Center for Bioethics and Medical Humanities
Proposal for a Graduate Minor in Bioethics

June, 2015
[Revised September, 2015]
[Revised October, 2015]

Graduate Studies Committee Proposing the Graduate Program MA in Bioethics:
Ryan Nash, MD, MA (Chair)
Alan Litsky, MD, ScD
Karla Zadnik, OD, PhD

1. **Title of the proposed graduate minor:** Graduate Minor in Bioethics

2. **Rational for its development**
Currently, the University does not offer any programs on the graduate level in bioethics. In light of the established presence of bioethics as a multidisciplinary and interdisciplinary field, the Center for Bioethics was launched in 2013 with the task of addressing this need. An MA in Bioethics has been proposed, and a Graduate Minor in Bioethics is a natural programmatic extension of the proposed MA in Bioethics. In short, the primary rational for developing the Graduate Minor is to offer scholarship and training in ethics for graduate students in a field that warrants the University’s attention.

As part of the planning process for the MA program, Ryan Nash (Director, Center for Bioethics) met with deans and directors from the OSU health campus colleges and schools—including College of Medicine, Biomedical Science, Health and Rehabilitation Sciences, College of Nursing, College of Optometry, College of Pharmacy, and College of Veterinary Medicine—to discuss the MA and Graduate Minor. The leaders from the health campus colleges and schools have all expressed agreement that a Graduate Minor in Bioethics would serve their graduate students well.

Further conversations with leadership in the Colleges of Public Affairs, Law, Public Health, Social Work, the Department of Philosophy, and other “stakeholder” disciplines for bioethics have led to the same consensus that a Graduate Minor is a welcome addition for the University. Naturally, this consensus represents a qualitative statement in favor of the Graduate Minor. Regarding quantitative data, the below survey of OSU student and faculty interest in the Bioethics MA offers relevant support for the Graduate Minor.

**Survey of responses from OSU students and faculty:**
The Center for Bioethics emailed a web-based survey to OSU students and faculty from Colleges and Schools that would closely aligned with Bioethics (Colleges of Medicine, Nursing, Public Health, Pharmacy, and the School of Allied Health, etc.). The survey
currently remains open for continued feedback, and yet the results from the first 100 are listed below (please note: the responses include faculty, professionals, students and others who may be offering an opinion on the program whether or not they are personally interested in applying to the program).

- 91% stated that bioethics is important to their field/discipline/profession
- 73% expressed “moderate” or “hardly” any satisfaction with the current availability of ethics training/resources at OSU
- 95% stated being in favor of an MA in Bioethics being offered at OSU
- 57% stated personal interest in applying to the MA program

3. Brief description of its purpose, including anticipated benefit for participants

   The purpose of this proposed Graduate Minor is to offer training and research opportunities in bioethics and professionalism for masters or doctoral students both (1) from the health professions such as pharmacy, veterinary medicine, nursing, allied health, psychology, public health, and other health care related fields and (2) from the disciplines that engage bioethics outside the health professions which can include Law, Philosophy, History, English, Comparative Studies, Religion, Public Policy, Women’s Studies, etc.

   According to the Association of Bioethics Program Directors, health systems are increasingly turning to professionals and researchers engaged in bioethics to help deal with difficult dilemmas in the care of patients and for policy formation. Credentialing groups have and will consider advising or requiring hospitals and health systems to have trained professionals in bioethics to support the institutions. Further, bioethics is a growing interdisciplinary field that translates between the applied and more basic disciplines. It is a nexus of many perspectives on how medicine, healthcare and research should be done. The number of students from a diversity of disciplines seeking to study this area has increased dramatically in the last two decades. In short, bioethics is a growing field and the Ohio State University is positioned to help meet the educational need by offering a robust introduction to bioethics through this Graduate Minor.

4. Master list of required courses

   As with the MA program in Bioethics, the Graduate Minor coursework will be available primarily online, and select courses may be offered onsite. For example, in addition to being offered online, Clinical Ethics (BIOETHIC 6020) and Advanced Clinical Ethics (BIOETHIC 7xxx) may be offered onsite as part of the Fellowship in Bioethics program requirements. Such onsite courses will naturally count towards completion of the online Graduate Minor in Bioethics.

   The Graduate Minor in Bioethics requires a minimum of 12 credit hours of courses. A minimum of 6 of these credit hours must be taken from the core courses. The remaining 6 credit hours may be taken from other core courses or from the elective courses listed below.

   Syllabi for the courses below are included in Appendix A.

   **Core Courses**
   - BIOETHIC 6000: Bioethics Theory & Foundations (3)
This course offers a philosophical survey of the moral foundations of contemporary bioethical theories and health care policies. Utilizing both primary texts and select case studies, this course explores issues such as the nature of health and disease, the definition of death, end of life care, the morality of abortion, euthanasia, physician-assisted suicide, distributive justice in health, health care reform, social justice, environmental ethics and more. Special attention will be given to the four moral principles—autonomy, non-maleficence, beneficence, justice—as well as to the challenge of securing consensus of moral norms. Prerequisite: N/A

- **BIOETHIC 6010: Biomedical Research Ethics (3)**
  The broad intent of this course is to highlight the importance of ethics in biomedical research and to explore how critical ethical thinking can be used to analyze personal decision-making, public regulation, and the law concerning advanced biomedical sciences/technologies and their clinical applications. This course will a) provide a foundation in traditional bioethics, a consideration of the subcategories of bioethics, neuroethics, and eugenics and b) instruct students in how to apply ethics to contemporary issues in research and technology. Prerequisite: N/A

- **BIOETHIC 6020: Clinical Bioethics (3)**
  This course will explore the major clinical ethical issues confronting the practices of medicine and biomedical science. This course will familiarize students with common legal and institutional positions, and will include consideration of multiple sides of key debates amidst the various topics, especially: medical indication, patient/professional preferences, futility, end-of-life, palliative care, substituted judgment, killing vs. letting die, autonomy, capacity evolution, pediatric decision making, etc. Prerequisite: N/A

- **BIOETHIC 6030: Bioethics, Law, and Public Policy (3)**
  This course will instruct students in rudimentary legal research skills, constitutional foundations of health care law applicable to some classical and contemporary legal issues, and an overview of the structures of the legal system of the United States. Special attention will be given to key legal issues affecting health care systems and practice, including human subjects research, death and dying, transplantation, genetic and reproductive law, vaccinations, as well as quarantine and isolation. Prerequisite: N/A

- **BIOETHIC 6xxx: Bioethics Symposium (3)**
  This unique course follows a longitudinal format with monthly 3-hour lectures, presentations, panel discussions, and/or debates led by various OSU faculty and guest lecturers. The intent of the course is to present to students a wide exposure to the most relevant, contemporary, and controversial topics in bioethics presented from a wide array of experts in the disciplines intersecting bioethics. Prerequisite: N/A

**Elective Courses**

- **BIOETHIC 7xxx: History of Medical Ethics and Bioethics (3)**
  The main goal of this course is to explore the historical roots of the field of bioethics. The course will be divide into two main parts: the first is a broad
survey of key figures and movements in medical history from antiquity to modernity, including the Hippocratics, Galenic medicine, the birth of dissection, Christian hospitality, Medieval medicine, modern surgery, the age of antibiotics, etc. The second part will cover the recent history of bioethics as a field, focusing specifically on the developments in the 20th century that led to the birth of bioethics and the use of the term “bioethics” in the 1960s and 1970s. Prerequisite: N/A

- **BIOETHIC 7xxx: Film, Media, and Bioethics (3)**
  This interdisciplinary course is intended to develop students’ understanding of and appreciation for the complexities of biomedical ethical problems by examining these problems through the viewpoint of film. The films selected for this course address critical and controversial topics that affect all humans, including, medical anthropology, line between genius and madness, effects of severe illness, end of life decisions, personal identity, autonomy, substituted judgment, disabilities, healthcare distribution and justice, etc. Prerequisite: N/A

- **BIOETHIC 7xxx: Advanced Clinical Bioethics (3)**
  Building upon Clinical Bioethics, this course will engage students in the more advanced processes and procedures of clinical ethical analysis, focusing on ethical reflection, negotiation, and decision making in clinical ethical scenarios. Theoretical frameworks, concepts, and applied analytical strategies will be examined in light of their usefulness for practice. Prerequisite: BIOETHIC6020

- **BIOE 7xxx: Bioethics and the Holocaust (3)**
  This course is designed to allow students an in-depth study of one of the most troubling periods in the history of medicine—the active participation of physicians in the Holocaust. Between 1933 and 1945, time honored medical practice took a hiatus. In his determination to create an Aryan “master race,” Adolf Hitler and his Nazi cohorts created an insane biocracy, which involved the murder of millions of innocent men, women and children. Physicians sworn to uphold the Hippocratic Oath turned from healers to killers. During this course, we will explore the reasons for this anomaly, the methods of killing, and the horrific experiments in the camps. We will attempt to understand the distorted rational behind this genocide by ordinary men and women. We will also discuss, in depth, analogies to today's medical practice. Prerequisite: N/A

- **BIOE 7xxx: End of Life Ethics (3)**
  Over 2/3rds of clinical ethics dilemmas involve end-of-life decision-making. End-of-life care and palliative care are growing fields. This course will engage the essential ethics issues involved in end-of-life care. Clinical cases and medical knowledge will be explored. The prevailing procedural ethics of our time will be utilized to discuss ethical dilemmas. However, this framework will not be sufficient. After consideration of the practical/experiential, and the secular ethic we will have rich discussion regarding end-of-life ethics from various perspectives. Issues to be discussed will include but are not limited to: withholding and withdrawing medical technologies, palliative sedation, physician assisted suicide, euthanasia, biopsychosocial-spiritual care, organ donation,
artificial feeding and hydration, decision making, grief, and bereavement. Prerequisite: N/A

- **BIOE 7xxx: Genetics and Perinatal Bioethics (3)**
  This course focuses on key ethical issues surrounding women’s health and the pre, peri, and postnatal care of the mother and the newborn, including but not limited to ethics of: pre-implantation genetic diagnosis, prenatal diagnosis, maternal decision making, in-vitro fertilization, prenatal diagnosis, fetal treatment/surgery, neonatal care, genetic counseling, gene therapy, and genetic testing. Traditional approaches to bioethics relevant to perinatal ethics will be identified, appraised, and critiqued at points (including principlism, utilitarianism, naturalized bioethics, etc). Prerequisite: N/A

- **BIOE 7xxx: Religious and Theological Perspectives in Bioethics (3)**
  This course addresses the discourses and interplay of secular, religious, and theological perspectives in the field of bioethics. One central goal of this course is to identify the thought and language of secular, immanent bioethics in comparison/contrast with religious, transcendent bioethics—without glossing the thick plurality of religious differences and perspectives in the major religions of the West and East, including Judaism, Christianity, Islam, Buddhism, Hinduism, etc. Special attention will be given to these various religious views on life, death, suffering, the human body, nature, reproduction, family systems, transhumanism, healthcare distribution (both global and regional), and concepts of health/wellness. Prerequisite: N/A

5. **Administrative arrangements and support for proposed graduate minor**
The Graduate Minor in Bioethics will be administered by the College of Medicine through the Center for Bioethics and the nascent Division of Bioethics and Professionalism in the Department of Biomedical Education. Administrative staffing in place for the proposed M.A. program will also facilitate the Graduate Minor: Ryan Nash, MD, MA. is the Director of the Center for Bioethics; Matthew Vest, MA, PhD(c) (Assistant Director of Graduate Education) will serve as program director; Erika Mitiska (Associate Director) and Kelly Bolt (Executive Assistant to Ryan Nash) will offer additional administrative assistance.

NOTE: the College of Medicine is well into the process of forming a new Department of Biomedical Education that will include a Division of Bioethics and Professionalism. The expected timeline for authorizing and beginning these new administrative structures is Winter/Spring, 2016. At that point, given the faculty placements and new listings, it will be ensured that all below faculty will meet the criteria and be appropriately listed as Graduate Faculty (M or P). However, in the event of an unexpected delay or change of plans for the new Department, the current eligible faculty are sufficient for the first year or more of the MA program.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degrees</th>
<th>M or P Status</th>
<th>Bioethics Expertise &amp; Experience</th>
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</thead>
<tbody>
<tr>
<td>Ryan Nash</td>
<td>MD, MA</td>
<td>M (to be P status)</td>
<td>- MA in Bioethics - Post Doc Professional Clinical Ethics Fellowship (U of Chicago) - Significant clinical/health care ethics</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Gender</td>
<td>Experience and Achievements</td>
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<tr>
<td>Bob Taylor</td>
<td>MD, M</td>
<td>M</td>
<td>Post Doc Professional Clinical Medical Ethics Fellowship (U of Chicago)</td>
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<td></td>
<td></td>
<td></td>
<td>Significant history in clinical bioethics and end-of-life care</td>
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<td></td>
<td>Published in the field &amp; has significant education experience in professional training</td>
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<tr>
<td>Mary Lynn Dell</td>
<td>MD, DMin</td>
<td>M</td>
<td>Graduate training emphasis in ethics</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Served on ethics committees &amp; research ethics services</td>
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<td></td>
<td></td>
<td></td>
<td>Significant experience with professional student education</td>
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<tr>
<td>Karla Zadnik</td>
<td>OD, PhD</td>
<td>P</td>
<td>Significant history teaching research ethics on graduate level</td>
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<td></td>
<td></td>
<td></td>
<td>Extensive experience chairing IRB</td>
</tr>
<tr>
<td>Alan Litsky</td>
<td>MD, ScD</td>
<td>P</td>
<td>Years of experience teaching research ethics on graduate level</td>
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<td></td>
<td></td>
<td></td>
<td>Practical research, administrative, and medical experience leading research compliance committee</td>
</tr>
<tr>
<td>Pam Salsberry</td>
<td>PhD, RN</td>
<td>P</td>
<td>PhD (philosophy) with bioethics focus.</td>
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<td></td>
<td></td>
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<td>Published in the field</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Extensive experience teaching bioethics</td>
</tr>
<tr>
<td>Dana Renga</td>
<td>PhD</td>
<td>P</td>
<td>Graduate research and teaching in film with focus on ethical/societal experience</td>
</tr>
<tr>
<td>Frederic Villamena</td>
<td>PhD</td>
<td>P</td>
<td>Practical researcher with significant experience teaching research ethics on the graduate level</td>
</tr>
<tr>
<td>Carson Reider</td>
<td>PhD, M</td>
<td>M</td>
<td>Expertise in research ethics</td>
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<td>Facilitator; NIH course in human subjects research ethics</td>
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<tr>
<td>Ashley Fernandes</td>
<td>MD, PhD</td>
<td>M*</td>
<td>PhD (philosophy) specialization in Bioethics</td>
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<td></td>
<td></td>
<td></td>
<td>Extensive teaching and clinical ethics experience</td>
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<td>Published &amp; recognized leader in the field</td>
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<tr>
<td>Matthew Vest</td>
<td>MA, PhD(c)</td>
<td>M*</td>
<td>Post Doc Professional Clinical Ethics Fellowship (OSU)</td>
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<td></td>
<td></td>
<td>PhD(c) (theology) specialization in Bioethics</td>
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<td>Background teaching undergraduate courses in bioethics</td>
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<tr>
<td>Name</td>
<td>Degree(s)</td>
<td>Status</td>
<td>Biography</td>
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<tr>
<td>Asma Mobin-Uddin</td>
<td>MD</td>
<td>M*</td>
<td>- Post Doc Professional Clinical Bioethics Fellowship (OSU)</td>
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<td></td>
<td></td>
<td></td>
<td>- Assistant Director Clinical Ethics</td>
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<tr>
<td>Courtney Thiele</td>
<td>JD, MA</td>
<td>M*</td>
<td>- JD specialization in healthcare law &amp; policy</td>
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<td></td>
<td></td>
<td></td>
<td>- MA in Bioethics</td>
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<tr>
<td>Ioan Beldean</td>
<td>MA, MS</td>
<td>M*</td>
<td>- International training in bioethics</td>
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<td></td>
<td></td>
<td></td>
<td>- MA in Bioethics from Case Western</td>
</tr>
<tr>
<td>Susan Lawrence</td>
<td>PhD</td>
<td>M*</td>
<td>- PhD (history) specialization in history of Medicine</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Research expertise in privacy and research ethics</td>
</tr>
<tr>
<td>Todd Barret</td>
<td>MD</td>
<td>M*</td>
<td>- Post Doc Professional Clinical Medical Ethics Fellowship (U of Chicago)</td>
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<td></td>
<td></td>
<td></td>
<td>- Experience in clinical ethics consultations &amp; end-of-life care</td>
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</tbody>
</table>

