



**Chaminade**  
**University**  
OF HONOLULU

**Course Syllabus:**  
**BI 302 Spring 2021**

[Chaminade University Honolulu](https://www.chaminadeuniversity.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

**Class time: Wednesday 1:30-2:20pm HENRY Hall 107**

**Instructor Information:**

Dr. Claire Wright, Ph.D.

Associate Professor of Biology, School of Natural Science and Mathematics, Wesselcamper 106

Office Hours: Tuesdays and Thursdays 1-3pm or by Zoom (you choose the time) – calendar access to book your appointment is below!

<https://chaminadeuniversity.youcanbook.me/>

Choose a time and I will send you the zoom link

[Claire.wright@chaminade.edu](mailto:Claire.wright@chaminade.edu)

**Required Text:**

No specific text book, reading and media will be assigned or expected to be searched for from publicly available resources.

**COURSE TITLE: BI-302 - SCIENTIFIC WRITING II - BIOETHICS AND CONDUCT**

**Course Description:** This class is a continuation of BI 300. Students will focus upon contemporary ethical issues in science and medicine including funding policies, ethics and conduct of research and medicine. Course will culminate in writing of an authoritative review paper on an issue of interest selected by the student.

**Course Elements:** This is a debate format class, where students are expected to discuss various ethical issues from different standpoints. Each student takes turns at leading an argument and mediating discussions. Through this practice students will:

- Understand the central, moral and philosophical and social problems in the biological sciences.
- Be able to formulate, present and defend a particular position on a moral or policy issue in the biological sciences and be able to communicate these ideas and conclusions effectively during discussion and debate.
- Develop the critical skills needed to evaluate and articulate moral and philosophical claims, arguments and goals frequently found in the biological sciences.
- Review the ethical issues and policies addressed by ethics committees.
- Be able to write clearly, eloquently and effectively about a particular moral dilemma.
- Learn to direct and manage future learning about ethics.

### Grading Scale

A	Excellent	>90%	450 points or more
B	Good	>80%	400 points
C	Average	>70%	350 points
D	Below Average	>60%	300 points
F	Failure	<60%	299 points or less

### Assignments and Grading

Specific Assignment	Points	% Of Grade	Due Date
Attendance	150	30%	Each week -semester long
Lead role	100	20%	Each week - semester long

(For each class at least one question must be submitted and if a class missed, the student must review ALL materials for that week and a two-page summary submitted to demonstrate active participation in this experiential class)

Papers (x3)	100	20%	During semester (timetable)
Final paper	150	30%	Due at Last class

## Learning Outcomes:

**Marianist Values** – Refer to your Canvas WELCOME learning module to see specifically how this class aligns with Marianist Values.

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

## Course learning outcomes:

### Student Learning Outcomes

- 1) Be able to weigh up both sides of an ethical/moral issue.
- 2) Understand why an ethical issue may have several stand-points and why differences in agreement may vary depending on context.
- 3) Examine the processes of the development of ethical policy.

### Linkage to Program Learning Outcomes

- (PLO 1–6)
- (PLO 1-6)
- (PLO 1-7)

- 4) Produce a written summary of an evidence assessment. (PLO 1-6)
- 5) Complete a balanced argument final discussion paper on an bioethical issue (PLO 7)

### **Biology Program Learning Outcomes (PLO)**

Upon completion of the B.S. degree program in Biology the student will demonstrate:

1. Apply the scientific method in the design and testing of hypotheses
2. Transform and display, statistically evaluate, validate, and interpret scientific data and communicate the results of such analyses effectively both orally and in writing
3. Acquire, summarize, and synthesize information from published scientific literature, databases and bioinformatics software to extract and interpret biological data
4. Recognize the chemical and physical principles that underlie all life forms, and the biological organization at the molecular, cellular, tissue, organ, organism, and system levels that emerge from these principles
5. Define the components and processes of genetic and epigenetic information transmission, and their determinant effects on the adaptive and evolutionary processes that they drive
6. Evaluate the etiology of major human disease burden in terms of, pathophysiological mechanisms, epidemiology within populations and possible therapeutic approaches
7. Integrate an awareness of bioethical issues to positively influence the application of science to service, justice and peace in the solution of societal problems.

**Technical Assistance for Canvas:** This information can also be found in the WELCOME MODULE in 'Instructions for using Technology in this class'.

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe or Smarthinking.

Tutor Me and Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account - Notifications - TutorMe or Smarthinking. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## **Additional Departmental and University Polices**

### 1. Electronic Devices

Use of music devices and cell phones is prohibited during all School of Natural Science and Mathematics classes at Chaminade, **unless specifically permitted** by your instructor. Use of cellphones and music devices in laboratories is a safety issue. In addition, use of cellphones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may be subject to laboratory safety violation fines. You will be asked to leave class and marked absent if you do not comply. This will negatively affect your grade. Please refer any questions to the Dean of Natural Sciences and Mathematics.

### 2. ADAA Statement

2.1 Pursuant to several federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to enjoy equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at 808-735-4845 for further information.

#### **Disability access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### 3. Attendance & Tardiness

3.1 Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and should make arrangements to complete their missed assignments. Notification

may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension or by leaving a message with the instructor's division office (Natural Science and Mathematics - 1 (808) 440-4204). It is the instructor's prerogative to modify deadlines of course requirements accordingly.

