



MT 521 Sec. 01: Biomedical Ethics

Spring 2019

Instructor Information

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Office: 183

Office Hours: M/T/Th 1-2 PM; also by
appointment

Course Information

Credit Hours: 3

Prerequisites: MT 510

Ed. Mode: Lecture w/ Discussion

Class Dates: 01/14/19 – 05/3/19

Class Location: 05

Class Times: 3:45 – 5 PM

COURSE DESCRIPTION

This course examines biomedical ethics from a Catholic theological perspective with attention to its main principles and concepts. It considers select beginning of life and end of life issues that focus on contemporary challenges for Catholic health care and its pastoral implications.

COURSE TEXTS

1. Austriaco, O.P., Nicanor Pier Giorgio. *Biomedicine and Beatitude: An Introduction to Catholic Bioethics*. Washington, DC: The Catholic University of America Press, 2011.
2. John Paul II *Evangelium vitae (The Gospel of Life)*
3. USCCB, *Ethical and Religious Directives for Catholic Healthcare Services* 6th ed.
4. Congregation for the Doctrine of the Faith, *Iura et bona, Donum vitae, Dignitas personae* (on Populi)

GOALS FOR STUDENT LEARNING

By the end of this course, the student will be able to:

1. Identify the fundamental principles and criteria governing Catholic biomedical ethics. [I.1.a.; I.5.a.; I.5.b.; MA1]
2. Demonstrate mastery of the following concepts: human life, dignity of the human person as a unity of body and soul, health, conscience, freedom, natural law, autonomy, consent, cooperation, confidentiality, human sexuality and procreation, extraordinary and ordinary treatment, organ donation, death, suffering. [I.3.c.; I.3.d.; I.9.f.; I.10.f.; MA1]
3. Elucidate John Paul II's distinction between a culture of death and a culture of life. [I.5.b.; MA1]
4. Examine the four principles governing secular biomedical ethics. [I.9.f.; MA1]
5. Understand the role of the priest in dealing with biomedical ethics cases. [I.5.d.; I.9.h.; P.8.f.]
6. Articulate the differences involved with end of life planning, including advanced health care directives, living wills, and POLST documents. [I.5.d.; MA2]
7. Apply the principles of Catholic biomedical ethics to cases, such as abortion, euthanasia, etc. [H.6.b.; I.5.d.; I.5.e.; I.9.h.; I.10.f.; P.8.f.; MA2; MA6]
8. Reflect on contemporary challenges for Catholic biomedical ethics. [I.5.d.; I.5.e.; I.9.f.; I.9.h.; I.9.i.; MA3]

9. Design ways to encourage the Christian faithful to live out the teaching of Catholic biomedical ethics in their daily lives. [S.8.a.; I.5.d.; I.5.e.; I.9.f.; I.9.i.; MA6]

10. Articulate the role of science in understanding biomedical ethics issues. [I.10.f; MA6]

11. Assess the impact of scientific research in key biomedical ethics issues. [I.10.f; MA6]

COURSE REQUIREMENTS

The students are required to (1) complete the AAAS Pre-Course Survey (first week of classes), (2) complete the assigned readings, (3) participate in class, (4) write three case study responses, (5) complete three examinations, (6) complete the SHSST online course evaluation, and (7) complete the AAAS Post-Course Survey (last week of classes).

ASSIGNMENTS

1. AAAS Pre-Course Survey (2.5% of grade): Students are required to complete the AAAS Pre-Course Survey during the first week of classes. I will provide the SurveyMonkey link on Populi and send you an email notification. Once you have completed the survey, you will notify me on Populi (via an assignment) that you completed the survey.

2. Reading Assignments: For most class sessions, I assign texts (noted on the schedule of readings and assignments below) that you should read to prepare yourself for that day's lecture and discussions. You should bring your reading assignment(s) to class each day.

