The Center for Bioethics & Human Dignity  
Trinity International University  
Deerfield, IL

BE7700a Contemporary Issues in Bioethics Institute  
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June 19-20, 2019  
1-2 Semester Hours

Course Description

This course is designed as a guided research course to explore emerging issues in contemporary bioethics through topical workshops led by an interdisciplinary team of speakers addressing special areas of respective expertise. The topics of the 2019 Institute include workshops exploring current issues in Conscientious Practice in Healthcare: Ethics, Clinical, and Legal Issues and Suffering, Pain, Opioids, and Compassionate Care for Patients: Controversies and Hope. Special emphasis in the workshops will be given to the professional dimensions of the issues under consideration, as well as an examination of the evolving academic literature. Students may also register for the conference wrap-around course for an additional 2-3 credit hours or register for the conference at the full-time student rate. This course is only available for academic credit. Students must attend all sessions in both workshops and the combined session.

Course Learning Objectives

- Identify the prospects, challenges, and ethical implications for several emerging issues in contemporary bioethics enabling participants to actively engage in the public discussion of these issues.
- Examine the historical, legal, philosophical, sociological, and theological dimensions of several emerging bioethical issues so as to promote interdisciplinary engagement.
- Be equipped to analyze and interact with competing perspectives with regard to emerging issues in contemporary bioethics that result from continued developments in science, medicine, and technology.

Required Texts

Assigned books contain a range of perspectives, so a critical eye when reading them and when discussing them in class will be important.

1 Credit Hour Participants should choose one reading emphasis below:

Conscientious Practice in Healthcare Reading Emphasis — (Text is suggested and may be substituted with permission)
- Or, read approximately 200 pages of reading in relevant peer review literature on the topic.

Suffering, Pain, Opioids, and Compassionate Care Reading Emphasis — (Texts are suggested and may be substituted with permission)
Course Expectations

This course is designed as a guided research experience organized around CBHD’s preconference workshops. The course professor is available to assist students in their research, but students should be aware that this is generally a self-directed research experience and is not designed as a traditional course experience with scheduled classroom time with the professor. Students are expected to attend every session of the both workshops and the combined session and actively participate in discussion. Students are encouraged when possible to complete reading assignments prior to the workshops in order to be prepared for material discussed. Students will also be expected to turn in written assignments by the assigned deadlines, reflecting the guidelines defined in this syllabus and set forth in class. Failure to turn assignments in on-time will result in a grade reduction at the professor of record’s discretion.

Academic Dishonesty

Founded upon the principles of Scripture and Christian tradition, the Graduate School expects the members of its community to lead lives that are characterized by honesty and integrity. This expectation is equally important in academic matters as well as personal affairs. A policy on academic dishonesty must be understood in this broader context of personal integrity and character.

Definition

Academic dishonesty is not limited to “cheating” in or out of the classroom. It also includes plagiarism and misuse of library and/or academic resources on campus. Plagiarism consists of representing ideas and/or direct written material from other sources as one's own work. Cheating consists of any dishonest behaviors that afford the student an unfair advantage over other students in course requirements.

Avoiding Plagiarism

Morally considered, plagiarism is a combination of theft and deception. This judgment has as its basis the principle that ideas, facts, and arguments, even sentences and phrases, are “owned” by those who discover or originate them. Moreover, when these entities are copyrighted (as almost all published materials are) that ownership is stringently defined and protected by law.

No longer, then, can a person in good conscience or much safety write individual paragraphs and sentences, much less prepare entire papers, simply by finding a reference source addressed to the topic in question and changing its wording. The basic principles of documentation and practice require appropriate attribution to the source and creative use of what others have thought, researched, and written.

Americans with Disabilities Act

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Mary Guthrie, Assistant Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Mary Guthrie to discuss your needs. You can contact her at mcguthrie@tiu.edu or 847.317.7114.
Learning Assignments/Required

- All reading (unless otherwise noted) will be completed at a level of competency that will allow the reader to critically interact with concepts (note: this may require the reading of materials more than once).
- Reading assigned materials — prior to the first Institute if possible
  - Mandatory only for academic credit students.
  - Students must submit a reading report with their final paper to confirm the percentage of reading completed by Friday, August 9, 2019.

- Written materials to be submitted within one week after the completion of the workshops by Friday, June 28, 2019.
  - A brief paragraph describing the topic(s) in bioethics that the participant proposes to research for the post-Institute paper(s)/project and indicating which perspectives will be addressed.
  - After reviewing these proposals, the professor will provide guidance where needed to assist participants in refining them.

- Research Paper
  - All academic credit students will submit a Research Paper (8-10 pages). The paper should explore a bioethical topic or issue relevant to one of the workshops at significant depth, analyze multiple competing perspectives on the topic or issue, and develop a constructive Christian proposal for the topic or issue. Other formats for this paper may be proposed in the paragraph submitted to the professor, but are subject to approval.
  - Papers are to be 8-10 pages, double spaced, 12 pt. font, 1” margins, and use footnotes or endnotes in any of the following styles (TIU style guide, Turabian, or Chicago are acceptable formats). Papers should reference multiple sources beyond the assigned readings, consulting more primary sources than secondary source materials. Research should interact with recommended resources in the proposal feedback from the course professor and pertinent readings from the TGS Suggested Reading List on myTIU. Students should interact with a number of other primary sources that include materials from peer-reviewed journals and monographs by prominent contributors to bioethics. Students also are strongly encouraged to consult the topical bibliographies listed on https://cbhd.org. Page numbers (not including the cover page or bibliography) should be included. Additional guidelines are provided in the document Guidelines and Requirements for Research Papers attached to this syllabus.