*Graduate Faculty To Be Eligible “M” Status via Department of Biomedical Education (Winter/ Spring 2016)

The current facilities available to the Center for Bioethics will meet the needs of the online and onsite M.A. program such that no new facilities will be needed.

6. **Plans to enroll students and prospective enrollment, including maximum number of students to be enrolled at any one time**

Paralleling the development and approval of the MA in Bioethics, we envision enrolling a strong initial class of 5-8 students ideally within the next 9-18 months. When the program reaches full maturity, it is likely 15-25 or more full or part time students will be enrolled. To ensure the quality of the Graduate Minor, we would deem the currently maximum number of students is 50, subject to re-evaluating the program in the interests of faculty load and quality teaching standards.
ADVISING SHEET | GRADUATE MINOR IN BIOETHICS

General Criteria applicable to all graduate minors

All academic aspects of the graduate minor are subject to approval by each participating graduate program. Below are listed the general criteria applicable to all graduate minors. Student should consult the appropriate graduate studies committees for specific information regarding the graduate minor in which they are enrolling.

Graduate Minors. A Graduate Minor involves one program outside a student’s major graduate program. A Graduate Minor requires a minimum of 10 hours of graduate-level course work in at least three courses. Twenty hours of graduate level courses is the maximum allowance for Graduate Minors. The student must receive a B or better (or S when applicable) in each course comprising the Graduate Minor. The completed Graduate Minor will appear on the student’s transcript. (Graduate School Handbook, Section VIII.4)

Operating Procedures

1. The student completes the Graduate Minor in Bioethics Program Form (pages 2 & 3), including obtaining his/her advisor’s signature. This form should be submitted as soon as possible, and no later than the end of the student’s first year of graduate studies. The Program Form is then submitted to the chair of the minor program. This form serves as the application to enroll in the graduate minor.

2. The Graduate Studies Committee Chair of the Bioethics graduate program (i.e. the minor program) sends a copy of the completed Graduate Minor Program Form to the Graduate School and to the Graduate Studies Committee Chair of the student’s primary graduate program. The graduate program offering the minor keeps the original.

3. The Graduate Studies Committee will send the student an acknowledgement indicating whether or not the request is approved. The Graduate Studies Committee Chair of the minor program will send a copy of the letter to the Graduate School and the student’s primary Graduate Studies Committee.

4. The student must adhere to the curriculum of the Graduate Minor Program as indicated on the approved Graduate Minor Program Form. If changes in the approved curriculum are necessary, the student must complete a new Graduate Minor Program Form following the above steps. Departures from the approved Minor Program could lead to the specialization not appearing on the student's transcript.

5. Upon completion of the Graduate Minor Program, the student must submit the Graduate Minor Transcript Designation Form (page 3 of http://www.gradsch.ohio-state.edu/Depo/PDF/GraduateMinorProgramForm.pdf) to the Graduate Studies Committee Chair of the minor program. The completed form will be sent to the Graduate School for posting the minor on the transcript.
The OSU Center for Bioethics | Graduate Minor in Bioethics

Program Form
For enrollment into the program, please print and complete both pages of this form. Mail or deliver the form to:

Matthew Vest, Assistant Director of Education
The Ohio State University Wexner Medical Center
Graves Hall 2190
333 West 10th Avenue
Columbus, Ohio 43210

Student Contact Info:

Name _______________________________ Email: _______________________________

Primary/Major Degree Program _________________________________________________

OSU ID (or .#): ________________________ Phone: _________________________________

Signatures:

______________________________________________ Date _________________________
Student Signature

______________________________________________ Date _________________________
Major Advisor Signature

______________________________________________ Date _________________________
Center for Bioethics Graduate Studies Chair

For questions about the program, contact Kelly Bolt 614.366.8405 | Kelly.Bolt@osumc.edu

Please complete and attach the second page below to this form.
Coursework

Below please list the courses you have taken or are planning to take for the Graduate Minor in Bioethics.

1. This Graduate Minor requires a minimum of 12 credit hours of courses. A minimum of 6 of these credit hours must be taken from the core courses. The remaining 6 credit hours may be taken from other core courses or from the elective courses listed below.

2. A grade of B or better is required for each course comprising the Graduate Minor. The Graduate Minor will appear on the student’s transcript. (*Graduate School Handbook*, Sec. VIII.4)

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Grade</th>
<th>Sem/Yr Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOETHIC 6000: Bioethics Theory &amp; Foundations</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>BIOETHIC 6010: Biomedical Research Ethics</td>
<td>3</td>
<td></td>
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<tr>
<td>BIOETHIC 6020: Clinical Bioethics</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>BIOETHIC 6030: Bioethics, Law, &amp; Public Policy</td>
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<tr>
<td>BIOETHIC 6xxx: Bioethics Symposium</td>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Grade</th>
<th>Sem/Yr Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOETHIC 7xxx: History of Medical Ethics &amp; Bioethics</td>
<td>3</td>
<td></td>
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<tr>
<td>BIOETHIC 7xxx: Film, Media &amp; Bioethics</td>
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<tr>
<td>BIOETHIC 7xxx: Advanced Clinical Bioethics</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>BIOETHIC 7xxx: Bioethics &amp; the Holocaust</td>
<td>3</td>
<td></td>
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<tr>
<td>BIOETHIC 7xxx: End of Life Ethics</td>
<td>3</td>
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<td>BIOETHIC 7xxx: Genetics &amp; Perinatal Bioethics</td>
<td>3</td>
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<tr>
<td>BIOETHIC 7xxx: Religious &amp; Theological Perspectives in Bio</td>
<td>3</td>
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</tbody>
</table>
Dear Scott,

We will send you an addendum specifically addressing this issue. In the latest draft of the proposal it is mentioned as well.

In brief, we have at least one additional faculty to add to the list that is currently eligible for at least M status -- Alan Litsky in COM and Engineering. More importantly, the lack of eligibility of most of the others is due to administrative issues that will be remedied soon. The COM is forming a new department of biomedical education. In this new department a new division of bioethics will be housed. (This is approved at the college level and awaiting final university approval). Once the new department and division are formed those faculty on your list that currently lack the appropriate faculty appointment will have the appropriate faculty appointment for M status. If the plan with the new department encounters unexpected delay or problem then we have other mechanisms to correct the issues. Specifically -- Ashley Fernandes is simply listed wrong by the department of pediatrics. He is to be an associate professor. Instead of pushing for the department of pediatrics to make that change now we are simply waiting for the new department and Ashley will have his TIU moved to biomedical education and bioethics. Likewise with Vest. He is currently AMP as an administrator-- his offer letter says that he will be given a faculty appointment once the appropriate TIU is determined. Biomedical education and bioethics will be that home. Instead of placing him in a less appropriate temporary home we have opted to keep him AMP while we set up the new department and division.

We do anticipate one new hire as well. But I cannot offer that position until we have greater clarity on the timing of the program being approved.

Also -- Susan Lawrence is in History.

I hope this makes sense. If you have questions today then please call my cell, as I am out of the office. 614.264.2874

Thank you for your help.

Regards,

Ryan

Ryan R. Nash, MD, MA, FACP, FAAHPM
Hagop Mekhjian, MD, Chair in Medical Ethics and Professionalism
Director, The OSU Center for Bioethics and Medical Humanities
October 29, 2014

Ryan R. Nash, MD, MA, FACP, FAAHPM
Director, The Ohio State University Center for Bioethics & Medical Humanities
Hagop Mekhjian, MD, Chair in Medical Ethics and Professionalism
Wexner Medical Center The Ohio State University

RE: Graduate Committee, MA in Bioethics Program

Dear Dr. Nash:

As per your request of October 19, 2014 I am authorizing the creation of a Graduate Committee for the MA in Bioethics program. I further authorize your appointment of the following members to this committee: Britton Rink, MD, MS, Bioethics Fellow, 2014; Mariko Nakano, PhD; Ashley Fernandes, MD, PhD; and Ryan Nash, MD, MA.

Please let me know if there is anything further you require in regards to this matter.

Sincerely,

Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
College of Medicine
October 28, 2014

Dr. Scott Herness
Associate Dean, Graduate School
The Ohio State University
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366

RE: Creation of a Master of Arts Degree Program in Bioethics

Dear Dr. Herness:

The College of Medicine and the Center for Bioethics and Medical Humanities wish to create a Master of Arts (MA) degree program in Bioethics alongside a Graduate Minor in Bioethics. These complimentary programs have been envisioned and in the early planning stages since the launch of the Center for Bioethics and Medical Humanities spring of 2013. This request has my full support as well as that of the leadership in the College of Medicine. As the accompanying material will detail, these programs are situated well to meet the ethics and professionalism educational needs of the Wexner Medical Center, the College of Medicine, and the University on the whole.

Thank you very much for your attention to this matter.

Sincerely,

Edmund Punzi, M.D.
Interim Dean, College of Medicine
Professor, Obstetrics & Gynecology

Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
October 22, 2014

To Whom It may Concern,

As Chair of the Department of Philosophy I am writing to express our enthusiastic support for the efforts of Dr. Ryan Nash and the Center for Bioethics and Medical Humanities to create an MA program and a graduate minor in Bioethics. Both of these ideas offer the promise of providing valuable opportunities in the field of Bioethics for a range of students who are health professionals or pre-health professionals. Moreover as the program develops it may well attract students from other parts of the University, including my own.

I believe that it is possible to do this sort of instruction well in an online format, so I have no reservations about that aspect of the general conception of these programs. I have not seen course descriptions, nor details of who will teach these courses and how they will be taught. I hope to see more detailed plans and to concur with them as the plans develop. At this stage I fully endorse the general concept of the proposals and look forward to seeing them move forward.

Yours truly,

Justin D’Arms
Professor and Chair
October 24, 2014

Scott Herness, Associate Dean
Graduate School
Ohio State University
CAMPUS

Dear Scott,

As you know, the English Department is currently developing a proposal for a new interdisciplinary M.A. in the Humanities, Culture, and Medicine. As part of those efforts we have consulted with Dan Clinchot, Vice Dean for Education, and Ryan Nash, Director of the Center for Bioethics, in the College of Medicine, and have learned that the COM, through the Center for Bioethics, is developing a proposal for an M.A. in Bioethics. Our conversations with Dan and Ryan have resulted in a commitment to ensure that the two M.A. programs will be complementary rather than competitive. In that spirit, we express our official concurrence with and support for the M.A. in Bioethics. Once both programs are up and running, we anticipate being able to designate courses in each program that can serve as electives within the other. More generally, we believe that having the two programs will further establish the University’s identity as a leading institution in the study—and promotion—of Health and Wellness.

