

Course ID:	Course Title:	Fall 2021
PH/BIO 320	Bioethics	Prerequisite: PH125 or BIO 133
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	W & F	Instructor:	Ken Nickel, PhD	First day of classes:	SEP 8
Time:	8:15 - 9:30	Email:	knickel@ambrose.edu	Last day to add/drop, or change to audit:	SEP 19
Room:	2133	Phone:	403-410-2000 ext 6903		
Lab/ Tutorial:		Office:	2103	Last day to withdraw from course:	NOV 22
		Office Hours:	Drop-in or upon request	Last day to apply for coursework extension:	NOV 23
Final Exam:	Fri Dec 17 @ 9:00 2133			Last day of classes:	DEC 13

Course Description

This course examines the moral and legal concerns related to a variety of health related services, research programs, and medical interventions. Issues to be examined include, but are not limited to, abortion, euthanasia, genetic engineering, stem cell research, reproductive technology, commodification of organs and bodily tissue, patient consent, and the distribution of scarce medical resources.

Expected Learning Outcomes

1. Students should be able to understand and articulate a range of normative moral perspectives on a host of practical medical, health, and wellness related issues.
2. Students should appreciate the broad metaphysical and epistemological contours that give shape to bioethical considerations and issues. Bioethics is always done at the intersection of science/nature and values/culture, and students should be able to think reasonably and responsibly in the midst of these exchanges.
3. Students should come to understand a broad spectrum of views related to human well-being across the life span. Students should be able to articulately and philosophically explain key concepts like “life”, “wellness”, “disease”, and “death”, *etc.*
4. Students should be able to recognize the legal and political implications of bioethical concerns. Students should be able to appreciate how legal theory, legislation, and public policy can give shape and direction to bioethical conversation. In turn, students should be inspired and motivated to apply their reasonably cultivated philosophical reflections in related areas of law and public policy, as well as private individual decision making.

Textbooks

Weijer, Charles, and Anthony Skelton. *Bioethics in Canada*. 2nd ed. Don Mills, ON: Oxford University Press, 2019.

Recommended:

Vaughn, Lewis, and Jillian Scott McIntosh. *Writing Philosophy: A Guide for Canadian Students*. 2nd ed. New York, NY: Oxford University Press, 2013.

Course Schedule¹

SEP 8	Introduction
SEP 10	Moral Theory
SEP 15	
SEP 17	Chapter 1: Conception and Embryos; Chapter 2: Fetuses
SEP 22	
SEP 24	
SEP 29	Chapter 3: Procreation and Child Rearing; Chapter 4: Adults and Decision-making
OCT 1	
OCT 6	NO CLASSES
OCT 8	
OCT 13	Chapter 5: Conflict about Appropriate Treatment; Chapter 6: Equipoise and Clinical Research
OCT 15	
OCT 20	
OCT 22	Chapter 7: Justice and Access to Health Care; Chapter 16 Neuroenhancement
OCT 27	
OCT 29	Chapter 8: Obligations to the Global Poor; Chapter 14: Public Health
NOV 3	
NOV 5	
NOV 10	READING WEEK
NOV 12	READING WEEK
NOV 17	Chapter 9: Assisted Suicide and Euthanasia; Chapter 10: Defining Death;
NOV 19	
NOV 24	Chapter 11: Harvesting Organs from the Dead
NOV 26	Chapter 15: Research on Non-human Animals
DEC 1	
DEC 3	Chapter 17: Sexual Justice and Health Care
DEC 8	
DEC 10	

¹ Course schedule is provisional and may change to address timely and pressing issues.

Requirements:

1. **Attendance & Participation** 10%
 - Please make every effort to be seated and prepared for class by 8:15. In-person attendance will be taken before each class.
 - In-person participation is welcomed in the form of questions, but all students are expected to give evidence of participation in Moodle Discussion forums, e-mails, meetings, etc.
 - Students lose 1 mark for every absence. Two 'lates' is equivalent to ONE absence. Students who repeatedly abbreviate attendance may also be deemed absent. Students whose 'attendance' is perfect but whose quality of engagement is negligible should anticipate nothing better than C+ (7/10) for this portion of their grade.

2. **First Writing Assignment (1200-1400 words)** 15%
 - Due: **October 8** *before* class (electronic and paper submissions)
 - A separate document regarding topics, format and submission guidelines, and late policy will be available on Moodle. Papers will be submitted by the Instructor to **"Turnitin"** for originality assessment. Personal privacy is protected.
 - Students must submit this assignment to be eligible to write the Final Exam.

3. **Second Writing Assignment (1200-1400 words)** 15%
 - Due: **November 5** *before* class (electronic and paper submissions)
 - A separate document regarding topics, format and submission guidelines, and late policy will be available on Moodle. Papers will be submitted by the Instructor to **"Turnitin"** for originality assessment. Personal privacy is protected.
 - Students must submit this assignment to be eligible to write the Final Exam.

4. **Third Writing Assignment (2800-3000 words)** 25%
 - Due: **Monday, December 13 @ 4:00 PM** (electronic only - no paper submission required)
 - A separate document regarding topics, format and submission guidelines, and late policy will be available on Moodle. Papers will be submitted by the instructor to **"Turnitin"** for originality assessment. Personal privacy is protected.
 - Students who have not submitted all assignments will not be permitted to write the Final Exam.

5. **Comprehensive / Cumulative Final Exam** 35%
 - Date: **Friday, December 17 @ 9:00 AM** in 2133.
 - Students must pass the Final Exam to ensure a passing grade in the course. Even if a student's accumulated grades are above 50%, the Professor reserves the right to withhold a passing grade for the course if the student fails the Final Exam.
 - Students should refrain from scheduling all other commitments (e.g., flights or travel of any sort) that will conflict with the Final Examination schedule. Final examinations will not be rescheduled to accommodate travel arrangements.

Attendance:

(See requirements)

Grade Summary:

Letter Grade	GPA	Description	Percentage
A+	4.0		96-100 %
A	4.0	Exceptional	91-95 %
A-	3.7		86-90 %
B+	3.3		82-85 %
B	3.0	Exceeds Expectations	75-81 %
B-	2.7		72-74 %
C+	2.3		68-71 %
C	2.0	Meets Expectations	63-67 %
C-	1.7		60-62 %
D+	1.3		56-59 %
D	1.0	Minimal Pass	50-55 %
F	0.0	Failure	≤ 49 %

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other: (On a more personal note)

- ✓ **Classrooms are not public spaces.** When you pay tuition you become temporarily entitled to a private audience with me, your Professor. That audience occurs in a classroom only because my office isn't big enough. Therefore, please behave in *my* class as you would if you came to *my* office for the same instruction. You are free throughout the semester to disagree with me and your fellow students on the condition that you do so with civility and an appropriate degree of respect. Due to Covid protocols guests are not welcome in class this semester.
- ✓ **Students are responsible to check the Moodle** course site and their Ambrose e-mail accounts regularly. I like to use Moodle and/or e-mail to remind students of upcoming topics and readings. E-mail and Moodle may be used to notify you of cancelled classes or other important and immediate details relating to the course.
- ✓ **Use recording devices, head phones,** and all other non-essential technology is **prohibited** – unless a Learning Services contract is provided.
- ✓ **Text messaging** during class is discouraged.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor

may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-