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CS 680 Bioethics Christian Care and Clinical Ethics

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BIOETHICS: Christian Care & Clinical Ethics

CS 680

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*Office Hours: Tuesday, Wednesday, Thursday 1:30 – 3:30 and by appointment****On Campus Discussion Sessions:*****FIRST MEETING: Thursday February 12, 2004 at 7:00 pm****6 FUTURE 1 HOUR 50 MINUTE SESSION TIMES TO DETERMINED AT THAT MEETING*****On ExL Discussion Sessions:*****6 “ENTRY & RESPONSE” DEADLINES****Purpose:**

To prepare students for ministry by training them to analyze and address issues in the arenas of healthcare and biotechnology from a Christian perspective. To develop ministers who are responsive to the needs, contexts, and insights of parishioners and members of the larger community who are patients, family members of patients, or practitioners. To enable ministers to equip their congregations for understanding their moral responsibility in decisions about the delivery and receiving of health care and the impact of social decisions in health care and biotechnology on the broader community.

This course focuses on the bioethical issues that most commonly arise for pastors, chaplains, and other caregivers in clinical settings. Specifically, the course examines the cultural and religious meanings of and the moral response to sickness, disability, and death. The course includes a field trip and consideration of how Christian death rituals, specifically the funeral.

This course is one of three 2-hour bioethics courses. The other two examine human biotechnologies (focusing on genetic alteration, abortion, stem cell research, etc.) and on ecology.

OBJECTIVES:***Students will be able:***

- To demonstrate competence with various Biblical and Christian traditions used in responding to moral issues in the fields of health care, in particular those most likely to arise in pastoral care (especially around death & dying, sickness & disability, and obtaining healthcare)
- To demonstrate competence with various ethical categories and frameworks used in responding to health care and biotechnology issues.
- To demonstrate competence in utilizing social and cultural analysis in response to contemporary health care and biotechnology issues.
- To explain how healthcare technology can assist and/or hurt various individuals and groups in society
- To apply ethical analysis in developing responses to healthcare issues at a congregational and/or institutional level.
- To explain how responses to moral problems and moral integrity shape congregational life.
- To recognize the distinctive insights arising from particular social locations (these include particularity arising from ethnic, gender, and class location; also, specific recognition of the insights of persons with disabling conditions).
- To describe how responses to bioethical concerns shape society.

As a core elective course in ethics, students will be able:***Students will be able:***

- To demonstrate competence with various Biblical and Christian traditions used in responding to selected moral issues.
- To demonstrate competence with various ethical categories and frameworks used in responding to specific contemporary moral issues.
- To demonstrate competence in utilizing social, cultural, and/or historical analysis in response to contemporary moral issues.
- To apply ethical analysis in developing responses to moral issues at a congregational and/or institutional level.
- To recognize the distinctive insights arising from particular social locations (these may include, but are not limited to, particularity arising from ethnic, gender, class, and geographic location).

TEXTS:**REQUIRED:**

- Lammers & Verhey, On Moral Medicine (2nd edition) [Chapters: 1,2,3,4,5,6,8,9,14,15,16,19]
- Hawthorne, Nathaniel, "The Birthmark" (a copy may be found at: [<http://www.bioethics.gov/meetings/200201/birthmark.html>])
- Poe, Edgar Allan, "The Premature Burial" (a copy may be found at: [http://eserver.org/books/poe/premature_burial.html])
- Tolstoy, Death of Ivan Ilych (also a good translation may be found at: [http://www.geocities.com/short_stories_page/tolstoydeath.html])
- Aries, Phillipe, The Hour of Our Death (selections) [on reserve]
- Kübler-Ross, On Death & Dying (selections) [on reserve]
- Lewis, C.S. A Grief Observed (scan) [on reserve]
- Thobaben, JR "A United Methodist Approach to End-of-Life..." Christian Bioethics (3)3:222-248 [on reserve]
- Thobaben, JR "The Impact of Managed Care..." Journal of Head Trauma Rehabilitation (12)1:10-20 [on reserve]
- Various court cases and laws [on reserve or Web]

EXPECTATIONS:

Written Work: 10 -12 page term paper. Term paper options #1 & #2 do not require approval of topic; #3 does. Make sure the paper includes a "fair" consideration of all major positions and a clear assertion of the position you hold. The papers should include moral reasoning explicitly intended for the Christian community, as well as arguments that would be coherent in a highly secularized setting. **Do not** focus on counseling issues, but on social and cultural factors and on moral reasoning.