Sincerely,

James Phelan, Advisor, M.A. in Humanities, Culture, and Medicine

Amanpal Garcha, Director of Graduate Studies

Debra Moddelmog, Chair
MEMORANDUM OF UNDERSTANDING

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Center for Bioethics and Medical Humanities (CBMH)</td>
</tr>
<tr>
<td>Primary faculty:</td>
<td>Ryan Nash, MD, MA, Director of the CBMH</td>
</tr>
<tr>
<td>Primary contact:</td>
<td>Matthew Vest, MA, Program Director</td>
</tr>
<tr>
<td>Fiscal officer:</td>
<td>Sarah Magill</td>
</tr>
<tr>
<td>Marketing director:</td>
<td>Julie Scott, Sr Director, Public Relations</td>
</tr>
<tr>
<td>Enrollment contact for state authorization compliance:</td>
<td>Matthew Vest</td>
</tr>
<tr>
<td>Additional colleges/contacts:</td>
<td>Kelly Bolt</td>
</tr>
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<table>
<thead>
<tr>
<th>ODEE</th>
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</thead>
<tbody>
<tr>
<td>Instructional designer:</td>
</tr>
<tr>
<td>Other services:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Name of program:</th>
<th>Master of Arts in Bioethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval process (change in delivery or new program):</td>
<td>New Program</td>
</tr>
<tr>
<td>Program code:</td>
<td>CIP Code 51.3201</td>
</tr>
<tr>
<td>Will this program have a different fee structure from what would normally be</td>
<td>No</td>
</tr>
<tr>
<td>Project scope:</td>
<td>Program objective(s):</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>This program will be successful when (top-ranked, make $X$ money, enroll $X$ students):</td>
</tr>
<tr>
<td></td>
<td>- 40 or more enrolled</td>
</tr>
<tr>
<td></td>
<td>- online students well</td>
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<tr>
<td></td>
<td>connected to CBMH</td>
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<tr>
<td></td>
<td>conferences/networking</td>
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<tr>
<td></td>
<td>- student paper projects</td>
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<td>published</td>
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<tr>
<td>Asynchronous/synchronous courses:</td>
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</tr>
<tr>
<td>Total credit hours:</td>
<td>30</td>
</tr>
<tr>
<td>Timeline for completion (# of years as full time and # of years as part time):</td>
<td>1 year full time 2-6 years part time</td>
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<table>
<thead>
<tr>
<th>Project goals:</th>
<th># of courses to be created:</th>
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<tbody>
<tr>
<td></td>
<td>13</td>
</tr>
<tr>
<td># of courses already in an online format that need ODEE review:</td>
<td>0</td>
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<tr>
<td>Date to complete # of courses:</td>
<td>7/15 for 4 courses</td>
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<tr>
<td>Date to complete all courses:</td>
<td>7/16</td>
</tr>
<tr>
<td># of anticipated students:</td>
<td>10-15 initial students; 40 or more at full enrollment</td>
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</table>

<table>
<thead>
<tr>
<th>State authorization:</th>
<th>For this program, does your college plan to do any of the following outside of Ohio? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</td>
<td>No</td>
</tr>
<tr>
<td>Recruit students (either occasionally or consistently)</td>
<td>Yes</td>
</tr>
<tr>
<td>Conduct soliciting, marketing or advertising</td>
<td>Via web presence</td>
</tr>
<tr>
<td>Employ full time and/or adjunct faculty (1099/W-2)</td>
<td>Full time and adjunct</td>
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<tr>
<td>Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students</td>
<td>No</td>
</tr>
<tr>
<td><strong>meet face to face)</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td><strong>Have contracts or agreements to provide services to students, such as proctored exams</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Have partnerships with educational institutions</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>Course Name</td>
<td>Faculty Lead</td>
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<td>-------------</td>
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<tr>
<td>Example: Principles of Basic Science</td>
<td>J. Smith</td>
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<tr>
<td>Theory/Foundations</td>
<td>M. Vest</td>
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<tr>
<td>Research Ethics</td>
<td>M. Nakano</td>
</tr>
<tr>
<td>Clinical Ethics</td>
<td>R. Nash</td>
</tr>
<tr>
<td>Bioe, Law, Policy</td>
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</tr>
<tr>
<td>His of MedBioEth</td>
<td>R. Nash</td>
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<tr>
<td>Bio&amp;Holocaust</td>
<td>A. Fernandes</td>
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<tr>
<td>Perinatal Bioethics</td>
<td>B. Rink</td>
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<tr>
<td>Religious/TheoPerspectives</td>
<td>M. Vest</td>
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<tr>
<td>EndofLife Ethics</td>
<td>R. Nash</td>
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<tr>
<td>MedHumanities</td>
<td>L. Stone</td>
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<tr>
<td>Advanced Clinical</td>
<td>B. Taylor</td>
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<tr>
<td>Bioe&amp;Film</td>
<td>R. Nash</td>
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<td>Colleges entering into this agreement will:</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Secure approval from:</td>
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<tr>
<td>• Graduate School</td>
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<tr>
<td>• Council on Academic Affairs (CAA)</td>
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<tr>
<td>• Faculty Senate</td>
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<tr>
<td>• Board of Trustees</td>
<td></td>
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<tr>
<td>• Board of Regents</td>
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<tr>
<td>o Pages 15-16 of RACGS Guidelines</td>
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</table>

Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees.

Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models

Submit courses to curriculum.osu.edu (after CAA approval)

Label students in Student Information System with appropriate subplan. Distance students = subplan ONL

Provide budget forecasting/market analysis using ODEE funding model (attached)

• Incur the costs for MA in Bioethics program specific advertising
• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)

Communicate to prospective students their ability to enroll and seek federal financial aid

• Collaborate with ODEE to maintain updates on State Authorization progress
• Notify ODEE of states that they want to target students in

Collaborate with ODEE on the technical solutions for effective course delivery:

• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)
• OSU identity/branding guidelines
• Carmen course template providing students with effective navigation and online course expectations, etc.
• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery
• Apply the Quality Matters course design rubric
• Focus on outcome-based learning and incorporate assessment into courses

Work with faculty on the workload assignment

Participate in stakeholder kickoff meeting after CAA approval

Encourage distance education faculty/instructors/students to participate in ODEE distance education training

• **Specify training requirements here**

Collaborate with relevant student support services (ODS, UCAT, WAC, Libraries, Veterans Affairs, etc.)

• Incur costs to provide required accessibility accommodations for
<table>
<thead>
<tr>
<th>videos and activities not produced by ODEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with ODEE to review and update courses every three to five years or when a substantial change in course technology and/or course objectives will result in an interim review to ensure the technologies and formats remain appropriate for the course content to achieve stated objectives</td>
</tr>
<tr>
<td>• Major changes/revisions (25% or more) by an individual instructor between the initial launch of a course and a scheduled review will obtain appropriate curricular approval and review by ODEE to make sure course activities and delivery are still aligned with course objectives</td>
</tr>
<tr>
<td>Provide at least one required student participation activity each week in a course</td>
</tr>
<tr>
<td>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</td>
</tr>
<tr>
<td>Identify student technology support for tools only used by MA in Bioethics</td>
</tr>
<tr>
<td>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</td>
</tr>
<tr>
<td>• No major changes will be made after this date</td>
</tr>
<tr>
<td>Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.</td>
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</tbody>
</table>

**ODEE entering into this agreement will:**

<table>
<thead>
<tr>
<th>Administrate state authorization program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Necessary to ensure program meets federal student financial aid guidelines</td>
</tr>
<tr>
<td>• Communicate with the colleges the status of approved state authorizations</td>
</tr>
</tbody>
</table>

**Collaborate with the college on the technical solutions for effective course delivery:**

| Online-specific syllabus requirements (ODS statement, COAM statement, etc.) |
| OSU identity guidelines |
| Course templates providing students with effective navigation and online course expectations, etc. |
| Placing course content materials into mutually agreed upon formats and technologies for distance delivery |
| Apply the Quality Matters course design rubric |

| Focus on outcome-based learning and incorporate assessment into courses |
| Provide instructional designer production time |
| Conduct stakeholder kickoff meeting after CAA approval |
| Provide distance education training for faculty/instructors/students |
| • General Carmen support, help, workshops are currently available |
• Additional DE-specific resources not currently available, to be created

Collaborate with the college to review and update courses every three to five years or when substantial change in course technology and/or course objectives will result in an interim review to ensure the technologies and formats remain appropriate for the course content to achieve stated objectives.

• Major changes/revisions (25% or more) by an individual instructor between the initial launch of a course and a scheduled review will be reviewed by ODEE to make sure course activities and delivery are still aligned

Collaborate with course instructors to provide at least one required student participation activity each week in a course

• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.

Provide distance education faculty and students access to:

• An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services

Provide OSU online program advertising

• Produced program specific introductory video
• Consult with college marketing on strategies for program specific advertising
• Program included in general OSU online marketing strategy
• Marketing will only be conducted in states in which the program has been authorized

Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.

• No major changes will take place after this date

Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

*Products and services used will be held to each service level of agreement.

<table>
<thead>
<tr>
<th>MOU created by:</th>
<th>Matthew Vest</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU approved by:</td>
<td>Mike Hofherr, ODEE: Date:</td>
</tr>
<tr>
<td></td>
<td>Dean, College: Date:</td>
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THE OHIO STATE UNIVERSITY

Office of
Distance Education and eLearning
PROGRAM REVENUE PROJECTION

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>College Fiscal Officer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sarah Magee</td>
<td>10/23/14</td>
</tr>
</tbody>
</table>

THE OHIO STATE UNIVERSITY

Office of Distance Education and eLearning
October 28, 2014

Dr. Ryan Nash  
Director, Center for Bioethics and Medical Humanities  
The Ohio State University  
2194 Graves Hall  
333 West 10th Avenue  
Columbus, OH 43210-1524

RE: Funding structure for the CBMH educational programs

Dear Dr. Nash:

This memorandum is a follow up from our meeting regarding the flow of educational revenue funds to the Center for Bioethics and Medical Humanities (CBMH). Given the understanding that the administration of the CBMH’s educational programs—including the nascent undergraduate minor, MA program, and Graduate Minor—will be delegated to the CBMH, the tuition revenue received by the College of Medicine will be sent to the CBMH for distribution to the appropriate faculty, admin staff, and otherwise delegated towards the ongoing maintenance of the educational programs. After a period of no less than three years, this arrangement will be renegotiated with the Vice Dean for Education with the anticipated implementation of a College of Medicine hold back.

As discussed, the administration of these programs will be in concert and communication with the Dean of the College of Medicine and the Vice Dean for Education.

Sincerely,

Edmund Funai, M.D.  
Interim Dean, College of Medicine  
Professor, Obstetrics & Gynecology

Daniel M. Clinchot, MD  
Vice Dean for Education  
Associate Vice President for Health Sciences Education
SYLLABUS: BIOETHIC 6000
THEORY & FOUNDATIONS OF BIOETHICS
TERM _____

Course overview

Instructor
Instructor: Ryan Nash, MD, MA & Matthew Vest, MA, PhD(c)
Email address: ryannash@osumc.edu / vest.45@osu.edu
Phone number: 614-366-8405
Office hours: TBD

Course description
This course offers a philosophical survey of the moral foundations of contemporary bioethical theories and health care policies. Utilizing both primary texts and select case studies, this course explores issues such as the nature of health and disease, the definition of death, end of life care, the morality of abortion, euthanasia, physician-assisted suicide, distributive justice in health, health care reform, social justice, environmental ethics and more. Special attention will be given to the four moral principles--autonomy, nonmaleficence, beneficence, justice--as well as to the challenge of securing consensus of moral norms.

Prerequisite: N/A

Course learning outcomes
By the end of this course, students should successfully be able to:

- understand the general features (and limitations) of current bioethical discussion
- identify the normative, contemporary values of medical decision-making
- identify the moral questions that medical practice and the health issues raise
- differentiate between ethically problematic or significant situations and situations which do not require ethical analysis
- evaluate common beliefs about medical ethics
- conceptualize the nature of a medical relationship, and understand the moral principles such relationships involve
• apply moral reasoning to specific situations and defend the conclusions of that reasoning
• write clearly, eloquently and effectively about particular moral dilemmas
• direct and manage their own future learning about ethics

Course materials

Required
Print Texts:

Required supplemental materials
Other Readings available online:
Selections from The Journal of Medicine and Philosophy—on Carmen
Selected readings on health care in Hong Kong—on Carmen
Selected readings on health care in Canada—on Carmen
Selected readings on Intensive Care Medicine—on Carmen

Optional materials
TBD

Course technology

Baseline technical skills necessary for online courses
• Basic computer and web-browsing skills
• Navigating Carmen

Technology skills necessary for this specific course
• CarmenConnect text, audio, and video chat
• Collaborating in CarmenWiki
• Recording a slide presentation with audio narration
• Recording, editing, and uploading video

Necessary equipment
• Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
• Webcam: built-in or external webcam, fully installed
• Microphone: built-in laptop or tablet mic or external microphone

Necessary software

Grading and faculty response

Grades

<table>
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<tr>
<th>Assignment or category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading response questions</td>
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<td>First paper</td>
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<tr>
<td>Second paper</td>
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<tr>
<td>Discussion board posts</td>
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</tr>
<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>

See course schedule, below, for due dates

Late assignments

Late penalty: papers turned in late will lose one half of a letter grade each day they are late, including Saturday and Sunday. Please note: we are unable to accept papers by email.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback
For large weekly assignments, you can generally expect feedback within 7 days.

E-mail
I will reply to e-mails within 24 hours on school days.

Discussion board
I will check and reply to messages in the discussion boards every 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements
Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
  All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
• **Participating in discussion forums:** **4+ TIMES PER WEEK**
  As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week’s topics.

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

• **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

• **Tone and civility:** Let’s maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online.

• **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

• **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Other course policies**

**Academic integrity policy**

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

**Accommodations for accessibility**

**Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

**Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

**Course schedule (tentative)**

<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Intro:</strong> scarcity, rights, and the hope for a decent minimum; Basic Concepts: health care as a right. Health care as a commodity. Some potentially futile reflections on medical futility.</td>
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<tr>
<td>2</td>
<td></td>
<td>Beauchamp &amp; Childress, <em>Principles of Bioethics</em> readings</td>
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<tr>
<td>3</td>
<td></td>
<td>Engelhardt, Foundations of Bioethics readings</td>
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<tr>
<td>4</td>
<td>Informed Consent – Individual vs. Family</td>
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<tr>
<th>5</th>
<th>Informed Consent – Families and Minor Children</th>
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<tr>
<th>6</th>
<th>Allocation of Scarce Resources – The Intensive Care Unit</th>
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<tbody>
<tr>
<td>Page</td>
<td>Reference</td>
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| 7    | Health Care Reform  
| 8    | Health Care Reform – Liberty and Equality  
| 9    | Health Care Reform – England  
| 10   | Health Care Reform – Canada  
         *Barua, Rovere and Skinner. Waiting your Turn: Wait Times for Health* |
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<th>Page</th>
<th>References</th>
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| 9    | Care in Canada, 2011 Report.  
Barua. Why we wait: physician opinions on factors affecting health care wait times.  
| 11   | Health Care Reform – Hong Kong  
**Death**  
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<th>Page</th>
<th>References</th>
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| 13   | **Buying and Selling Human Organs**  
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<th>Select Discussion Board Questions</th>
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</table>
| Define scarcity. Define compassion. How do these two issues cause difficulties for the practice of medicine and for honest and rational health care reform? How do claims to a “right to health care” cause difficulties for defining a “decent basic minimum”.
| According to Engelhardt, “bioethics” is a plural noun. What does this mean? How does he define “toleration”? What are the nine (9) possible standards for ethical decision making? In contrast, what is the foundation of general secular moral authority.
| Briefly explain Engelhardt’s principles of permission, beneficence, and justice.
| According to Engelhardt, what is a general secular person and why are such beings central to secular moral authority? According to Engelhardt, how is state moral authority limited?
| Explain and critically assess the practice of informed consent in Hong Kong. How is it different than informed consent in the United States? Are these differences morally objectionable? Why or why not? Support your answer utilizing the readings provided.
| Who ought to be appreciated as in authority over minor children – parents (adult guardians) or the children themselves? Support your answer utilizing the readings provided.
| Is it appropriate to utilize scarce ICU resources to support a patient in a permanently vegetative state? Support your answer utilizing a critical appreciation of the articles by Rie, Taboada, and the Society for Critical Care Medicine.
| According to Meadowcroft, what is government failure? Explain and give examples from the readings.
| Provide three ways in which the Canadian health care system rations health care. Are these morally objectionable? Why or why not? Support your answer utilizing the readings provided.
| Does the Hong Kong health care system ration care? If so, |
how? Is this morally objectionable? Why or why not? Support your answer utilizing the readings provided.

