Theology 262: Medicine and Morality
Spring, 1996

Instructor: Brian M. Kane, Ph.D.
Office: Dooling Hall, Room 240
Office Hours: M 2-4 p.m.; Tu/Th 2-3:30 p.m.
Phone: 282-1100, ext. 1274

Course Description

This course will examine ethical dilemmas of medical and nursing practice in light of Christian faith and Catholic teaching. The emphasis will be to understand the values, moral methodology and conclusions of Christian ethical reflection in order to prepare the student to apply this information to future situations.

Course Objectives

- To understand the principles of Christian morality
- To understand the relationship between Christian faith and medical and nursing practice
- To understand the reasoning of Catholic teaching on bioethical issues
- To challenge the consistency of each student's ethical thought
- To refine each student's oral, written, and cooperative skills

Course Method

This course will consist of lecture, seminar and cooperative group learning

Texts

Course Requirements

Attendance: Students are expected to be present, and prepared for each class. Active participation (note-taking and questioning) is assumed to be an essential part of this course. If a student is unable to attend class, or is unprepared for class, the instructor should be notified at least thirty minutes before class begins. Any student who misses more than three classes will be dropped from the course.

Debates: Each student will participate in a debate on one of the topics listed below. Students will sign-up for a position that either affirms or denies the statement. Students will plan to defend their position and will present it as follows: “We affirm (or deny) this topic for these reasons: Reason #1...examples 1, and 2; Reason #2...examples 1, and 2; Reason #3...examples 1 and 2.

The format of the debate will be:
1. The Affirmative side offers its arguments (5 min.)
2. The Negative side offers its arguments (5 min.)
3. The Affirmative side questions the Negative team (10 minutes)
4. The Negative side questions the Affirmative team (10 minutes)
5. The class will question both sides (10 min.)

You will be evaluated on five points:
1. The quality and creativity of the opening arguments
2. Your interaction with the class (Involving them in the issues)
3. Your ability to ask good questions of the opposing side
4. Your ability to defend your own position
5. Your own evaluation of your performance (Students are to view their debate in the Educational Technology Center in the Library and hand in the evaluation form available there within a week.)

The opening arguments should be typed and handed to the instructor at the beginning of the debate. Please be certain to list the topic, and the names of the students.

The dates and the topics of the debates are:

- Feb. 19th Medical treatment for premature babies and handicapped persons ought to be judged on the basis of the usefulness of that person to society, as measured in cost.
- March 15th As a society, we should provide every person with any medical care which is necessary to make them healthy.
- March 22nd
  So long as the patient desires it, plastic surgery should be permitted.

- April 1st
  Persons with terminal illnesses who wish to commit suicide should be allowed to die painlessly with assistance.

- April 12th
  A human being cannot ultimately be a good person except through the experience of suffering.

- April 24th
  A person should be defined as a being who is capable of self-awareness and rational thought.

Examinations: There will be three examinations for this course, on February 9th, March 13th and April 22nd. Additionally, there will be a final examination.

Group Learning: Every student will participate in an assigned study group. The purpose of this group is to assist you in comprehending the details and the implications of the various readings. Specifically, each group will work on two tasks together.

1. Each student will prepare a thesis statement of one to two sentences for every assigned reading. Occasionally, these will be handed in to the instructor. During the first five minutes of each class period, the members of each group will meet to reach a consensus on the theses for the readings for that class. They will also make a list of any questions which they have regarding the readings. At random, the instructor will ask a group to summarize the points of the readings and to initiate a class discussion of their interpretation of the texts.

2. Secondly, the group will argue together on a debate topic.

Thesis Papers: Each student will prepare an eight to ten page thesis paper on a particular bioethical issue which is discussed in the course. The essay should provide an overview of the significant points which ought to be considered in deciding the issue, and it should reach a conclusion. In addition to any assigned readings, it is expected that the student will research additional sources. The paper is due on the date when the topic of the paper is discussed in class. No more than three students will be permitted to do a paper on a single topic, and the subject of the paper should not be the same as the debate topic chosen. Students should hand in a thesis statement for the paper by February 14th.