**1. Chaminade administrative withdrawal policy. If you miss **two** consecutive classes in an unexcused fashion (i.e. with prior email approval form me) then you will be withdrawn from the class.**

**2. Additional attendance requirements. No more than four classes may be missed across the whole semester. Failure to score at least 20 points on attendance will result in failure of the course.**

3.2 Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being **withdrawn** from the course by the instructor, although the instructor is not required to **withdraw** students in that scenario. Repeated absences put students at risk of failing grades.

### 3.3. Tardiness

Reasons for tardiness should be explained to the instructor at the end of the class. Repeated tardiness may lead to a grade reduction for the course. Repeated unexcused tardiness may result in discussion with the instructor regarding the ability of the student to commit to the class.

### 3.4 . Policy on Make-Up Tests

Makeup exams and quizzes are not given unless a student is ill and contacts the instructor within 24 hours of missed class period. A **doctor's written excuse** should be supplied at the NEXT class attended. Extra credit opportunities may be available during the course of regular lectures or may be written into the exams.

## 4. Policy on Communication

4.1 The University provides a Chaminade email address for all students. Official Chaminade communications will be sent to the students' Chaminade email address and instructors will use only this email to communicate with students. It is the responsibility of the student to check their email frequently. Report email-related problems to the Helpdesk at 808-735-4855 or [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu).

Refer to the instructions in the WELCOME MODULE ON CANVAS - '**What should I expect from my Instructor?**'

## 5. Title IX Declaration

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we

encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

#### 6. Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).

**Cheating in the form of plagiarism, collusion, deception and will not be tolerated and will negatively affect your grade.**

**7. The instructor may modify elements of this syllabus according to the operational needs of the class. Please keep on track of changes given the fluctuating pandemic restrictions.**

Tentative Course Outline: Every effort has been made to ensure that the material in this syllabus is accurate and complete. The instructor reserves the right to make any changes in the contents of this syllabus that she deems necessary or desirable.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading and Assignments</b>
<b>MODULE 1: WELCOME AND INTRODUCTION</b>			
<b>SYLLABUS &amp; COURSE OVERVIEW</b>			
1	2/3	General discussion of the history of Bioethics and moral behavior. Setting of class conduct rules and expectations <b>EXAMPLE 'DEBATE'- CASE 1</b>	Case 1
2	2/10	<b>Morality and Moral disagreement.</b>  Themes: Primary resources vs. opinion pieces. Moving the needle on society opinion.	Case 2
<b>MODULE 2: LABORATORY ETHICS</b>			
<b>POSITIONS OF POWER - CASE 2</b>			
3	2/17	Themes: Social/professional conduct and misconduct, Responsibilities of professional power dynamics, Pressures on behavior - Falsification of data <b>SCIENTIFIC MISCONDUCT - CASE 3</b>	<b>FIRST PAPER DUE</b>  'The principles of bioethics'
4	2/24	Themes: Credit where credit is due. Criminalizing biomedical science - responsibility	Case 4
<b>MODULE 3: ANIMAL EXPERIMENTATION</b>			
<b>GOVERNING RULES AND REGULATIONS - CASE 4</b>			
5	3/3	Themes: The role of The Institutional Animal Care and Use Committee (IACUC). Variety in the rules and structure.	Case 5
6	3/10	<b>OUR DUTY TO NATURE - CASE 5</b>  Themes: Consciousness, rationality and animal rights.	Case 6
<b>MODULE 4: BIOMEDICAL RESEARCH ETHICS</b>			
<b>COMPLEX IN VITRO ISSUES - CASE 6</b>			
7	3/17	Themes: Stem cells. The goo of life and debate of the century. Fetal and mother conflict. Prenatal screening, sex selection and cloning.	Case 7  <b>SECOND PAPER DUE</b>



			'The ethics of information literacy'
		<b>HUMAN SUBJECTS RESEARCH OVERSIGHT - CASE 7</b>	Case 8
8	<b>3/24</b>	Themes: Tissue collection. Informed consent and the role of the Institutional Review board (IRB).	
		<b>DOING COMPLEX HUMAN SUBJECTS RESEARCH - CASE 8</b>	Case 9
9	<b>3/31</b>	Themes: At risk populations. Research in developing countries.	

## MODULE 5: MEDICAL ETHICS

### PHYSICIAN SPECIFIC ISSUES

			Case 10
10	<b>4/7</b>	Themes: Patient rights and confidentiality. Should a doctor always tell the truth? Killing and letting die - rethinking treatment. Advanced directives, euthanasia and medically assisted suicide.	<b>THIRD PAPER DUE</b> 'Autonomy'
		<b>MEDICINE IN THE AGE OF PERSONALIZED CARE - CASE 10</b>	Case 11
12	<b>4/14</b>	Themes: Genetic testing and healthcare, ownership of DNA data	

## MODULE 6: RELIGIOUS AND CULTURAL PERSPECTIVES

### UNDERSTANDING DIFFERENT VIEW-POINTS - CASE 11

			Case 12
13	<b>4/21</b>	Themes: comparison including, Buddhist, Chinese, Hindu/Sikh, Jehovah, Jewish, Protestant and Catholic. Conflict between beliefs.	<b>Final date for final paper review/discussion/feedback</b>
		<b>CULTURAL COMPETENCY AND CONTEXT - CASE 12</b>	<b>FINAL PAPER DUE</b>
14	<b>4/28</b>	Themes: Should the decisions of ethics committees be based on community values? Historical social values and Mental health.	<b>Individual ethics topic</b>