Define the dead donor rule. Next, provide a critical summary of whole body, whole brain, and higher order brain definitions of death.

From the readings, choose three arguments against the sale of human organs for transplantation. State the objection and the reasons that purport to support the objection, then carefully and critically assess.
Course Number: BIOETHIC 6010
Credit Hours: 3 Units

Title: Biomedical Research Ethics

Instructor: Name TBD
Title
Address
Phone
e-mail
Office Hours By appointment

Texts: E. Emanuel et al., The Oxford Textbook of Clinical Research Ethics, 2011
      Francis L. Macrina, Scientific Integrity, 2005
      Additional readings are available on reserve. See agenda (shown below) for details.

Course Overview:

The broad intent of this course is to highlight the importance of ethics in biomedical research and to explore how critical ethical thinking can be used to analyze personal decision-making, public regulation, and the law concerning advanced biomedical sciences/technologies and their clinical applications. This course will a) provide a foundation in traditional bioethics, a consideration of the subcategories of bioethics, neuroethics, and eugenics and b) instruct students in how to apply ethics to contemporary issues in research and technology.

Course Objectives:

Upon completion of the course, the student will:
1) explain traditional approaches to ethical issues and basic moral concepts, and apply their understanding to constructively critique biomedical case studies,
2) discuss contemporary issues in biomedical science with sufficient knowledge of their historical, scientific and regulatory background, and
3) analyze established policies and codes for research.

Course Requirements: No Prerequisites.

Course Grading:
Final grades for the course will be determined as follows:

40% Quizzes for Each Module  
40% Discussion Board Activities  
20% Term Paper  

TOTAL = 250 points

Your overall mastery (scaled 0 to 100) is your total score divided by 2.5.

Final Grading Scale

The grading will use the official marks of the University (Rule 3335-7-21) to include: A, A-, B+, B, B-, C+, C, C-, D+, D, E, EN, I, and W.

<table>
<thead>
<tr>
<th>Score Range</th>
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<td>62-0</td>
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</tbody>
</table>

Statement of Student Rights:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Agenda:
Assignments

**Module Quizzes** – From Module 2 and onwards, students will be asked to answer quizzes at the end of each module, which will cover materials from lectures and required readings. Students can take the quizzes up to twice for each module. Each test consists of 5 to 10 multiple-choice questions (1 point each). To prepare for the quizzes, a file entitled “Study Guide” will be provided on the course website. Please read them carefully.

**Discussion Board Activities** – Starting at Module 3, each student will be asked to present a written analysis of the topic discussed in the previous modules. Assigned topics will be found on the discussion board on the course website (or on Carmen).

The purpose of this written analysis is to digest the topic of the modules, clarify the points at issue, to refine individual opinions, and to present an impartial, logically consistent, and well-considered ethical judgment on the topic in question.

Students are expected to submit 4 short essays. Due dates are shown below:

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<tr>
<th>Essay</th>
<th>Submission Date</th>
<th>Comments Due Date</th>
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Each essay should be **200-300 words** in length. All essays should be submitted electronically on the “discussion” board of the course website by the due date. *Late submission may receive minus 2 points.*

Then students are expected to make brief comments on at least three other students’ essays by **11:00 pm the following day**. The purpose of this is to encourage you to consider various facts and points of view, and to help you refine your opinions. **Please be constructive when you comment on others’ ideas.** “Critical thinking” does NOT mean you may censure, insult or tease someone. Comments that are overly aggressive will receive minus points.

Evaluation of the first 4 essays will be based on 1) whether students have submitted both the essay and the three comments on time, and 2) whether they have shown sufficient understanding and knowledge of the topic.

**Term Paper** – After completing all the modules, students will be required to submit their term papers on a particular bioethics topic of their choice. The term paper should be over **1000 words** in length, and should be electronically submitted to the instructor. Comments on other students’ term papers are not required. *Late submission may receive minus 10 points.*

Evaluation of the final essay will be based on whether the written analysis shows 1) sufficient scientific knowledge of the issue, 2) knowledge of the controversy and its background, and, most importantly, 3) examination of a variety of views and careful reflection in developing the student’s own opinion.

**Topic Schedule**
Modules 1 through 5 – Basics: History, Basic Principles and Regulations

1. Introduction: Biomedical Research and Ethics
   • The scope of “biomedical research” that this course will deal with
   • Definition of “ethics,” subcategories of ethics (meta-ethics, normative and applied) and how ethics can deal with the issues in biomedical research
   • Three methods of normative ethics: Consequentialist, Deontological, and Contractarian approaches

   Additional readings:
   Henry Sidgwick, The Methods of Ethics, 1874
   R. M. Hare, Moral Thinking, 1982

2. The Emergence of Science Policy and Bioethics
   • Hippocratic Tradition
   • Evolution of quantitative methods: vital statistics, epidemiology theory 17-19C
   • Development of clinical trial methodology, placebo and randomization
   • Self-experimentation: development of anesthesia, vaccination, and others
   • Experiments on unconsenting humans, 18C:- variolation, vaccination and immunization
   • Rudimentary requirements for informed consent / safety monitoring
     US Yellow Fever Commission in Cuba, 1900
     Prussian Ministry’s Directive on Human Experimentation, 1900
   • Infamous Human Subject Research, 1930’s-1970’s
     The Nazi Germany experiments and the Nuremberg Code
     The Declaration of Helsinki
     Postwar experiments: Human radiation experiments, Guatemala Syphilis Experiments, Jewish Chronic Disease Hospital Case, Willowbrook Hepatitis Study and Tuskegee Syphilis Study
   • Ethical Guidelines and Regulations, 1974-
     The National Research Act, 1974
     The Belmont Report, 1979
     “The Common Rule”

   Hippocratic Oath
   Henry Rose Carter, Yellow Fever: An Epidemiological and Historical Study of Its Place of Origin, 1931

3. The Belmont Principles
   • Respect for Persons and Informed Consent
     Why “Respect for Persons,” not “Respect for Autonomy”?
Informing Conflict of Interest

- Beneficence and Risk-Benefit Analysis
  - Defining and quantifying benefits and risks
  - When can we justify research risks?
  - Clinical equipoise
  - The Harvard ECMO Trial

- Justice and Fair Subject Selection
  - Lessons from Tuskegee, Willowbrook and Human Radiation Experiments
  - The Shift: From Fair Protection to Fair Access

The Declaration of Lisbon
The 1985 Report by the Task Force on Black and Minority Health
The NIH Revitalization Act, 1993; NIH's 1998 policy

4. Privacy and Confidentiality
- Cases of privacy breach in clinical research
- Physician-patient privilege
  - Whalen v. Roe
  - Tarasoff v. Board of Regents 1974
  - Commonwealth v. Kobrin
- Subpoenas, Certificates of Confidentiality/Confidentiality Assurances
- HIPAA Privacy Rule
- Difficulties surrounding the de-identification of Personal Health Information
- The role of Privacy Board

HIPAA Privacy Rule

5. Ethics of International Research
- Ethical issues in international HIV/AIDS research
- Lessons from Tuskegee and Guatemala Studies
- Distributive justice
- Global access to effective and affordable drugs and treatment
- Ethical issues of outsourcing clinical trials to developing countries

CIOMS International Ethical Guidelines for Biomedical Research Involving Human Subjects

Module 6 and after – Applications: Ethical Dilemmas in Contemporary Context

6. Issues in Informed Consent
• Confusions about Research IC and Therapeutic IC
  Therapeutic misconception and misestimation
• Informed consent in double-blind placebo-controlled clinical trials
• “Presumed consent” in cohort studies: the Icelandic healthcare database project
• “Broad consent” for research using stored tissue samples
• HeLa Cells and Henrietta Lacks
• Disclosing conflict of interest: Jesse Gelsinger Case

E. J. Emanuel and F. G. Miller, “The Ethics of Placebo-Controlled Trials -- A Middle Ground,”
Rebecca Skloot, The Immortal Life of Henrietta Lacks
Objectivity in Research, 1995

7. Eugenics and its contemporary implications
  • History, from Francis Galton to eugenic movements in the late 19C – early 20C
    Compulsory sterilization policy in the US
    The Buck v. Bell Decision, 1927
    Nazi eugenics in Germany
  • Eugenic implications of contemporary biomedical sciences & technologies
    IQ hereditary debates
    “Soft eugenics” public health policy in Singapore
    Genetics and reproductive technologies

Francis Galton, Eugenics: Its Definition, Scope, and Aims, The American Journal of

8. Reprogenetics: Technology to Create Perfect Humans?
  • Reproductive Technologies
  • Preimplantation Genetic Diagnosis
  • Gene selection and sex selection
  • The Nash Family Case: Creating healthy savior babies to help their sick siblings
  • Designer Babies

Bonnie Steinbeck, Preimplantation Genetic Diagnosis and Embryo Selection
Philip Kitcher, Creating Perfect People, in J. Burley and J. Harris eds., A Companion to
2004; 30:533-537.

9. Whole Genome Sequencing and Genomic Privacy
- Review of HIPAA Privacy Rule
- Clinical and nonclinical uses of whole genome sequencing
- Concerns about the identifiability of de-identified personal information via the use of the DNA database and publicly available databases
- Ethical issues of incidental findings

**The HIPAA Privacy Rule, 2000, 2002.**
**Presidential Commission, *Privacy and Progress in Whole Genome Sequencing*, 2012.**

### 10. Stem Cell Research I: Human Embryonic Stem Cell Research
- Kinds of stem cells and the unique characteristics of human embryonic stem cells
- Applications of stem cell research, regenerative medicine, and SCNT
- President GW Bush’s remarks on August 9, 2001
- Dickey-Wicker Amendment
- President Obama’s executive order, March 9, 2009
  - *Sherley v. Sebelius*
- Promise of iPS Cells
- Argument for continuous use of hES cells
- Pros and Cons

**Sherley v. Sebelius***

### 11. Stem Cell Research II: iPS-Based Clinical Research and Human-to-Animal Chimeras
- Therapeutic misconception in cell therapy clinical trials
- RIKEN’s pilot study on iPSC-derived retinal cell transplant
- Dr. Nakauchi on creating iPSC-derived human organs in pigs
- Creating human mini-organs in a petri dish
- Human-to-animal chimeras for organ transplant purposes
- Ethics of creating human brains or neurons in nonhuman animals


### 12. Neuroethics I: Neuroimaging, Incidental Findings and Possible Stereotyping
- Emerging field of neuroethics
- Clinical/non clinical uses of brain imaging
- Neuroimaging for criminals
- Psychopharmacology
- 

13. Neuroethics II: Memory/Mood Manipulation, Personal Identity and Cognitive Enhancement
- Psychopharmacology
- Neuromodulation for psychiatric disorders and others
- Lessons from past lobotomy practices in 1930s-1970s
- Nature’s Pick for Breakthrough of the year 2014: Manipulating Memories
- Personal identity, autonomy and memory/mood modification


14. Experiments on Animals
- Historical development of Animal Protection Movements
  - Martin’s Act and Martial Hall’s five principles, mid 19C (UK)
  - The 3Rs, proposed in 1959
  - “Dogs in Concentration Camps” in *Life* Magazine
  - The Guide, 1963-
  - Animal Welfare Act, 1966
  - ARI’s campaign against cat experiment at American Museum of Natural History,
  - Draize test & LD50 test, trauma research on baboons in 1970s-80s
  - PHS Policy on Humane Care and Use of Laboratory Animals, 1986-
- The role of IACUC
- Types of arguments against animal experiments

David Gegrazia, The Ethics of Animal Research: What Are the Prospects for Agreement?
Baruch A. Brody, Defending Animal Research: An International Perspective
The Guide
Animal Welfare Act
PHS Policy on Humane Care and Use of Laboratory Animals
CIOMS International Guiding Principles for Biomedical Research Involving Animals, 1985
NAS Guidelines for the Care and Use of Mammals in Neuroscience and Behavioral Research
15. Economic Aspects of Research: Patenting Life

- Governmental Funding versus Industrial R&D
- The Bayh-Dole Act of 1980
- The Federal Technology Act of 1986
- Patent system, patenting life forms, natural products and genes
  - Brief history of intellectual property, 1200s-
  - Diamond v. Chakrabarty, 1980
- Patents on Harvard oncomouse and human ES cells
- Myriad Gene Patent Litigation

The Bayh-Dole Act, 1980
The Federal Technology Act, 1986
Diamond v. Chakrabarty, 1980
Association for Molecular Pathology v. Myriad Genetics, 2013

16. Scientific Integrity and the Accountability of Scientists

- Misconduct and fraud in science and scientific publishing
  - Fabrication, falsification and plagiarism, and the “honest error” clause
  - Classical misconduct cases: Alsabti, Spector, Pearce, Herrmann/Brach, Poelman, Baltimore/Imanishi-Kari Affairs
  - The Schön scandal
  - The South Korean stem cell scandal
  - Japan’s STAP cell scandal
- Collaboration and communication
- The role of the Office of Research Integrity
- Data management
- Data ownership and authorship
  - Gift / Guest / Honorary authorship
  - Ghost authorship
  - Collaboration and communication
- Review of South Korean Stem Cell Scandal, the Schön scandal and Baltimore/Imanishi-Kari cases.

Federal Research Misconduct Policy, 2000
42 CFR Part 50, Subpart F, revised 2011
ICMJE, The Uniform Requirements for Manuscripts Submitted to Biomedical Journals, updated 2008.

Further Readings  (Optional)
1. Basic Texts on Bioethics


2. Basic Texts on Ethics and Ethical Theories


Kant, Immanuel, 1784. *Idea For A Universal History With A Cosmopolitan Purpose.*


3. Particular Topics in Biomedical Ethics


Kevles, Daniel. 1985. *In the Name of Eugenics*, Knopf.


Appendix. Discussion Board Topics.

