1-1-2006

CS 680 Bioethics: Christian Care and Clinical Ethics

James R. Thobaben

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PLEASE NOTE THE FOLLOWING:

(If you were at the on-campus meeting, you have heard this, but here it is in print nonetheless.)

1) Everyone is to view the course videos prior to the assignment/discussion date.

2) ExL students should have videos. The Wilmore library will have two sets BEGINNING the first day of the semester (hopefully).

3) Take notes on the videos, but you DO NOT need to respond to the questions in writing. You DO NOT need to respond electronically at every place you see a stop sign on the video. This includes not needing to respond to “cases” as asked by the video.

4) You (both ExL and Wilmore) will need to respond to the various cases and questions that I post on the e-mail.

   Wilmore people, these messages will come in the First Class under the CS680-A icon or as written documents passed out in the discussion sessions. You do not need to respond electronically, but must have notes and be able to converse on the material at the group discussion sessions.

   ExL folks, these will appear as normal under the icon with a subject line saying something like “cases for discussion.” Your response should go in “Team A” or “Team B” folder accordingly, so the discussion will not get cluttered with process and other course procedure questions.

5) Why are the “stop sign” questions on the video not being used? The reason for the alteration is simply that the field changes so rapidly. The cases and questions I had laid out (and which corresponded to the stop signs on the videos) have, sometimes, been supplanted legally and morally by newer cases and concerns. So, to keep up to date, I will give you cases and or topics with questions to which you will respond.

   Again the response will be:

   - ExL students make a posting AND must reply to at least two other postings from your peers inside your “Team” to indicate engagement with material. Also, I will call on phone periodically, as noted on syllabus.
   - Wilmore people must have notes (not to turn in, but with concepts, questions, references or whatever) to facilitate their participation in the discussion sessions.

6) Wilmore folks, your meetings dates are to be scheduled. We need to meet for six sessions, though these could be “doubled-up” as long as the total hours remain the same. FIRST MEETING: ≈30 minutes on Thursday February 7, 2006 at 5:30 pm at Dr. Thobaben’s Office; bring your calendar!!! Wilmore people, please bear in mind that your dates WILL NOT necessarily coincide with those listed in the text boxes in syllabus proper for the ExL people. Make sure you have viewed the video PRIOR to the discussion.

   ExL folks, your dates are in the text boxes following each tape heading. Make sure you have viewed the video prior to first entry.

7) Everyone bear in mind that there three additional videos BESIDES the lectures that should be viewed in accordance with the syllabus.
This class can be taken as an ExL course OR as a Wilmore Campus course.

BIOETHICS: Christian Care & Clinical Ethics
CS 680
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ASBURY THEOLOGICAL SEMINARY
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e-mail: jim_thobaben @ asburyseminary.edu

Office Hours: Monday, Tuesday, Wednesday 1:30 - 4:00 pm & by appointment

Wilmore Campus Discussion Sessions:
- FIRST MEETING: 30 minutes on Thursday February 7, 2005 at 5:30 pm at Dr. Thobaben’s Office; bring your calendar!!!
- Each student will prepare notes according to schedule in syllabus [not that in the videos];
- 6 discussion sessions will be held; each 1 hour and 45 minutes in length;
- Students may schedule appointments with Dr. Thobaben to discuss their performance in the discussion sessions.
- Wilmore discussion group students DO NOT need ExL training (if clearance is needed for registration, call Dr. Thobaben).

ExL Discussion Sessions:
- FIRST MEETING: Each student will have a phone conversation with Dr. Thobaben during the first two weeks of class
- Each student will make initial electronic entries at least SIX times according to schedule in syllabus [not that in the videos];
- Each student will respond to his/her peers electronically;
- Dr. Thobaben will monitor these entries, commenting as needed to the whole class -- but will not respond electronically to each entry;
- Each student in the continental United States will hold SIX phone conversations (besides the introduction) with Dr. Thobaben (about every 10 – 14 days);
- Students not in continental U.S. will negotiate another way to have "conversations" about their electronic postings.

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 creation/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 & ARTICLES:

- Lammers & Verhey, On Moral Medicine (2nd edition) (Chapters: 1, 2, 3, 4, 5, 6, 8, 9, 14, 15, 16, 19)
- Chia, Cooper, Thobaben, Fergusson, and Kilner, Bioethics: Obstacle or Opportunity for the Gospel
- Thobaben, JR "A United Methodist Approach to End-of-Life…” Christian Bioethics (3)3:222-248 [under course icon]
- Thobaben, JR "The Impact of Managed Care…” Journal of Head Trauma Rehabilitation (12)1:10-20 [under course icon]
- Various court cases and laws [on Web; to be determined in accordance with current bioethical issues]

These must be obtained on your own; NOT ordered; NOT on reserve because they are so readily available.