- #1 **What is the role of Christian funerary ritual in the spiritual, physical, and moral care of the dying?**
- #2 **How can definitions of sickness and disability alter the ethical response to marginalized persons?**
- #3 **Open topic, but must focus on ethics, not counseling or pastoral care.**

All written work must be typed with 12 point type, one inch margins on all four sides, and true double spacing. Do not include substantial quotes from Scripture; use citations. Written material will be evaluated for reasoning, referencing, and for structure and grammar. All references must be noted properly; include page numbers or download information, when appropriate (please use endnotes, not footnotes; specific style of notes is open, but be consistent). Follow page limit requirements. Required length of paper does not include reference or title pages.

In accordance with ATS policy, all written work must use inclusive language when reference is made to human beings (male and female). This provides for both greater inclusion and greater precision.

Papers are graded anonymously. Each paper should include a title page with the student's name and SPO or other number (do not use Social Security number). All subsequent pages should include only the SPO or other selected number, written in the top right corner.

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Papers are due at 9:00 am on Monday May 3 at Dr. Thobaben's office in Wilmore. There will be a penalty for late papers commensurate with the degree of lateness and the adequacy of the excuse.

Final Examination: A one-hour, in-class final. Part of the exam will be an objective examination over concepts in medical ethics and part will be a response to a case study. **The exam will be given on Monday May 10 at 6:30 pm.** Students who live at a great distance may arrange ahead of time to take the exam elsewhere, if proctored. As with the papers, the exam will be graded anonymously.

Participation: Students are required to complete all assigned readings. Acknowledgement of completion will be sought the last day of class. Failure to complete readings on time may result in a lowering of the final grade, as will poor attendance for class. The deduction for low participation and/or late or incomplete reading of assigned material will be up to 10% against the final grade (a full letter grade reduction).

On Campus: On campus students must be present at the initial meeting to schedule future discussion sessions. At those sessions the material assigned will be discussed using the questions found in the text boxes as the basis for conversation. Participation will be valued on quality, not quantity.

ExL: ExL students are to view videos and complete reading prior to making an initial 1 1/2 - 2 page entry by the assigned deadline. This entry does not require formal citation, though reference to the readings is appropriate. The next date designated in the "text box" is the deadline for responding with 1 - 1 1/2 pages each to two entries by other students; these can be to the students' initial entries or to later entries on a thread. All entries must be reasonably well-written, but unless incoherent, no assessment will be made of the grammar, etc. (the emphasis will be on the quality of analysis).

FINAL GRADE:

Term Paper	60%	Date: May 3	Time: 9:00 am
Examination	40%	Date: May 10	Time: 6:30 pm
Class Participation	Deduction if lacking		
Reading	Deduction if lacking		

Grade Range: Work for CS 680 will be evaluated at a graduate/professional school level.

A (93-100)	=	<i>Exceptional work: surpassing, markedly outstanding achievement of course objectives.</i>
A- (90-92)	=	
B+ (87-89)	=	
B (83-86)	=	<i>Good work: strong, significant achievement of course objectives</i>
B- (80-82)	=	
C+ (77-79)	=	
C (73-76)	=	<i>Acceptable work: basic, essential achievement of course objectives</i>
C- (70-72)	=	
D+ (67-69)	=	
D (63-66)	=	<i>Marginal work: inadequate, minimal achievement of course objectives</i>
D- (60-62)	=	
F (> 60)	=	<i>Unacceptable work: failure to achieve course objectives</i>

COURSE SCHEDULE

Tape #1 ***COURSE INTRODUCTION (not included on tape; see PowerPoints and initial e-mail)***

INTRODUCTION TO MORAL REASONING

Session #1:	
INITIAL ENTRY BY:	February 19 5 pm EST
RESPONSE TO TWO OTHER ENTRIES BY:	February 26 5 pm EST

Tape #2***BASIC CONCEPTS OF HEALTH & DISEASE***

REQUIRED: L & V: Chapters 4, 6, 9

Session #2:

INITIAL ENTRY BY: March 2 5 pm EST

RESPONSE TO TWO OTHER ENTRIES BY: March 9 5 pm EST

Tape #3***RELIGION, HEALTH & SICKNESS: UNIQUENESS OF CHRISTIANITY***

REQUIRED: L & V: Chapters 1, 2

OTHERNESS?: Brain Injuries, Birth Defects, and Other Awkward Circumstances

REQUIRED: L & V: Chapters 9

VIDEO: "Billy Broke His Head"

Session #3:

INITIAL ENTRY BY: March 16 5 pm EST

RESPONSE TO TWO OTHER ENTRIES BY: March 23 5 pm EST

Tape #4***IMPACT OF MANAGED CARE******THE DISTRIBUTION OF DESIRED THINGS: Managed Care & 'Right' to Care***REQUIRED: L & V: Chapters 15, 19
Thobaben, JR "The Impact of Managed Care..."
[Journal of Head Trauma Rehabilitation](#) (12)1:10-20

CLASS VIDEO: "Mud Creek Clinic"

Session #4:

INITIAL ENTRY BY: March 30 5 pm EST
(preferably make entry prior to Reading Week)

RESPONSE TO TWO OTHER ENTRIES BY: April 6 5 pm EST

Session #5**DEATH & BIOETHICS**

REQUIRED:

L & V: Chapters 5
 Aries, Phillipe, The Hour of Our Death (pp. 5-28; 95-139; 559-614)
 Kübler-Ross, On Death & Dying (38-180)
 Lewis, C.S. A Grief Observed (scan)
 Poe, "Premature Burial"
 Hospice material (reserve):
 "What is Hospice?" [http://www.hospicefoundation.org/what_is/]
 "Debunking Myths" [<http://www.americanhospice.org/griefzone/articles/debunking.htm>]

DEATH CHOICES: THE GOOD DEATH, THE RIGHT DEATH, THE RIGHT TO DEATH

REQUIRED:

L & V: Chapters 14
 Thobaben, JR "A United Methodist Approach to End-of-Life..." Christian Bioethics (3)3:222-248
 Scan the following court cases and laws; see Reserve Shelf or look for appropriate Websites
 KY Advanced Directive Law (or state in which you reside)
 Oregon Right to Die Law
 U.S. Supreme Court ruling on 'right to die'
 Quinlan case
 Conroy case
 Wendland v. Wendland case

Try these addresses for these laws and cases (remember, they change rapidly, so there may be a need to "look around" the Web if the sites have gone dormant):

Kentucky Living Will Directive Act (KRS 311.621-643): [<http://www.hultgren.org/library/regs/>]

Oregon Death with Dignity Act (and 1998 Annual Report):
 [<http://www.ohd.hr.state.or.us/chs/pas/year1/ar-index.htm>]

U.S. Supreme Court response to: Washington, et al., Petitioners 96-110 v. Harold Glucksberg et al. (U.S. Court of Appeals for the Ninth Circuit) Dennis C. Vacco, Attorney General of New York, et al., Petitioners 95-1858 v. Timothy E. Quill et al. (on writ of certiorari to the United States Court of Appeals for the Second Circuit) [<http://supct.law.cornell.edu/supct/html/95-1858.ZC1.html>]

Quinlan (N.J.): In re Quinlan (1976) 70 N.J. 10, 44....: excerpts at:
 [http://www.csulb.edu/~jvancamp/452_r6.html]

Conroy (N.J.): Matter of Conroy (1985) 98 N.J. 321....: no Website found

Cruzan: Cruzan v. Harmon (Mo. 1989) 760 S.W.2d 408 ; Cruzan v. Director (1990) 497 U.S. 261, 309 ; find "syllabus" at [<http://supct.law.cornell.edu/supct/html/88-1503.ZS.html>] ; *find majority at:* [<http://www.tourolaw.edu/patch/Cruzan/>]

Wendland v. Wendland (California Supreme Court)
 [<http://www.courtinfo.ca.gov/opinions/documents/S087265.DOC>] or
 [<http://www.courtinfo.ca.gov/opinions/archive/S087265.PDF>]

VIDEO:

"Selling Death"

Session #5:

INITIAL ENTRY BY:

April 13 5 pm EST

RESPONSE TO TWO OTHER ENTRIES BY:

April 20 5 pm EST

Tape #6

CHRISTIAN CARE: Giving, Receiving, Healing, and Hope

REQUIRED: L & V: Chapters 3, 8, 16
Hawthorne: "The Birthmark"

FINAL THOUGHTS AND NEW CONSIDERATIONS

VIDEO: "Wit"

(OPTIONAL: This video would serve as a good conclusion to the course in that it demonstrates as "The Death of Ivan Ilych" what the patient experiences. Viewing it, though, is optional since it is two hours long. The video should be obtainable at most larger video rental stores)

Session #6:

INITIAL ENTRY BY: April 27 5 pm EST

RESPONSE TO TWO OTHER ENTRIES BY: May 4 5 pm EST