Discussion #1: Critical examination of past and present ethical guidelines and regulations on biomedical research
1) Consider the driving force that made us shape ethical guidelines for biomedical research. What were the drafters’ original intentions to create the Nuremberg Code, the WMA Declaration of Helsinki, or the Belmont Report? What are the essential messages of these guidelines?
2) Consider the shortcomings of these major codes of ethics or other regulations developed in the past. Why were some of them ineffective, and how have we improved them?
3) Consider current guidelines and regulations in the US and worldwide. What are their essences? Are they consistent, reasonable, and practicable? If you think these guidelines and regulations are still ineffective, how can we improve on them?

Discussion #2: Ethics of Eugenics
1) What was wrong with past eugenics as science and with its applications in eugenic movements? Was it wrong only because it was based on false or misinterpreted scientific data/facts? Specify the reasons for your opinion.
2) Compare past eugenic movements as national policy with more recent “soft eugenics” such as personal reproductive choice. How are they different? If you condemn the former but endorse the latter, why do you do so? If you condemn both, are they wrong for exactly the same reasons?
3) At what point do you think biomedical science could bend toward unethical eugenics? Clarify your criteria for distinguishing permissible scientific “classification” from unacceptable “discrimination.”

Discussion #3: Research Using Human Embryos.
Discuss ethical issues of research using human embryos, and how it should be regulated.

Discussion #4: Neuroethics.
You are required to read the following article before completing this written assignment.


Discuss ethical issues of brain science, and how they should be regulated. Examine Walter Freeman’s “ethical criteria” for permissible psychosurgery, and consider what the best workable criteria for permissible intervention into the human brain might be.

Discussion #5: Animal Experiment.
Discuss ethical issues of experiments on non-human animals, and how they should be regulated.
SYLLABUS: BIOETHIC 6020
CLINICAL BIOETHICS
TERM ____

Course overview

Instructor
Instructor: Ryan Nash, MD, MA or Bob Taylor, MD
Email address:
Phone number: 614-366-8405
Office hours: TBD

Course description
This course will explore the major clinical ethical issues confronting the practices of medicine and biomedical science. This course will familiarize students with common legal and institutional positions, and will include consideration of multiple sides of key debates amidst the various topics, especially: medical indication, patient/professional preferences, futility, end-of-life, palliative care, substituted judgment, killing vs. letting die, autonomy, capacity evolution, pediatric decision making, etc.

Course learning outcomes
By the end of this course, students should successfully be able to:

1. As a result of this course, the student will be able to understand the concept of the clinical encounter and the clinical ethics consultation. Specifically, the student will understand issues of:
   a. medical decision-making
   b. informed consent
   c. capacity and competence
   d. surrogate decision-making
   e. medical futility.
2. Achieve familiarity with some basic ethical frameworks and understand how these ethical frameworks can help us think through contemporary questions in medical ethics.
3. Express your own views clearly in class discussion and engage the views of your course mates.
4. Craft organized and practical written clinical ethics consults that show understanding of and analytical engagement with the subject matter.

**Prerequisite: N/A**

**Course materials**

**Required**
3. Orr RD. *Medical Ethics and the Faith Factor.* (Eerdmans, 2009)

**Required supplemental materials**
TBD

**Optional materials**
TBD

**Course technology**

**Baseline technical skills necessary for online courses**
- Basic computer and web-browsing skills
- Navigating Carmen

**Technology skills necessary for this specific course**
- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

**Necessary equipment**
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
Necessary software

Grading and faculty response

Grades

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<th>Assignment or category</th>
<th>Points</th>
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<tr>
<td>Discussion board questions/postings/participation in case analysis as a team</td>
<td>25</td>
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<tr>
<td>One clinical bioethics case consult – solo</td>
<td>25</td>
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<tr>
<td>Final Exam of Two Clinical Bioethics Case Consult Write-ups</td>
<td>50</td>
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<tr>
<td>Total</td>
<td>100</td>
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See course schedule, below, for due dates

Late assignments

Late penalty: papers turned in late will lose one half of a letter grade each day they are late, including Saturday and Sunday.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 days.

E-mail

I will reply to e-mails within 24 hours on school days.

Discussion board

I will check and reply to messages in the discussion boards every 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
  All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
Participating in discussion forums: 4+ TIMES PER WEEK
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week’s topics.

Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let’s maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

**Academic integrity policy**
The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity* (Ten Suggestions)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

**Accommodations for accessibility**

**Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to [http://ods.osu.edu](http://ods.osu.edu) for more information.

**Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

**Course schedule (tentative)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 1    |       | - Intro to Clinical Bioethics: Defining the Field  
|      |       | - Intro to Bioethics and the Challenge of Pluralism  
|      |       | - History of Ethics Theory Overview  
|      |       | - History of Bioethics Overview  |
| 2    |       | - A Modest Clinical Bioethics Approach  
<p>|      |       | - Introduction to Clinical Medical Ethics and Clinical Bioethics  |</p>
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<th>Consultation Models</th>
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<td>- Four Principles</td>
<td>- Clinical Ethics-Medical Indications I</td>
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<td>- Four Box Model</td>
<td>- Clinical Ethics-Medical Indications II</td>
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<td>- Relationship with Legal and Palliative Care</td>
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<td>- Substituted Judgment and Best Interest Standards</td>
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<td>- Surrogate Decision Making</td>
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<td>- Living Wills and Advance Directives</td>
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<td>- Treatments of Last Resort</td>
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<td>- PAS/Euthanasia</td>
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<td>- Palliative Sedation</td>
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<td>- Assisted Death</td>
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<td>- Artificial Feeding and Hydration</td>
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<td>- Quality of Life vs. Benefits and Burdens</td>
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<td>- Capacity Assessment and Proxy Decision Making</td>
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<tr>
<th>Ethics and Heart Failure</th>
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<tbody>
<tr>
<td>- Withholding &amp; Withdrawal, Pacer &amp; LVAD Distinctions</td>
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<tr>
<td>- Ethics of Heart Transplant</td>
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<td>- Heart Valves and Drug Abuse</td>
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<th>Ethics of Lung Failure</th>
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<tr>
<td>- Mechanical Ventilation</td>
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<td>- Resuscitation</td>
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<td>- Opioids</td>
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<td>- Double Effect</td>
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<th>Ethics and Kidney Failure</th>
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<tr>
<td>- Limits on Autonomy</td>
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<tr>
<td>- Physician Clinical Discretion, Refusal</td>
</tr>
<tr>
<td>- Treatment of Undocumented Residents</td>
</tr>
</tbody>
</table>
| 10 | - The “God Committee”  
- Transplant Ethics  
- Healthcare Access and Justice  
- Bedside Rationing |
| 11 | - Geriatric Ethics  
- Competency versus Capacity  
- Decisional Capacity: Binary or a spectrum  
- Self-neglect |
| 12 | - Pediatric Ethics  
- Competence by Status  
- Jehovah’s Witness and blood refusal  
- Family Decision Making and Paternalism  
- Vaccine controversies |
| 13 | - Moral Agency and the patient/physician relationship  
- Right of Conscientious Refusal  
  HIV/AIDs  
  Discrimination  
  Abortion  
  Assisted Dying  
  Limitation in technology |
| 14 | - Conclusion and Summary  
- Presentation of Final Exam Cases |
SYLLABUS: BIOETHIC 6030
BIOETHICS, HEALTH LAW, & PUBLIC POLICY
TERM _____

Course overview

Instructor
Instructor: TBD
Email address:
Phone number:
Office hours:

Course description
This course will instruct students in rudimentary legal research skills, constitutional foundations of health care law applicable to some classical and contemporary legal issues, and an overview of the structures of the legal system of the United States. Special attention will be given to key legal issues affecting health care systems and practice, including human subjects research, death and dying, transplantation, genetic and reproductive law, vaccinations, as well as quarantine and isolation.

Course learning outcomes
By the end of this course, students should successfully be able to:

• Develop the student’s legal and interdisciplinary research skills
• Enhance and hone the student’s legal writing skills
• Develop the student’s presentation skills
• Develop the student’s ability to recognize, analyze, and critically evaluate bioethical issues
Prerequisite: N/A

Course materials

Required
Norman Daniels, *Justice, Health and Healthcare*
Required e-texts all available via Carmen

Required supplemental materials
N/A

Optional materials
Malone, *Torts: Injuries to Family, Social & Trade Relations*. St. Paul: West
Black’s Law Dictionary
Stedman’s Medical Dictionary

Course technology

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course
- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

Grading and faculty response

Grades

<table>
<thead>
<tr>
<th>Assignment or category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading response short answers</td>
<td>15</td>
</tr>
<tr>
<td>Short paper</td>
<td>20</td>
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<tr>
<td>Term paper</td>
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<tr>
<td>Final exam</td>
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</tr>
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<td>Total</td>
<td>100</td>
</tr>
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See course schedule, below, for due dates

Late assignments

TBD

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback
For large weekly assignments, you can generally expect feedback within 7 days.

E-mail
I will reply to e-mails within 24 hours on school days.

Discussion board
I will check and reply to messages in the discussion boards every 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements
Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:** AT LEAST ONCE PER WEEK
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

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   As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week’s topics.

Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

• Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

• Tone and civility: Let’s maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online.

• Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

• Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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Accommodations for accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

Course schedule (tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Justice &amp; Healthcare I</td>
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<tr>
<td></td>
<td></td>
<td>Norman Daniels, <em>Justice, Health and Healthcare</em></td>
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<tr>
<td>2</td>
<td>Justice &amp; Healthcare II</td>
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<tr>
<th>3</th>
<th>Rationing Healthcare I</th>
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<tbody>
<tr>
<td></td>
<td><strong>Readings</strong>: Peter Singer, <em>Why We Must Ration Health Care</em>, N.Y. Times Magazine, July 15, 2009,</td>
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<td></td>
<td>Michael D. Rawlins, <em>NICE: Moving Onward</em>, 369 NEJM 3 (July 4, 2013)</td>
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<th>4</th>
<th>Rationing Healthcare II</th>
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<th>5</th>
<th>Public Health Law &amp; Policy I</th>
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<tr>
<td><strong>Public Health Law &amp; Policy II</strong></td>
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<tr>
<td><strong>Public Health Law: Vaccines I</strong></td>
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</tbody>
</table>
## Public Health Law: Vaccines II

### Readings:


## Public Health Law: Vaccines III

### Readings:

Lucija Tomljenovic & Christopher A. Shaw, *Mandatory HPV Vaccine*, JAMA, January 2012


## Public Health Law: Quarantine & Isolation I

### Readings:

### Public Health Law: Quarantine & Isolation II


### Public Health Law: Quarantine & Isolation III


<table>
<thead>
<tr>
<th>Page</th>
<th>Informed Consent I</th>
</tr>
</thead>
</table>
| 13   | **Readings:** Tristram Engelhardt, *Free and Informed Consent, Right of Refusal of Treatment and the Health Care: The Many Faces of Freedom* in *FOUNDATIONS OF BIOETHICS*, Ch.7 Eight (Oxford 1996)  

<table>
<thead>
<tr>
<th>Page</th>
<th>Informed Consent II</th>
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</table>
| 14   | **Readings:** Evelyn Schuster, *Fifty Years Later: The Significance of the Nuremberg Code*, 337 NEJM 1436 (Nov. 13, 1997)  
The Belmont Report (1979) |

**FINAL REPORT of the Tuskegee Syphilis Study Ad Hoc Advisory Panel (1973)**
Facilitating/Lead Instructors:

Ryan Nash, Ashley Fernandes, Matthew Vest

Credit hours: 3

Course Description:

This unique course follows a longitudinal format with monthly 3-hour lectures, presentations, panel discussions, and/or debates led by various OSU faculty and guest lecturers. The intent of the course is to present to students a wide exposure to the most relevant, contemporary, and controversial topics in bioethics presented from a wide array of experts in the disciplines intersecting bioethics.

The term “symposium” draws upon the ancient Greek tradition of gathering for philosophical discussion amongst friends; the intent of this course is to provide a structure for gathering the whole of the MA program into a longitudinal discussion forum, allowing peers and mentors common points and topics for discussion regardless of particular classes taken in the trajectory of the program.

Course Objectives:

• To incorporate longitudinally lectures from leading experts in the field of bioethics, providing students with a wide variety of exposure to scholars from both OSU and the academic community both nationally and internationally
• To develop a working knowledge of relevant, contemporary, and controversial topics in bioethics
• To develop in students the ability to examine and integrate the core narratives and discourses from medicine, natural sciences, philosophy, theology, sociology, etc that comprise bioethics
• To nurture, reinvigorate and inspire students’ sense of purpose as they progress through the bioethics curriculum

Prerequisite: N/A

Overview:

The three-hour symposium lectures will be offered throughout the year. Students will read a mix of classic and contemporary works in bioethics in preparation for each lecture. The readings will be compiled from the lecturer in conjunction with the Symposium facilitating faculty.
Topics:
The topics will vary according to the plans of each symposium lecturer; the following brief list presents examples of acceptable topics:

<table>
<thead>
<tr>
<th>Biotechnology</th>
<th>Human Enhancement</th>
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<tbody>
<tr>
<td>Clinical &amp; Medical Ethics</td>
<td>Neuroethics</td>
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<tr>
<td>Cloning</td>
<td>Organ Donation &amp; Transplantation</td>
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<td>Disability Ethics</td>
<td>Public Health</td>
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<td>Emerging Technology</td>
<td>Public Policy</td>
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<td>End of Life</td>
<td>Reproductive Ethics</td>
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<td>Genetic Ethics</td>
<td>Research Ethics</td>
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<td>Global Bioethics</td>
<td>Stem Cell Research</td>
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<td>Healthcare</td>
<td>Women's Health</td>
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<td>Human Dignity</td>
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Scheduling:
Symposium lectures will be scheduled 3-6 months ahead of time and will typically be held in the late afternoon into the evening 4-7pm. Online students have the option of e-attending the lecture synchronously or asynchronously. Also, some Symposium Lectures will be offered on-site at OSU while others (especially international lecturers) will deliver the lecture/presentation/forum/debate via web cast.

Capstone Project:
Suggested capstone projects include papers, poster presentations, community/global research projects relating to the content of the course, or development of lesson plans for future lecture. Students will consult with the Symposium Facilitators (Nash, Fernandes, and Vest) in selecting an appropriate project.