3. Participation (10% of grade): Participation means coming to class on time, being prepared for each class by having read and engaged the assignment and responding to and asking questions in class. You should bring along written comments and questions that you had while reading the material. I will call on students, and I expect students to be able to speak intelligently about class readings. *Questions and discussions are essential parts of the course that enable students to wrestle further with difficult questions, as well as teach and learn from each other. Granting sincerity and preparation, there are no stupid questions or unwelcome viewpoints.* And at the start of the semester, everyone begins with a "C" participation grade. Whether and how you improve that starting grade is up to you and the amount of effort you put into the course.

4. Case Study Responses (50% of grade): Each student will prepare three response papers (out of four options) that are due on the assigned dates/times noted in the schedule of assignments. I will provide prompts for each of these papers with the requisite parameters for each paper. You will submit these assigned response papers on Populi (preferably in one of the following file formats: .doc, .docx, or .pdf).

5. Exams (35% of grade): Each student will complete three examinations. These are to be completed on your own, without the assistance of any books or notes; there will be a generous time limit for these tests. The questions are made up of objective questions only (multiple choice, true/false, short answer) and the exam is administered online through Populi.

6. Course Evaluation: Near the end of the semester, students will be responsible for filling out an online evaluation for this course on Populi. Such feedback is necessary for faculty and course assessment.

7. AAAS Post-Course Survey (2.5% of grade): Students are required to complete the AAAS Post-Course Survey during the last week of classes. I will provide the SurveyMonkey link on Populi and send you an

email notification. Once you have completed the survey, you will notify me on Populi (via an assignment) that you completed the survey.

EXPECTATIONS, POLICIES, & SUPPORT

ACADEMIC INTEGRITY

“Using another person’s words or unique ideas without citing the source in a submitted assignment for a course is plagiarism. As intellectual theft and academic dishonesty, it signifies a lack of the moral integrity required of theology students and seminarians. The School Handbook (Chapter VII, Section H) details the academic and institutional consequences for plagiarism, which can include dismissal from the school. All students are required to be familiar with and abide by this policy. In all cases of plagiarism by a seminarian, the incident will be reported to the sponsoring diocese or religious institute.”

COMPUTER/TABLET USE

School Policy allows the use of technology in the classroom. Students are to use such technology in an appropriate manner that aids your learning experience and not in a way that serves as a distraction to you or to others.

WRITING CONSULTATION SERVICES (info taken from Leo Dehon Library website)

Dr. Robert Gotcher, the Writing Skills Associate, is available for those who need assistance with common writing concerns (such as organizing content, clarity, grammar, logical argument, using sources, tone, and audience). The Associate is available for one-on-one consultation and can also facilitate peer review writing groups. Please call or e-mail for an appointment. rgotcher@shsst.edu 414-858-4643

GRADING

<u>Assignments</u>		<u>Letter Grade</u>	
Participation	10%	A	100-96
Case Study Responses	50%	AB	95-91
Examinations	35%	B	90-86
Pre-/Post-Course Surveys	5%	BC	85-81
		C	80-76
		CD	75-71
		D	70-66
		F	65 & below

“A” Range: The student has exceeded expectations and mastered the subject.

- **Participation:** The student consistently makes important and creative contributions to the learning environment of the class. Questions and comments demonstrate that a student has thoroughly prepared the assigned material and is familiar with the issues involved. Questions push the discussion deeper and move the discussion forward. The student volunteers insightful comments in each discussion, engaging other students as well as the instructor.
- **Writing:** The student has achieved mastery of the topic of the assignment. Work is original in thought and well organized in structure. It also demonstrates a clear grasp of the concepts involved and a superior ability to articulate ideas and reflections. Writing shows a very readable style and a mastery of standard written English. Language is varied in pattern, sophisticated in vocabulary, and complex in structure and thought. There are no spelling or punctuation errors.

“B” Range The student has met all expectations and accomplished above average work.