- Second Research Paper or comparable project (2 hour academic credit students only)
  - 2 credit hour students will submit a second Research Paper (12 pages) on an additional bioethical topic or issue relevant to the workshops. Papers are to be 12 pages, following the same guidelines (with the exception of length) of the first paper. Other formats for this paper may be proposed (such as a literature survey with annotated bibliography) in the paragraph submitted to the professor, but are subject to approval.

Papers and projects should be emailed to Dr. Sleasman (msleasman@cbhd.org) by August 9, 2019. Papers should be submitted in .PDF, .DOC, or .DOCX format. If you use another program, please export/save your document in one of the accepted file formats.

Assessment & Final Course Grading

- Papers will be graded with respect to organization, quality of composition, depth of research, and demonstrated competency with respect to the issues at hand.
- Late papers or those in excess or deficient of the page length will be evaluated more strictly, out of fairness to other students.
1 Credit Hours       2 Credit Hours
Reading              10%               10%
Paper                90%               40%
Paper 2              NA                50%

Grading Scale:

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Wednesday, June 19, 2019
Workshop: Conscientious Practice in Healthcare: Ethical, Clinical, and Legal Issues
Presenters: Steven Aden, JD & Lauris Kaldjian, MD, PhD
8:30-9:25am “Conscience: Historical and Contemporary Concepts”
9:25-10:20am “Conscience Protections for Healthcare Professionals at the Federal Level”
10:20-10:35am Break
10:35-11:30am “A Survey of State Protections for Conscientiously Practicing Healthcare Professionals”
11:30am-12:30pm Lunch
12:30-1:25pm “Goals of Care, Concepts of Health, and the Moral Dynamic of Shared Decision Making”
1:25-2:20pm “Healthcare Rights of Conscience in the Courts, and a View to the Future of Conscience Protections”
2:20-2:35pm Break
2:35-3:30pm “Conscientious Practice and Love of Neighbor in Christian Ethics”

Combined Session
4:00-5:30 pm Martha Twaddle, MD – The Intersection of Ethics and Patient-Centered Care

Thursday, June 20, 2019
Workshop: Suffering, Pain, Opioids, and Compassionate Care for Patients: Controversies and Hope
Presenters: Ryan Nash, MD, MA, FACP, FAAHPM & Nicole Shirilla, MD, MEd
8:30-9:30am “The Rise of the Palliative Care Movement in Medicine”
9:30-10:15am “The Opioid Crisis”
10:15-10:30am Break
10:30-11:30am “Clinical and Policy Responses to the Opioid Crisis in Medicine and Effects on Palliative Care”
11:30am-12:30pm Lunch
12:30-1:30pm “Christian Perspectives on Pain and Suffering”
1:30-2:30pm “Bio-psychosocial-spiritual Aspects of Medicine and the Limits of Contemporary Practice”
2:30-2:45pm Break
2:45-3:30pm “The Good Life, the Good Death, and a Call for Caring”
Guidelines and Requirements for Bioethics Summer Course Research Papers

Have a clear research question from the start. “How” and “why” questions are important, as they naturally lend themselves to creating an argument. You must make an argument and not just recite facts or quotations, or merely report on what you have read. The argument needs to be more than your opinion or personal reflection.

A general rule is that you should consult twice the amount of resources as the pages required for the paper. For example, if you are required to write a ten page paper, you should consult twenty resources. Some of this will fall into background reading, and you likely will not end up including all of these resources in your paper. Your bibliography should only include resources that are cited in the paper.

It is essential to consult resources outside the required reading for the course. Start by utilizing the suggested reading list provided for the course and recommended by the professor, along with the bibliographies available on https://cbhd.org. Move on to reading academic articles and journals. Do not rely solely on secondary sources and avoid dependence on internet sources unless they are formal reports or reputable journals. Use primary sources in your research as much as possible. Do not just read about Kant or Aristotle, read their writings directly. Find out what major research studies or seminal works have been done on your topic and access those as well.

Avoid plagiarism by citing all quotes, paraphrases, and ideas that are not originally yours. Trinity’s policy on plagiarism can be found in the Academic Handbook. Use footnotes or endnotes in a consistent style. TIU Style Guide, Turabian, Chicago, or SBL are acceptable formats. Consult a manual for whichever style you choose and follow that style consistently throughout the paper. Rolfing Library provides a number of resources for assistance for proper citation and formatting on their website (http://library.tiu.edu/citationhelp).

Use direct quotes sparingly, reserving them for thoughts that you cannot say as well in your own words. Any direct quotes should have an explanation unpacking them. Also, when using a quote, it is strongly preferred to cite the original source in which the quote occurred rather than later secondary citations. Shorter quotes should have double quotation marks around them. Longer quotes (50+ words) should appear as block quotes, single-space, and fully indented from the left margin. Biblical citations should note which translation and be accompanied with appropriate explanation. If the citation is significant to the overall argument, consult pertinent biblical scholarship (e.g., commentaries such as Pillar, New International Commentaries, Word Biblical Commentaries, etc.).

The paper should be written in Times New Roman using 12 point font and double-spaced. Use 1 inch margins on the top, bottom, left, and right sides of the page. Please do not make adjustments to these guidelines.

All papers need to have a cover page, which should include the title of the paper, your name, the course, and the date on which it was submitted, and your email address to facilitate the return of graded papers.

Make sure the pages are numbered on the bottom. The first page is blank with numbering beginning on page two of the paper (the number two at the bottom). The title page should be numbered.

Proofread your paper and have a friend proofread it as well. A second proofreader will pick up on things that you have missed. Let’s face it you have been staring at this paper for far too long! Do not rely solely on the spell/grammar check.

If it has been awhile since you have written a formal research paper or if this is not a skill previously developed, the University Student Success Center may be able to provide writing assistance for you. Contact information for the USSC: 847.317.8193.