Grading Procedure:
The final grade will be either satisfactory completion (SC) or unsatisfactory (U) based on the following three criteria:

1. registered attendance of 8 or more Symposia Lectures
2. completion of assigned readings for each of the attended Symposia Lectures
3. successful completion of capstone project

Grading Scale: 80-100% = SC, 0-79% = U
Academic Integrity:

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Advanced Clinical Bioethics  
BIOETHIC 7xxx  
Elective Course—Online MA in Bioethics Program  
Center for Bioethics & Medical Humanities

FACULTY –  
Ryan Nash, MD, MA  
Bob Taylor, MD

1. COURSE DESCRIPTION  
Building upon Clinical Bioethics (BIOETHIC 6020), this course will engage students in the more advanced processes and procedures of clinical ethical analysis, focusing on ethical reflection, negotiation, and decision making in clinical ethical scenarios. Theoretical frameworks, concepts, and applied analytical strategies will be examined in light of their usefulness for practice.

2. COURSE OBJECTIVES  
Course Learning Objectives: at the conclusion of this course, students will be able to:  
1. Define and apply ethics terms, major ethical theories, principles, as well as decision making frameworks.  
2. Analyze methods of moral deliberation by applying the preceding theories, principles, and frameworks to clinical ethical healthcare issues.  
3. Discuss the applicability and limitations of health-related Codes of Ethics  
4. Analyze and evaluate common approaches to ethical and socio-cultural problems and complexities of specific issues in clinical ethics  
5. Formulate strategies for identifying and negotiating culturally and personally diverse ethical positions in health care  
6. Articulate a personal and professional ethic for professional responsibility regarding clinical ethics  
7. Anticipate developments in standards of care and related emerging socio and ethical trends that may influence health care providers and organizations

3. REQUIREMENTS  

3.1 Module Completion  
TBD: See Carmen Course

3.2 Homework  
For each set of readings there are assigned reading questions.  
Due date: see Carmen Course Info
3.3 **Late Penalty**

Late penalty: papers turned in late will lose one half of a letter grade each day they are late, including Saturday and Sunday.

4. **PREREQUISITE: BIOETHIC 6020**

5. **SPECIAL ACCOMMODATIONS**

[TBD—disability services in accord with online format, etc.]

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).

6. **ACADEMIC INTEGRITY & MISCONDUCT**

OSU official statement on academic misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).” Further, plagiarism is defined as “the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas” (www.studentaffairs.osu.edu/csc/).

7. **GRADES**

1. Course readings & response questions – 25%
2. Discussion board questions and postings – 25%
3. Two research papers on clinical ethics – 25%
4. Final exam – 25%

8. **TEXTS**

Course Texts:
2. Aulisio, Arnold, Youngner, eds, *Ethics Consultation*
3. ASBH Core Competencies For Healthcare Ethics Consultation (2nd ed)
4. ASBH Improving Competencies in Clinical Ethics Consultation (2nd ed)
5. Fisher, Ury, & Patton, *Getting to Yes*
6. Aulisio, Arnold, Younger, *Ethics Consultation*

**Supplementary**
- Robert Truog, *Talking with Patients and Families About Medical Error*
- Robert Orr, *Medical Ethics and the Faith Factor*
- Jonsen, Siegler & Winslade, *Clinical Ethics*
- Engelhardt, *Foundations of Bioethics*
- La Puma & Schniedermayer, *Ethics Consultation*

*Various case studies TBD and available via Carmen*

### 9. Course Topics | Module Paradigm

| Module 1 | - Intro to Advanced Clinical Ethics  
- Definitions and Core Principles of Advanced Clinical Ethics  
- Dilemmas and Controversies  
- History of Clinical Ethics |
|---|---|
| Module 2 | - Role of the Ethics in the Clinic & Ethics Expertise  
- Writing Ethics Consults Review  
- The Challenge of Medical Indications  
- “The Clinic”: Phenomena & Factors alongside Medical Indications: Legal, Social Work, Hospital Admin, Chaplaincy, Discourses, etc. |
| Module 3 | - Organizational and/or Healthcare Ethics  
- Ethics Consult Processing  
- Defining “best practices” in Clinical Ethics |
| Module 4 | - Advanced Mediation  
- Case Studies in Mediation  
- Mediation and Legal Intervention |
| Module 5 | - Clinical Ethics & Finance  
- Funding & Time-share Faculty Models |
| Module 6 | - Advanced Topics I  
- Transplant Medicine  
- Trauma Medicine |
| Module 7 | Advanced Topics II  
|         | ER Medicine  
|         | Psychiatry  
|         | Neurology  
| Module 8 | Advanced Topics III  
|         | Neonatology  
|         | Pediatrics  
|         | Gerontology  
| Module 9 | Mock Clinical Ethics Practicum I  
|         | Participation in Mock Committee  
|         | Mock Ethics Rounds  
| Module 10 | Mock Clinical Ethics Practicum II  
|         | Clinical Ethics Collaboration & Research  
| Module 11 | Clinical Ethics Consultation & Evaluation  
|         | Clinical Ethics Professionalism  
|         | Clinical Ethics Portfolio  
| Module 12 | Issues with Clinical Ethics Certification & Accrediting  
|         | Core Competencies from the American Society for Bioethics & Humanities (ASBH)  

SYLLABUS: BIOETHIC 7XXX
END OF LIFE ETHICS
TERM _____

Course overview

Instructor
Instructor: Ryan Nash, MD, MA
Email address: ryannash@osumc.edu
Phone number: 614-366-8405
Office hours: TBD

Course description
Over 2/3rds of clinical ethics dilemmas involve end-of-life decision-making. End-of-life care and palliative care are growing fields. This course will engage the essential ethics issues involved in end-of-life care. Clinical cases and medical knowledge will be explored. The prevailing procedural ethics of our time will be utilized to discuss ethical dilemmas. However, this framework will not be sufficient. After consideration of the practical/experiential, and the secular ethic we will have rich discussion regarding end-of-life ethics from various perspectives. Issues to be discussed will include but are not limited to: defining and describing death, historical and cultural aspects of death and dying, withholding and withdrawing medical technologies, palliative sedation, physician assisted suicide, euthanasia, biopsychosocial-spiritual care, organ donation, artificial feeding and hydration, decision making, grief, and bereavement.

Course learning outcomes
By the end of this course, students should successfully be able to:

- understand the general features (and limitations) of current bioethical discussion relating to end of life issues
- identify the key issues in end of life ethics
- appraise contemporary criticism and support of the palliative care movement
- defend her/his position on key end of life issues
- apply moral reasoning to specific situations and defend the conclusions of that reasoning
- write clearly, eloquently and effectively about particular moral dilemmas
• direct and manage their own future learning about ethics

Prerequisites: N/A

Course materials

Required

Texts

Nash, RR & Nelson, LJ, UNIPAC 6 Ethical and Legal Issues in Palliative Care, AAHPM 2012


Various Articles In Addition to the Below May Be Assigned:

Rie. “Respect for human life in the world of intensive care units: secular reform Jewish reflections on the Roman Catholic view.”

Taboada. “What is appropriate intensive care? A Roman Catholic perspective.”


**Required supplemental materials**

TBA

**Optional materials**


**Course technology**

**Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills
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**Technology skills necessary for this specific course**

- CarmenConnect text, audio, and video chat
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<td>15</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Board Response/Participation</td>
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<tr>
<td>Mid Term</td>
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<tr>
<td>Final</td>
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Late assignments
[Fill in late assignment policy]]

Grading scale
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Course/Module schedule (tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>TBD</td>
<td>Intro to End of Life Issues</td>
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<tr>
<td>2</td>
<td></td>
<td>Palliative Care</td>
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<tr>
<td>3</td>
<td></td>
<td>Hospice</td>
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<tr>
<td></td>
<td></td>
<td>Law Overview (right to die, right to refuse, right to demand)</td>
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<tr>
<td>4</td>
<td></td>
<td>Pain and Symptom Management</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Forgoing Medical Technologies</td>
</tr>
<tr>
<td>6</td>
<td>Suicide, Physician Assisted Suicide, Euthanasia &amp; Nutrition-Hydration (Pt I)</td>
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<td>7</td>
<td>Suicide, Physician Assisted Suicide, Euthanasia &amp; Nutrition-Hydration (Pt II)</td>
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</tr>
<tr>
<td>8</td>
<td>Biopsychosocial-spiritual Care (secular &amp; religious perspectives)</td>
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</table>
| 9 | Decision Making  
Advanced Directives / Living Wills |
| 10 | Descendant Care |
| 11 | Organ Donation  
Grief & Bereavement |
| 12 | Care Based Applications |
| 13 | End of Life Practicum: (1) personal reflection (2) care for dying (3) volunteer hospice/service |
| 14 | Conclusion | Final |
Film, Media & Bioethics
BIOETHIC 7xxx

Core Course—Online MA in Bioethics Program
Center for Bioethics & Medical Humanities

FACULTY – TBD

1. COURSE DESCRIPTION
This interdisciplinary course is intended to develop students’ understanding of and appreciation for the complexities of biomedical ethical problems by examining these problems through the viewpoint of film. The films selected for this course address critical and controversial topics that affect all humans, including, medical anthropology, line between genius and madness, effects of severe illness, end of life decisions, personal identity, autonomy, substituted judgment, disabilities, healthcare distribution and justice, etc.

2. COURSE OBJECTIVES
Students taking this course will learn to
a. understand the general features (including advantages and limitations) of film as a medium for bioethics
b. identify the cinematic tools such as character and plot development, scene setting, narrative framing, etc, to demonstrate principles and topics in contemporary medical ethics
c. apply moral reasoning to specific situations and defend the conclusions of that reasoning
d. write clearly, eloquently and effectively about particular moral dilemmas

3. REQUIREMENTS

3.1 Module Completion
TBD: See Carmen Course

3.2 Homework
For each set of readings there are assigned reading questions.
Due date: see Carmen Course Info

3.3 Late Penalty
Late penalty: papers turned in late will lose one half of a letter grade each day they are late, including Saturday and Sunday.

4. PREREQUISITES N/A (none)

5. SPECIAL ACCOMMODATIONS

[TBD—disability services in accord with online format, etc.]

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

6. ACADEMIC INTEGRITY & MISCONDUCT

OSU official statement on academic misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.” Further, plagiarism is defined as “the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas” (www.studentaffairs.osu.edu/csc/).

7. GRADES

1. Film response essays – 35%
2. Discussion board participation/questions – 25%
3. Final exam 40%

8. TEXTS

Course Texts:


Cinematography Readings via Carmen


- **Introduction to Trauma and Cinema (E. Ann Kaplan and Wan Bang, ed.).**


- **Esteve Riambau: Orson Welles Unknown: Munich Film Museum.**


Online resources

- Stanford Center for Biomedical Ethics: Project on Biomedical Ethics and Film, [http://medethicsfilms.stanford.edu/films/](http://medethicsfilms.stanford.edu/films/)
  - Films in the Project:
    - *The Revolutionary Optimists*
    - *Map Your World*
    - *Rare*
    - *Hold Your Breath*
    - *Worlds Apart*
    - *The Vanishing Line*
    - *Grave Words*


9. MODULE ORDER
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Topic</th>
<th>Films / Media / Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>Engelhardt &amp; Pence readings Additional essays available from Carmen</td>
</tr>
</tbody>
</table>
| Module 2 | Tuskegee Experiment | Film: *Miss Evers Boys*  
Film: *Susceptible to Kindness*  
Pence, “The Tuskegee Study”  
Flory, Wendler, and Emanuel, “Informed Consent for Research”  
*The Belmont Report* |
| Module 3 | Genetic Engineering | Film: *Gattaca*  
Buchanan, “Enhancement and the Ethics of Development”  
Sahakian et al., “Professors Little Helper”  
Joe Morgenstern, “Designer Genes Run Amok” |
| Module 4 | Doctors & Patients | Film: *The Doctor*  
Film: *Wit*  
TBD |
| Module 5 | Medical Trials | Film: *Lorenzo’s Oil*  
TBD |
| Module 6 | Animal Experimentation & Responsibility | Film: *Blackfish*  
TBD |
| Module 7 | Long-term Care & Families | Film: *Marvin’s Room*  
| Module 8 | Death and Dying | Film: *Ososhiki*  
Film: *Death on Request*  
Film: *A Place for Annie* |
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| Module 10 | Informed Consent        | Film: *And the Band Played On*  

Film: *The Sea Inside*  

Faden and Beauchamp, *A History and Theory of Informed Consent* (ch. 8 and 9)  


| Module 11 | Transgender Ethics      | Film: *Southern Comfort*  

Film: *Normal*  

Draper and Evans, “Transsexualism and the Gender Reassignment Sx”  

| Module 12 | Buying and Selling Organs | Film: *Iranian Kidney Bargain Sale*  

Cherry, *Organ For Sale By Owner*  

| Module 13 | Minors & Decision Making | Film: *Sound and Fury*  

Film: *A Private Matter*  

Film: *After Amy*  

Steinberg, “Risk Taking in Adolescence” |
Resource:

http://ukhealthcare.uky.edu/bioethics/film-series/

Using Star Trek as a Bioethics Teaching Aid

Gene Roddenberry, creator of the Star Trek television series envisioned a moral and ethical future. As a result, moral and ethical dilemmas are nicely teased out in several Star Trek episodes. Below are our Program Director’s picks of noteworthy episodes from Star Trek: The Next Generation, which particularly touch on bioethics issues. Episodes are widely available now on DVD. They are listed in alphabetical order.

- **I, Borg**: Episode 123 (1992). Another classic about autonomy, with some shades of research ethics mixed in.
• *The Offspring*. Episode 64 (1990). Reproductive ethics and personhood.
SYLLABUS: BIOETHIC 7XXX
THEORY & FOUNDATIONS OF BIOETHICS
TERM _____

Course overview

Instructor
Instructors: Ryan Nash, MD, MA / Susan Lawrence, PhD

Course description
The main goal of this course is to explore the historical roots of the field of bioethics. The course will be divide into two main parts: the first is a broad survey of key figures and movements in medical history from antiquity to modernity, including the Hippocratics, Galenic medicine, the birth of dissection, Christian hospitality, Medieval medicine, modern surgery, the age of antibiotics, etc. The second part will cover the recent history of bioethics as a field, focusing specifically on the developments in the 20th century that led to the birth of bioethics and the use of the term “bioethics” in the 1960s and 1970s.