- Participation: The student volunteers occasional comments in class discussions but is primarily a passive listener. The student’s contributions are good but not profound.
- Writing: The student demonstrates a general comprehension of the topic. The student has satisfactorily fulfilled the requirements of the assignment. Writing displays minor but significant errors in grammar, spelling, or punctuation. Writing also needs better organization of ideas, more nuanced thought and expression, a more thorough use of sources, a more complex sentence structure, and/or a more sophisticated literary style.

“C” Range The student has met some expectations and has shown a basic understanding of the subject.

- Participation: The student shows only minimal evidence of having read and studied the required material. The student makes few active contributions to discussions.
- Writing: The writing shows a poor organization of ideas. Work illustrates only minimal evidence of having read and studied the required material. There are abundant and confusing errors in grammar, punctuation, and spelling.

“D” Range Student has failed to produce graduate-level work and needs to redo the assignment and/or retake the course.

“F” Range Student has not only failed to do graduate-level work; he or she has also exhibited an unethical behavior, such as plagiarism, that warrants an immediate report to the Chief Academic Office and Rector, with possible dismissal from the school

Late Work Policy: Late assignments receive a 5% reduction for every 24 hours past the deadline. Missed exams or assignments receive no credit. Warranted exceptions are at the full discretion of the professor. Incompletes are granted only with sufficient notice and are also at the complete discretion of the professor.

COURSE OUTLINE	ASSIGNMENTS
<p><i>The course readings and assignments are subject to change. If changes occur, students will receive advance notice of these changes.</i></p>	
<p>Monday, January 14: Introduction</p>	
<p>1. Review the Syllabus 2. Brief Introduction to Class</p>	<p><i>Complete the AAAS Pre-Course Survey by January 18th</i></p>
<p>Thursday, January 17: The Catholic Moral Vision and Biomedical Ethics</p>	
<p>Preparation: 1. <i>Biomedicine and Beatitude</i>, pp. 7-19, 22-23 2. ERD 6th ed., pp. 3-14 (Populi)</p>	

Monday, January 21: Catholic Moral Vision (continued)	
Preparation: 1. <i>Biomedicine and Beatitude</i> , pp. 24-39, 41-2	
Thursday, January 24: Cooperation with Evil	
Preparation: 1. <i>Biomedicine and Beatitude</i> pp. 263-275 2. Anthony Fisher, <i>Catholic Bioethics for a New Millennium</i> pp. 69-76, 80-86, 90-98 (Populi)	
Monday, January 28: How Secular Bioethics Operates	
Preparation: 1. excerpt from James Marcum, <i>Humanizing Modern Medicine</i> , pp. 232 bottom paragraph to 240 top paragraph) (Populi)	
Thursday, January 31: The Gospel of Life and the First Murder	
Preparation: 1. Genesis 1:1-4:16 2. <i>Evangelium vitae</i> #7-17	
Monday, February 4: The Gospel of Life –Freedom and its Misuse	
Preparation: 1. <i>Evangelium vitae</i> #18-28 2. Galatians 5:13-26	
Thursday, February 7: The Gospel of Life - OT and NT with emphasis on suffering	
Preparation: 1. <i>Evangelium vitae</i> #29-45, 48-51 2. John Paul II, <i>Salvifici doloris</i> para. #5-24 (Populi) 3. <i>Biomedicine and Beatitude</i> , pp. 20-21 Recommended - Book of Job ch. 1-21; 38-42	
Monday, February 11: Beginning of Life	
Preparation: 1. <i>Biomedicine and Beatitude</i> , pp. 43-63 2. <i>Evangelium vitae</i> #52-55, 57-63	

