. These tasks will be graded according to their completion, their accuracy (vis-à-vis the course material), clarity of expression, and insightfulness. Your grade for this blog will count for 10% of your final grade for the course.

Blog #2 will be open between Sept. 24 and Oct. 7. It will focus on the doctor-patient relationship (and related issues such as truth-telling, confidentiality, and informed consent) and health care-justice. Each student must do two tasks: (1) answer questions assigned to him/her about the course material; (2) respond at least once to at least one other student's answer to one question about the course material. These tasks will be graded according to their completion, accuracy (vis-à-vis the course material), clarity of expression, and insightfulness. Your grade for this blog will count for 10% of your final grade for the course.

XV. Grading

Your final grade will be calculated according to this breakdown:

5 Quizzes --- 16% ea. --- total of 80% of final grade
2 Blogs --- 10% ea. --- total of 20% of final grade