- 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 Ilyich (a good translation may be found at: [http://www.geocities.com/short_stories_page/tolstoydeath.html])
- Kübler-Ross, On Death & Dying
- Lewis, C.S. A Grief Observed
- Hospice material:
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.

Papers are due at 9:00 am on Monday May 8 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 at a time to be determined. Students who live at a great distance, including those in the ExL section, 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 are to view videos prior to the corresponding discussion session. Notes should be taken on responses to various questions raised during the videos. At discussion sessions the material assigned will be discussed using the questions raised in the videos or on the PowerPoints or sent through e-mail as the basis for conversation. Participation will be evaluated on quality, not quantity.

ExL: ExL students are to view videos and complete reading prior to making an initial 500 – 750 word 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 500 – 750 words each to entries by at least two 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).

NOTE: Additional or changed case studies may be provided through the e-mail as the subject matter in medical ethics changes rapidly with the development of technologies, court cases, and media presentations. Every effort will be made to add or change in enough time to delete some other case from consideration.

**FINAL GRADE:**

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<th>Component</th>
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<th>Date</th>
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<tr>
<td>Term Paper</td>
<td>60%</td>
<td>May 8</td>
<td>9:00 am</td>
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<tr>
<td>Examination</td>
<td>40%</td>
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<td>Class Participation</td>
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<td>Reading</td>
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**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) = Exceptional work: surpassing, markedly outstanding achievement of course objectives.
- **A-** (90-92) =
- **B+** (87-89) = Good work: strong, significant achievement of course objectives
- **B** (83-86) =
- **B-** (80-82) =
- **C+** (77-79) = Acceptable work: basic, essential achievement of course objectives
- **C** (73-76) =
- **C-** (70-72) =
- **D+** (67-69) = Marginal work: inadequate, minimal achievement of course objectives
- **D** (63-66) =
- **D-** (60-62) =
- **F** (> 60) = Unacceptable work: failure to achieve course objectives

**COURSE SCHEDULE**

**Tape #1**

**INTRODUCTION TO MORAL REASONING**

Session #1:

INITIAL ENTRY BY: February 13 5 pm EST

RESPONSE TO TWO OTHER ENTRIES BY: February 20 5 pm EST

**Tape #2**

**BASIC CONCEPTS OF HEALTH & DISEASE**

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

Session #2:

INITIAL ENTRY BY: February 27 5 pm EST

RESPONSE TO TWO OTHER ENTRIES BY: March 6 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 13 5 pm EST
RESPONSE TO TWO OTHER ENTRIES BY: March 20 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 27 5 pm EST
RESPONSE TO TWO OTHER ENTRIES BY: April 3 5 pm EST

NOTE: Reading Week is April 3 – 7.
Adjust your schedule accordingly that work can be completed on time.

Session #5

DEATH & BIOETHICS
REQUIRED: L & V: Chapters 5
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-
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):

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

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

VIDEO: "Selling Death"

### Session #5:

**INITIAL ENTRY BY:** April 17 5 pm EST

**RESPONSE TO TWO OTHER ENTRIES BY:** April 24 5 pm EST

**NOTE:** Holy Week is April 9 - 16. Adjust your schedule accordingly that work can be completed on time.

**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 does “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: May 1 5 pm EST
RESPONSE TO TWO OTHER ENTRIES BY: May 8 5 pm EST

ExL Contact Information:

For general questions and administrative assistance regarding the ExL program, contact Dale Hale:

ExL_Office@asburyseminary.edu
Phone: (859) 858-2393

For technical support, library research support, library loans, and ExL media contact Information Commons:

Info_Commons@asburyseminary.edu
Phone: (859) 858-2233
Toll-free: (866) 454-2733

Accessing Information Commons Materials:

1. General Questions:
   - The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/icommons/hours.shtml.

2. Materials Requests:
   - To search the library catalog for available materials, click here: http://www.asburyseminary.edu/icommons/index.shtml
   - ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
   - ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:
ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. **Online Databases:**
   - To access the online library resources including the library catalog and full-text journal databases, go to [http://www.asburyseminary.edu/icommons/index.shtml](http://www.asburyseminary.edu/icommons/index.shtml) and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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