3. ERD 6 th ed. pp. 20-24 (Populi) Recommended: CDF, <i>Declaration on Procured Abortion (Populi)</i>	
Thursday, Feb. 15 and Monday Feb. 18 – No Class (Prof out of town for conference and President’s Day)	<i>Online Test #1 Due on Friday, Feb. 16th by 11:59 PM</i>
Thursday, February 21: Beginning of Life (continued)	
Preparation: 1. <i>Biomedicine and Beatitude</i> , pp. 64-72 2. Anthony Fisher, "Thomas Walter Joseph Ryan - A Celebration of Life," <i>Bioethics Outlook</i> 8.2 (June 1997): 1-3 (Populi) 3. David Albert Jones, "Aquinas as an Advocate of Abortion? The Appeal to ‘Delayed Animation’ in Contemporary Christian Ethical Debates on the Human Embryo," pp. 100-104 (Populi)	
Monday Feb. 25 to Friday Mar. 1: SHSST Spring Break	
Monday, March 4 and Thursday, March 7: Human Procreation	
Preparation: 1. <i>Biomedicine and Beatitude</i> , pp. 73-97 2. Maureen Condic, When Does Human Life Begin? (Populi) 3. TBD	
Monday, March 11: Reproductive Technologies	
Preparation: 1. <i>Biomedicine and Beatitude</i> , pp. 97-111 2. CDF, <i>Donum vitae</i> "Introduction #1-5" - the rest of DV is recommended (Populi) 3. CDF <i>Dignitas personae</i> #1-23 (Populi)	
Thursday, March 14: Case Study/Discussion #1: Problem of Infertility/ART	
Preparation: 1. NCBQ "Symposium on <i>Dignitas personae</i> " (Populi) 2. Choose from a few of the other available texts on Populi	<u>Case Study #1 Response Due by 9:00 AM</u>
Monday, March 18: The Clinical Encounter	
Preparation: 1. <i>Biomedicine and Beatitude</i> pp. 112-134 2. Benedict Ashley, "Personal Responsibility for Health," pp. 55-60 (Populi) 3. ERD 6 th ed. pp. 15-19 (Populi)	

<p>4. Mark J. Seitz, "The Role of the Priest in Bioethical Decision Making," <i>The National Catholic Bioethics Quarterly</i> 4 (2004): 681-689 (Populi)</p>	
<p>Thursday, March 21: Advanced Directives and POLST</p>	
<p>Preparation: 1. Catholic Bishops of Wisconsin, "Upholding the Dignity of Human Life" (Populi) 2. TBD</p>	
<p>Monday, March 25: Christian Meaning of Death and Preparation for Death</p>	
<p>Preparation: 1. <i>Evangelium vitae</i> #46-48 2. <i>Biomedicine and Beatitude</i> pp. 135-138 3. Selection TBD</p>	<p><u>Online Test #2 Due by 11:59 PM</u></p>
<p>Thursday, March 28 and Monday, April 1: Catholic Teaching on End of Life Issues and Contributions of Neuroscience to End of Life Care</p>	
<p>Preparation: 1. <i>Biomedicine and Beatitude</i> pp. 138-151, 160-169 2. <i>Evangelium vitae</i>, #64-67 3. ERD 6th ed. pp. 25-28 4. Videos and Articles focusing on work of Adrian Owen</p>	
<p>Thursday, April 4: Case Study/Discussion #2 – Euthanasia/PAS</p>	
<p>Preparation: 1. CDF, <i>Declaration on Euthanasia</i> (Populi) 2. Choose from a few of the other available texts on Populi</p>	<p><u>Case Study #2 Response Due by 9 AM</u></p>
<p>Monday, April 8: Organ Donation</p>	
<p>Preparation: 1. <i>Biomedicine and Beatitude</i> pp. 170-190 2. Jeffrey Bishop, <i>The Anticipatory Corpse</i>, pp. 171-84 (Populi)</p>	
<p>Thursday, April 11: Case Study/Discussion #3 – Artificial Nutrition and Hydration</p>	
<p>Preparation: 1. TBA</p>	<p><u>Case Study #3 Response Due by 9 AM</u></p>
<p>Monday, April 15 to Monday April 22: Easter Break</p>	