Grading System

Numerical grades on a scale of 100 will be given for tests. The thesis papers, final examination and the debate presentations will be graded alphabetically, and those letters are then given numerical equivalents as follows:
B+..... 88  C+..... 78  D+..... 68
A...... 95  B...... 85  C...... 75  D...... 65  F...... 55
A-...... 90  B-...... 80  C-...... 70  D-...... 60

The assignments will be calculated as a percentage of the final grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Debates</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td>Tests</td>
<td>35%</td>
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<tr>
<td>Thesis Paper</td>
<td>20%</td>
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The Midterm Grade will only include the mark for the first examination. In order to receive a grade for the course, all course elements must be completed. The Final Grade will reflect the attainment of the following averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A...... 94-100%</td>
<td>B+..... 87-89%</td>
</tr>
<tr>
<td>A-...... 90-93%</td>
<td>B...... 84-86%</td>
</tr>
<tr>
<td>B...... 80-83%</td>
<td>C-...... 70-73%</td>
</tr>
<tr>
<td>B-...... 80-83%</td>
<td>C...... 74-76%</td>
</tr>
<tr>
<td>C...... 77-79%</td>
<td>D...... 64-66%</td>
</tr>
<tr>
<td>C-...... 70-73%</td>
<td>D-...... 60-63%</td>
</tr>
<tr>
<td>D+..... 67-69%</td>
<td>F...... below</td>
</tr>
<tr>
<td>D-...... 60-63%</td>
<td>F...... below</td>
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Schedule of Classes

☐ January 17  Introduction to the Course

I. Moral Theology and Its Relation to Bioethics
☐ January 19  Faith and Theological Method  
☐ January 22  Theology and Bioethics Readings: Lammers- 3, 4

II. Basic Moral Principles
☐ January 24  The Moral Act  
☐ January 29  The Principle of Double Effect  
Reading: E&M (March 1995)
☐ January 31  Conscience  
Reading: O'Rourke, Ch. 2 (On Reserve in Library) E&M (Oct. 1994)
☐ February 2  Moral Methodologies: Proportionalism  
Reading: E&M (June 1994)
☐ February 5  Formal and Material Cooperation  
Reading: E&M (June 1995)
☐ February 7  Summary
☐ February 9  TEST 1

III. Values and Issues in Christian Bioethical Reflection

A. The Meaning of Professionalism
☐ February 14  Covenants and The Professions  
Reading: Lammers, 15 Thesis  
Statement for Papers Due

B. The Sanctity of Life
☐ February 16  Truth-telling  
Reading: E&M (July 1995); Lammers, 83, 86
☐ February 19  Debate  
Reading: Lammers, 17, 18, 20
☐ February 21  Discussion of Debate
☐ February 23  Contraception  
Reading: Lammers, 51, 53, 54
☐ February 26  Natural Family Planning  
Reading: REJ Ryder, "Natural Family Planning: Effective Birth Control Supported by the Catholic Church,"  
☐ February 28  Reproductive Technologies  
Reading: Lammers 56, 57
☐ March 1  Care of Neonates  
Reading: Lammers, 76, 78, 79.
☐ March 11  Summary
☐ March 13  Test 2

C. Health and Healing
☐ March 15  Debate  
Reading: Lammers, 23, 25
☐ March 18  Discussion of Debate
☐ March 20  Allocation of Health Care Resources  
Reading: Lammers 102, 103; E&M (April 1995, May 1995)

D. Nature and Its Mastery
☐ March 22  Debate  
Reading: Lammers 35
March 25
Discussion of Debate

March 29
Research on Human Subjects Readings: Lammers 100, 101

**E. Death**

□ April 1
Debate Readings: Lammers 30, 31
□ April 3
Discussion of Debate
□ April 10
Euthanasia and Assisted Suicide Readings: Lammers 72, 73, O'Rourke, 111-15 (On Reserve in the Library)

**F. Suffering**

□ April 12
Debate Readings: *EdM* (Aug. 1995); O'Rourke 311-16 (On Reserve in Library)
□ April 15
Discussion of Debate
□ April 17
Theodical Theories Readings: *The Velveteen Rabbit* (On Reserve in the Library)
□ April 19
Summary
□ April 22
Test 3

**G. Personhood**

□ April 24
Debate Readings: Lammers 44, 45
□ April 26
Discussion of Debate
□ April 29

□ May 1
□ May 3
Final Examination Review