Thursday, April 25: Defining Death	
Preparation: 1. <i>Biomedicine and Beatitude</i> pp. 190-206	
Monday, April 29: Case Study/Discussion #4 - Vaccinations	
Preparation: 1. Edward Furton, "Vaccination Refusal" (Populi) 2. Pontifical Academy for Life, "Moral Reflections on Vaccines Prepared from Cells Derived from Aborted Human Fetuses" (Populi) 3. Choose from a few of the other available texts on Populi	<u>Case Study #4 Response Due by 9 AM</u>
Thursday, May 2: Choose Final Class Topic	
<u>Topic #1: Transgenderism</u> Preparation: 1. National Geographic, "How Science is Helping Us Understand Gender" 2. USCCB, "Gender theory"/"Gender ideology" – Select Teaching Resources" 3. Choose from a few of the other available texts/resources on Populi <u>Topic #2: Culture of Life</u> Preparation: 1. <i>Evangelium vitae</i> #78-105	
<u>Online Test #3 Due by Wednesday, May 8th by 11:59 PM</u>	

M.Div. and M.A. Degree Profiles

The Qualities and Desired Outcomes of the **M.Div. Profile** nurtured through this course are:

Qualities	Desired Outcomes	SLO
H.6. Insightful	b) Exhibits problem solving skills and a capacity for critical observation and analysis.	7
S.8. Dedicated to the works of social justice	a) Promotes justice and peace and respect for life.	9
I.1. Faithful to the Word of God and magisterial teaching	a) Employs a sound understanding of the sources of Catholic teaching, including Scripture and ecclesial documents.	1
I.3. Articulate in expressing the Tradition and the dogmas of the Church	c) Elaborates the Catholic understanding of creation and its implications for our understanding of the world.	2
	d) Integrates the Catholic understanding of sin, grace, and salvation.	2

I.5. Discerning in applying Catholic moral teaching	a) Articulates the doctrinal and scriptural foundations grounds of Catholic moral teaching.	1
	b) Demonstrates an understanding of the Church's positions on moral issues regarding human life, as well as the rational and theological support for these positions.	1, 3
	d) Devises sound general instruction and crafts particular guidance on questions of medical ethics.	5, 6, 7, 8, 9
	e) Constructs sound general instruction and formulates particular guidance on moral issues regarding human sexuality.	7, 8, 9
I.9. Resourceful in integrating pastoral theory and praxis	f) Elaborates the relationship of moral theology with Scripture, natural law, human experience, human science, spiritual theology, dogmatic theology, and the sacrament of penance.	2, 4, 8, 9
	h) Displays an understanding of the spiritual and pastoral implications of theology and Church teaching.	5, 7, 8
	i) Displays a capacity for adjusting appropriately to the concrete situations of ministry.	8, 9
I.10. Disciplined in the life- long pursuit of truth and understanding	f) displays openness to the insights of science	2, 7
P.8. Effective in counseling and the practice of helping skills	f): Maintains clarity regarding moral principles	5, 7

The M.A. Profile's Qualities and Desired Outcomes nurtured through this course are:

Qualities	Desired Outcomes	SLO
1. Foundational Knowledge	Employs appropriately the foundational theological concepts underlying Catholic doctrine and biblical interpretation.	1, 2, 3, 4
2. Analytical Skill	Elucidates the major theories, sources, methodological approaches, and scholarly schools related to the area of concentration (Scripture, Systematics, Spirituality).	6, 7
3. Methodological Ability	Assembles, arranges, and reformulates ideas and concepts through the appropriate use of theological or exegetical methods to refine knowledge in area of concentration (Scripture, Systematics, and Spirituality).	8
6. Reflective Application	Employs appropriate heuristic techniques to apply theological concepts, spiritual insights, and/or exegetical interpretations in addressing pastoral ministry situations or social/moral questions.	7, 9