Course learning outcomes
By the end of this course, students should successfully be able to:

• understand the roots, history, and transitions of the bioethics across broad eras including: ancient medicine, medical ethics, bioethics, and professionalism
• identify and explore the role of scandals involving medical professions that lead to rise of bioethics, including Tuskegee, Willowbrook, Human Radiation Experiments, etc.
• identify and differentiate the pros and cons of physician-based paternalism and patient-centered autonomy, exploring as well the roles played by nurses and other clinicians in the systems
Prerequisite: N/A

Course materials

Required

Selected readings from historical time periods TBD

Required supplemental materials
Selected readings TBD

Optional materials
Edelstein, Ancient Medicine
Baker & McCullough, The Cambridge World History of Medical Ethics
Baker, Caplan, Emanuel, & Latham, The American Medical Ethics Revolution
Temkin, Hippocrates in the World of Pagans and Christians
Veatch, Hippocratic, Religious, And Secular Music

James Jones, Bad Blood: The Tuskegee Syphilis Experiment, 2nd ed. (Free Press, 1993)


Course technology

Baseline technical skills necessary for online courses
• Basic computer and web-browsing skills
• Navigating Carmen
Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
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Necessary software

Grading and faculty response

Grades

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<tr>
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<tbody>
<tr>
<td>Reading course materials</td>
<td>25</td>
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<tr>
<td>Discussion board essays/responses</td>
<td>25</td>
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<tr>
<td>Two short history/research papers</td>
<td>35</td>
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<tr>
<td>Final exam</td>
<td>15</td>
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<td></td>
<td><strong>History of Medical Ethics</strong></td>
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<td></td>
<td></td>
<td>Hippocratic Oaths</td>
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<tr>
<td></td>
<td></td>
<td>Chauncey Leake, Medical Ethics (selection).</td>
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<td></td>
<td></td>
<td>Claude Bernard, An Introduction into the Study of Experimental Medicine (selection)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td><strong>Human Experimentation Pre-World War II</strong></td>
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<tr>
<td></td>
<td></td>
<td>Susan Lederer, “Orphans as Guinea Pigs,” in Roger Cooter, ed., In the Name of the Child (New York, 1992)</td>
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<td><strong>WW II and the Nuremberg Code</strong></td>
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<td><strong>Henry Beecher and the Rise of Informed Consent</strong></td>
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**Tuskegee and Beyond**


Nova Documentary: “The Deadly Deception” or “Miss Ever’s Boys”


**Death and Dying**


“The Boy in the Bubble,” The American Experience, PBS.

**Rationing and Transplantation**

| 8 | Women’s Rights, from Birth to Breast Cancer


<table>
<thead>
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<th>9</th>
<th><strong>AIDS and Patient Activism</strong></th>
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<th>10</th>
<th><strong>Genetics and Ethics</strong></th>
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<th>11</th>
<th><strong>Sexuality and Gender</strong></th>
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<tr>
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<td>Ronald Bayer on homosexuality and DSM III</td>
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<tr>
<th>12</th>
<th><strong>Medical Error</strong></th>
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<tr>
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<td>Charles Bosk, <em>Forgive and Remember</em> (Chicago: University of Chicago, 1979 (selection).)</td>
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<tr>
<th>13</th>
<th><strong>Medical Futility and Technology Gone Awry</strong></th>
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</table>

| 14 | **Conclusion** |
SYLLABUS: BSGP 7XXX
PERINATAL BIOETHICS
TERM ____

Course overview

Instructor
Instructor: Britton Rink, MD, MS
Email address:
Phone number:
Office hours: TBD

Course description
This course focuses on key ethical issues surrounding women’s health and the pre, peri, and post natal care of the mother and the newborn, including but not limited to ethics of: pre-implantation genetic diagnosis, prenatal diagnosis, maternal decision making, in-vitro fertilization, prenatal diagnosis, fetal treatment/surgery, neonatal care, genetic counseling, gene therapy, and genetic testing. Traditional approaches to bioethics relevant to perinatal ethics will be identified, appraised, and critiqued at points (including principlism, utilitarianism, naturalized bioethics, etc).

Course learning outcomes
By the end of this course, students should successfully be able to:

- understand the general features of current issues and dilemmas in neonatal-perinatal ethics, including, for example: informed consent with prenatal testing, choices following prenatal testing, treatment of abnormality, quality of life, the intrapartum period and procedures, consent during birth labor, patient choice in the postpartum period, Baby Doe regulations, etc.
- identify the relevant key historical moments (ancient and recent) and influences for the specialty of perinatal ethics and practice
- demonstrate familiarity with common professional codes of ethics such as the American College of Nursing-Midwives (2004), ACOG (2004), Lamaze International (2006), etc.
• identify and synthesize theories and research related to controversial aspects of women’s health and perinatal ethics throughout the life span of mother/child
• identify and analyze health care policies that influence perinatal ethics
• apply moral reasoning to specific situations and defend the conclusions of that reasoning
• write clearly, eloquently and effectively about particular moral dilemmas

Course materials

Required
Specific journals and texts TBD [selections of the below optional materials list will be required]

Required supplemental materials
TBD

Optional materials


• Walker M. How to naturalize bioethics, and why: An opening for discussion. Unpublished manuscript; n.d..

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**Other course policies**

**Academic integrity policy**

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- [Carmen (Desire2Learn) accessibility](#)
- Streaming audio and video
- Synchronous course tools

**Course schedule (tentative module topics)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Ethics of Preimplantation Genetic Diagnosis</td>
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<td></td>
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<td>• Moral status of embryo creation extracorporeal</td>
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</table>
| 2 | Ethics of Prenatal Diagnosis | • Use to prevent the birth of disabled persons  
• Sex selection and other traits for nonmedical purposes  
• “Wrongful life” and medical legal influence on prenatal testing |
| 3 | Ethics of Fetal Treatment/Fetal surgery | • Informed consent  
• Therapy through the mother to impact the fetus  
• Use of intervention without data to support outcomes  
• Allocation of resources |
| 4 | Ethics of In vitro Fertilization (1 lecture) | • Consideration of number of oocytes to implant, risk for multiple gestation  
• Selective reduction  
• Use of IVF in women with infectious or terminal diseases (eg HIV) |
| 5 | Ethics of Maternal Decision Making | • Rights of pregnant women to make decision about medical intervention including informed refusal  
• Rights of the fetus  
• Engagement in maternal behavior associated with fetal harm or adverse obstetric outcomes  
• Decision making in labor/birth preferences  
• Maternal-fetal research and human research protection policies |
| 6 | Ethics of Neonatal Care | • Counseling in extreme prematurity  
• Intervention or lack of surgical/medical intervention in newborns with lethal anomalies |
| 7 | Ethics of Genetic Counseling  
- Informed consent  
- Non directive counseling |
|---|---|
| 8 | Ethics of Gene Therapy  
- Stem cell research and treatment  
- Uptake of resources  
- Germline gene therapy  
- Cloning for therapeutic and reproductive purposes |
| 9 | Ethics of Genetic Testing I  
- Prenatal testing  
- Adult onset disorders  
- Susceptibility genes |
| 10 | Ethics of Genetic Testing II  
- Disclosure of results with unknown or uncertain significance  
- Testing for adult onset conditions in the embryo, prenatal and pediatric populations  
- Genetic discrimination – insurers (health and life) and employers  
- Disclosure of test results |
| 11 | Ethics of Genetic Testing III  
- Shared implication of genetic test results  
- Use of genetic information in forensic testing  
- Direct to consumer genetic testing |
| 12 | Ethics of Genetic Information (2 lectures)  
- Access to information  
- Discrimination  
- Ownership of information |
<table>
<thead>
<tr>
<th></th>
<th>13</th>
<th>Ethics of Genetic Information II</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Gene Patenting</td>
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<td></td>
<td></td>
<td>• Boundaries in application of genetic technologies</td>
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<td></td>
<td></td>
<td>• Role of industry in advancing medical technologies</td>
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<tr>
<td></td>
<td>14</td>
<td>Concluding Module</td>
</tr>
</tbody>
</table>
SYLLABUS: BIOETHIC 8XXX
RELIGIOUS AND THEOLOGICAL PERSPECTIVES IN BIOETHICS
TERM _____

Course overview

Instructor
Instructor: TBD [Ryan Nash, Ashley Fernandes, Matthew Vest, Mary Lynn Dell, and/or Naomi Kertesz]
Email address: 
Phone number: 614-366-8405
Office hours: TBD

Course description
This course addresses the discourses and interplay of secular, religious, and theological perspectives in the field of bioethics. One central goal of this course is to identify the thought and language of secular, immanent bioethics in comparison/contrast with religious, transcendent bioethics—without glossing the thick plurality of religious differences and perspectives in the major religions of the West and East, including Judaism, Christianity, Islam, Buddhism, Hinduism, etc. Special attention will be given to these various religious views on life, death, suffering, the human body, nature, reproduction, family systems, transhumanism, healthcare distribution (both global and regional), and concepts of health/wellness.

Course learning outcomes
By the end of this course, students should successfully be able to:

• Understand the interrelationship between ethical dimensions of contemporary medicine and religious/theological perspectives
• Identify and articulate the worldview differences between secular and religious bioethics
• Identify and articulate the worldview differences affecting bioethics within differing religious traditions/perspectives, both eastern, western, and other
• Trace the religious elements within the history of medical ethics/bioethics from the Hippocratic tradition(s), the early Christian and medieval hospitalum, medical ethics, birth of bioethics, professionalism, etc.
• Understand key elements of various cultural, religious, social, and professional traditions
• Compare and contrast the ethical teachings of different religious traditions insofar as they impact topics within bioethics.
• Apply moral reasoning to specific situations and defend the conclusions of that reasoning
• Write clearly, eloquently and effectively about particular moral dilemmas

Prerequisites: N/A

Course materials

Required texts


Various editions/essays from Journal of Medicine and Philosophy on East Asian Bioethics (perspectives from China, Japan, Hong Kong, etc.)

Required supplemental materials [accessible online or to be distributed]

Jewish Bioethics


Eastern Orthodox Christianity


Ancient Christian Wisdom and Bioethics [collection of essays to be distributed]

Catholicism


Protestant Thought


Islamic Culture


Rahman, Abdul. "Islamic Code of Medical Professional Ethics." Papers Presented to the First International Conference on Islamic Medicine Celebrating the Advent of the Fifteenth


Levey, Martin. "Medical Deontology in Ninth Century Islam." In Legacies in Ethics and Medicine, pp. 129-45. Edited by Chester

Hinduism


Buddhism & Eastern Cultures

Chinese Thought


Japanese Thought


Other


Optional materials


Georgetown Research Library:

https://bioethics.georgetown.edu/library-materials/bioethics-research-library-databases/islamic-medical-and-scientific-ethics/
Course technology

Baseline technical skills necessary for online courses
• Basic computer and web-browsing skills
• Navigating Carmen

Technology skills necessary for this specific course
• CarmenConnect text, audio, and video chat
• Collaborating in CarmenWiki
• Recording a slide presentation with audio narration
• Recording, editing, and uploading video

Necessary equipment
• Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
• Webcam: built-in or external webcam, fully installed
• Microphone: built-in laptop or tablet mic or external microphone

Necessary software
•

Grading and faculty response

Grades

<table>
<thead>
<tr>
<th>Assignment or category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading response short essays</td>
<td>15</td>
</tr>
<tr>
<td>Paper # 1</td>
<td>25</td>
</tr>
<tr>
<td>Paper # 2</td>
<td>25</td>
</tr>
<tr>
<td>Discussion board postings</td>
<td>20</td>
</tr>
<tr>
<td>Final exam</td>
<td>15</td>
</tr>
</tbody>
</table>
See course schedule, below, for due dates

Late assignments
[Fill in late assignment policy]

Grading scale
93–100: A
90–92.9: A–
87–89.9: B+
83–86.9: B
80–82.9: B–
77–79.9: C+
73–76.9: C
70 –72.9: C–
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback
For large weekly assignments, you can generally expect feedback within 7 days.

E-mail
I will reply to e-mails within 24 hours on school days.

Discussion board
I will check and reply to messages in the discussion boards every 24 hours on school days.
Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
  All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums: 4+ TIMES PER WEEK**
  As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction</td>
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<tr>
<td></td>
<td></td>
<td>- Goals of the course</td>
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<tr>
<td></td>
<td></td>
<td>- Weltanschauung &amp; Mapping the secular and the sacred</td>
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<tr>
<td></td>
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<td>- Religious Perspectives &amp; Tradition</td>
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<td></td>
<td></td>
<td>- Modes of religious thinking</td>
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<tr>
<td></td>
<td></td>
<td>- Practices and “practices”: rival anthropologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rival definitions of “nature”</td>
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<tr>
<td></td>
<td></td>
<td>- Bioethics as a “lived ethic”</td>
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<tr>
<td>2</td>
<td></td>
<td>Death and Dying</td>
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<tr>
<td></td>
<td></td>
<td>- Transcendence and immanence</td>
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<tr>
<td></td>
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<td>- prolonging living vs prolonging dying</td>
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<tr>
<td></td>
<td></td>
<td>- definitions of death / active-passive / causality</td>
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<tr>
<td></td>
<td></td>
<td>- Natural law, sin, “the fall”, reincarnation,</td>
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<td>3</td>
<td></td>
<td>Suicide &amp; Euthanasia</td>
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<tr>
<td></td>
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<td>- Legal rights and religious differences</td>
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<td>- Practices of wellness and definitions of “health” at the end of life</td>
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<td>- Practices of religious honor suicide: Seppuku, Sallekhana</td>
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<td>4</td>
<td></td>
<td>Terminal Patients</td>
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<tr>
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<td>- Pain and end of life</td>
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<td>- Suffering, disease, and meaning</td>
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<td></td>
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<td>- Miracles, sins, devils, forgiveness</td>
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<td>Page</td>
<td>Section</td>
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<tr>
<td>5</td>
<td>Medical Experimentation on Humans</td>
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<tr>
<td></td>
<td>- Definitions of the body</td>
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<tr>
<td></td>
<td>- Natural law, Reincarnation, Taboo, Theosis</td>
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<tr>
<td>6</td>
<td>Sexuality, Contraception, Artificial Insemination, IVF</td>
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<tr>
<td></td>
<td>- Practices of monogamy/polygamy, pre-marital sex, global spread of AIDS &amp; STDs</td>
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<td></td>
<td>- Definitions of family</td>
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<td>- Rights to children</td>
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<td></td>
<td>- Hierarchy, respect for age</td>
<td></td>
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<td></td>
<td>- Global population</td>
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<tr>
<td>7</td>
<td>Abortion, Prenatal Diagnosis, Genetic Testing</td>
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<tr>
<td></td>
<td>- Historical practices of abortion, ancient and near</td>
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<td>- Language of abortion; Roe v Wade</td>
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<td>- Humanae Vitae</td>
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<td></td>
<td>- Medical technology and religion</td>
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<td></td>
<td>- Authority, spiritual guidance</td>
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<td></td>
<td>- Defective Fetus’, Newborns, “Baby Doe”</td>
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<td>8</td>
<td>Patient Autonomy, Family Systems &amp; Culture</td>
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<tr>
<td></td>
<td>- Patient’s refusal of treatment</td>
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<td></td>
<td>- Physician/patient relationship</td>
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<td></td>
<td>- Confidentiality, Substituted judgment, etc</td>
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<tr>
<td>9</td>
<td>Psychotherapy and Ethics</td>
<td></td>
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<tr>
<td></td>
<td>- Cognative therapy and care for the soul</td>
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<tr>
<td></td>
<td>- Karma, sin, mind-body relationship</td>
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<td></td>
<td>- Psychiatric commitment</td>
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<tr>
<td>10</td>
<td>Transplantation</td>
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<tr>
<td></td>
<td>- Views of the body: immanence and transcendence</td>
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<tr>
<td></td>
<td>- Permanence, relics, social owner</td>
<td></td>
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<tr>
<td></td>
<td>- procurement of organs</td>
<td></td>
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<tr>
<td></td>
<td>- Definitions of death: cardiac, whole brain, DCD</td>
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</tr>
</tbody>
</table>
| **11** | **Embryos, Cloning, Genetic Engineering**  
| - Stem Cell research  
| - Definitions of life; vitalism; futurism  
| - Embryos and respect for life  
| - Rights to offspring, open future  
| - Cloning, choice, “designer babies” |
| **12** | **Transhumanism, Transgender & Intersex**  
| - Congenital adrenal hyperplasia  
| - Sexual and Ethical issues of religious identity  
| - Definitions of “normal” |
| **13** | **Health Care Distribution I**  
| - Rights of healthcare  
| - Standards of healthcare  
| - What is health? Dilemmas of real cultural difference  
| - Privatized healthcare and a post-religious West?  
| - Lines between culture and religion |
| **14** | **Analysis, Comparison, Extention**  
| - Plurality and consensus  
| - Definitions of natural? Health? |
Course Description:

Alongside the thesis project, the clinical ethics practicum is one of two possible capstone projects in the MA program. The clinical ethics practicum is based upon a Personal Learning Plan (PLP) developed in collaboration with a supervisor. The following components are customarily included in the clinical ethics practicum: integration with an ethics consult committee, participation in ethics case consultations, regular rounds with ethics faculty for inpatient/outpatient centers, complete periodic reports (summing activities, identifying issues/dilemmas, offering insights and reflections), organize/lead write numerous case consults reports, formally present case consults in ethics committee meetings, participate in policy development facilitated by local ethics committee/consult services. Upon completing the PLP, the students will complete the substantial written component of the Practicum in two parts: (1) a summary report of the student’s clinical ethics practicum and (2) a comprehensive ethics case report stemming from a case in student’s practicum experience. This case report will aim to meet the best standard publication expectations for peer-reviewed bioethics journals and other publications in the field. In addition to the written component, students will complete an oral examination on the Clinical Ethics Practicum through video conferencing. Both the written and oral components will be graded by the Student’s (non) Thesis Committee (formed according to the same standards of the Student Thesis Committee).

Prerequisite: BIOETHIC6000

Course Objectives, Assignments, and Expected Student Outcomes:

In conjunction with the course faculty supervisor, the student is expected to develop a course objectives with the PLP as the basis for assignments and assessment of the student’s performance. The course objectives and plan will be discussed and approved by the faculty supervisor.

Example verbiage:
• To pursue a unique learning experience through clinical ethics consultation in order to construct new knowledge...
• To design and conduct a PLP that futhers a student’s bioethics portfolio...
• To develop skills in designing a bioethics-related discipline specific clinical ethics methodology.

...  
• To review, apply, and interact with relevant ethics codes in bioethics
• To practice writing suited to the interdisciplinary nature of bioethics and learn how to write precise ethics consult reviews/results/cases

Required hours or weekly schedule: Expected work or activity schedule to be listed here as well as how frequently the instructor and student will meet to review and assess student progress towards satisfactorily accomplishing course objectives, assignments, and student outcomes. Included here will be any specific student participation, presentation or testing dates and relevant information.

Expectations: Add appropriate specific expectations for student performance. This section needs to delineate in specific terms what is expected of the student and will serve as the basis of assessment for grade assignment.

Example verbiage:
• The student will develop (with the advisor’s guidance) a Personal Learning Plan at the beginning of the semester/session that will state the experience elements of this Clinical Ethics Practicum, and method of communication of the practicum results to others. The written proposal (including preliminary reading list) is due no later than XXX day of the XXX week of classes.

Required Readings:
Example of readings that would be appropriate to list (note: this list is not indicative of the length of readings assigned in the Clinical Ethics Practicum).
The student is expected to search appropriate databases, read, and become familiar with the literature relating to her/his clinical ethics participation. In other words, with the help of the instructor, the student should become familiar with the literature and scholarly discourses surrounding clinical ethics.

• Can There Be "Clinical" or Therapeutic Philosophical Practice?

Plato: Charmides

Fletcher J. Guidelines of the Virginia Bioethics Network for Bioethics and Clinical Ethics Committees.


• What Do Clinical Ethicists Actually Do?

Clinical Ethics Program Advertisements: The Ohio State University, Georgetown University, University of Pennsylvania, University of Virginia, Vanderbilt University, University of Pittsburgh, University of Chicago


• Authority and Expertise in Clinical Ethics


• Standards for Clinical Ethical Activity


• Evaluation of Ethics Consultation


• Ethics Committees
Youngner S et al. 1983. A National Survey of Hospital Ethics Committees. Critical Care Medicine


- Expanding the Scope of Ethics Committees


Evaluation:

*Example verbiage:*

*Your final course grade* will be calculated according to the following criteria at the end of the semester:

- **XX%** - Effort, attitude, and time invested (e.g. providing progress reports, participation in meetings, troubleshooting, etc.)
- **XX%** - Summary written report of the students clinical ethics practicum (format resembles a research paper)
- **XX%** - Comprehensive ethics report stemming from a case in the student’s practicum experience

**Grading Procedure:** The final grade will be either satisfactory practicum (SP) or unsatisfactory practicum (UP). A grade of SP indicates that the student has performed at a level expected of a junior level clinical ethics consultant, whereas unsatisfactory research (UP) indicates that the student has not performed at a level expected for a junior level clinical ethics consultant. The IUP (incomplete practicum) indicates that the student did not complete the objectives, assignments or attain the expected student outcomes defined in this syllabus. The grade assignment is based on the evaluation criteria, with the following grading scale:

- Grading Scale: 80-100% = SP, 0-79% = UP

**UR or IUR grades:** A UR grade places the student in danger of not completing the Clinical Ethics Practicum and triggers a review of whether the student is making satisfactory progress towards completing the Clinical Ethics Practicum option in the MA program.

**Academic Integrity:** OSU official statement on academic misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.” Further, plagiarism is defined as “the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas” (www.studentaffairs.osu.edu/csc/).
Acknowledgement of Syllabus Provisions:

These signatures indicated that we have discussed this syllabus and agree with its provisions.

Print Name       Print Name
____________________________     ____________________________
Signature       Signature
____________________________     ____________________________
Faculty         Student

Syllabus Attachments (if any):
THE OHIO STATE UNIVERSITY
CENTER FOR BIOETHICS

SYLLABUS FOR
BIOETHIC 8XXX DIRECTED READINGS THESIS RESEARCH
DATE ____

Instructor: Office:

e-mail: Phone:

Credit hours ______

Course Description:
This course of directed readings provides additional research preparation for a particularly high-level MA Thesis—including source identification, pre-reading, reading, ideation and topic analysis. Students electing to take this course are research-oriented students who likely wish to pursue PhD studies in a field related to bioethics. Admission to this course requires a sponsoring faculty member and approval from the Director of the MA program. The Syllabus for this course will be written in conjunction between the student and sponsoring faculty member and approved by the Director of the MA program.

Prerequisite: BIOETHIC6000

Course Objectives, Assignments, and Expected Student Outcomes:
The student is expected to develop a research plan and schedule for the semester/session and use this plan as the basis for assignments and assessment of the student’s performance. The course objectives and plan will be discussed and approved by the faculty advisor.

Example verbiage:
• To discover and pursue a unique topic of research in order to construct new knowledge...
• To design and conduct an original research project
• To develop skills in designing a bioethics-related discipline specific research methodology.
• To develop a working knowledge of relevant literature in bioethics
• To practice writing suited to the interdisciplinary nature of bioethics and learn how to participate in the peer review process
• To be able to discuss research and other topics with academics in the field of bioethics

Required hours or weekly schedule: Expected work or activity schedule to be listed here as well as how frequently the instructor and student will meet to assess student progress towards satisfactorily accomplishing course objectives, assignments, and student outcomes. Included here will be any specific student participation, presentation or testing dates and relevant information.
**Expectations:** Add appropriate specific expectations for student performance. This section needs to delineate in specific terms what is expected of the student and will serve as the basis of assessment for grade assignment.

**Example verbiage:**
- The student will develop (with the advisor’s guidance) a research plan at the beginning of the semester/session that will state a research problem/question/hypothesis, its background, outline a research strategy and experimental approach, method of data collection, interpretation and validation, and method of communication of the project results to others. This plan may also serve as a request for funding. The written proposal (including preliminary reading list) is due no later than XXX day of the XXX week of classes.

*OR*

- The student will present oral reports of research progress, relevant readings, and/or challenges at scheduled meetings.

*OR*

- The student will take primary responsibility for their research and do so with professional attitudes and time commitments. I expect a minimum of XX hours of productive work per week. It is more realistic to expect to spend an average of XX-XX hours per week working and thinking about your project.

*OR*

- The student will produce a manuscript (with active feedback from the instructor and peers) that can be published in part or whole by a peer reviewed research journal. Publishable manuscripts require many drafts, reviews, and revisions. I expect that, if necessary, the student will continue to participate in the publication process after the semester ends.

*OR*

- The student is encouraged to present research results at appropriate scholarly meetings. Generally, a student will be first author on abstracts resulting directly from her/his work.

*OR*

- The student will be self-motivated, work independently, and approach the instructor for guidance regularly.

**Required Readings:**
**Example verbiage:**
The student is expected to search appropriate databases, read, and become familiar with the literature relating to her/his research. In other words, with the help of the instructor, the student should become an expert on the literature relevant to their research topic in bioethics.

**Evaluation:**

*Optional verbiage:*

Your final course grade will be calculated according to the following criteria at the end of the semester: **XX%** - Effort, attitude, and time invested (e.g. providing progress reports, participation in meetings, troubleshooting, etc.)

**XX%** - Final written report (format resembles a research paper)

**XX%** - Organization of data, computer files, and any other documentation that remains as your research legacy

**Grading Procedure:** The final grade will be either satisfactory research (SR) or unsatisfactory research (UR). A grade of SR indicates that the student has performed at a level expected of a graduate student at OSU, whereas unsatisfactory research (UR) indicates that the student has not performed at a level expected for a graduate student at OSU. The IUR (incomplete research) indicates that the student did not complete the objectives, assignments or attain the expected student outcomes defined in this syllabus. The grade assignment is based on the evaluation criteria, with the following grading scale:

Grading Scale: 80-100% = SR, 0-79% = UR

**UR or IUR grades:** A UR grade places the student in danger of not completing the Directed Readings course and triggers a review of whether the student is making satisfactory progress towards completing the thesis option in the MA program.

**Academic Integrity:** OSU official statement on academic misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.” Further, plagiarism is defined as “the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas” (www.studentaffairs.osu.edu/csc/).
Acknowledgement of Syllabus Provisions:

These signatures indicated that we have discussed this syllabus and agree with its provisions.

Print Name       Print Name
____________________________     ____________________________
Signature       Signature
____________________________     ____________________________
Faculty         Student

Syllabus Attachments (if any):
Instructor: __________________________  Office: __________________________

e-mail: __________________________  Phone: __________________________

Credit hours _________

Course Description:

The master’s thesis is a carefully argued scholarly paper of approximately 12,000 – 13,000 words (roughly 50 pages). Students will under the supervision of a faculty advisor to craft and write an original argument that is carefully documented from primary and/or secondary sources. The thesis must have a substantial research component and a focus on a suitable topic within the field of bioethics. As a final element in the master’s degree, the thesis gives the student an opportunity to demonstrate expertise in the chosen research area.

Prerequisite: BIOETHIC6000

Note: this course may be taken synonymously with BIOETHIC 8xxx Directed Readings Thesis Research.

Course Objectives, Assignments, and Expected Student Outcomes:

The student is expected to develop a research plan and schedule for the semester/session and use this plan as the basis for assignments and assessment of the student’s performance. The course objectives and plan will be discussed and approved by the faculty advisor.

Example verbiage:

• To discover and pursue a unique topic of research in order to construct new knowledge...
• To design and conduct an original research project...
• To develop skills in designing a discipline specific research methodology...
• To develop a working knowledge of relevant literature in bioethics ...
• To practice writing suited to the interdisciplinary nature of bioethics and learn how to participate in the peer review process
• To be able to discuss research and other topics with academics in the field of bioethics

Required hours or weekly schedule: Expected work or activity schedule to be listed here as well as how frequently the instructor and student will meet to assess student progress towards satisfactorily accomplishing course objectives, assignments, and student outcomes. Included here will be any specific student participation, presentation dates and relevant information.
**Expectations:** Appropriate specific expectations for student performance to be listed here. This section needs to delineate in specific terms what is expected of the student and will serve as the basis of assessment for grade assignment.

**Example verbiage:**
- The student will develop (with the advisor’s guidance) a research plan at the beginning of the semester that will state a research problem/question/hypothesis, its background, outline a research strategy and experimental approach, method of data collection, interpretation and validation, and method of communication of the project results to others. This plan may also serve as a request for funding. The written proposal (including preliminary reading list) is due no later than XXX day of the XXX week of classes.

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- The student will take primary responsibility for their research and do so with professional attitudes and time commitments. I expect a minimum of XX hours of productive work per week. It is more realistic to expect to spend an average of XX-XX hours per week working and thinking about your project.

OR

- The student will produce a manuscript (with active feedback from the instructor and peers) that can be published in part or whole by a peer reviewed research journal. Publishable manuscripts require many drafts, reviews, and revisions. I expect that, if necessary, the student will continue to participate in the publication process after the semester ends.

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**Required Readings:**

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The student is expected to search appropriate databases, read, and become familiar with the literature relating to her/his research. In other words, with the help of the instructor, the student should become an expert on the literature relevant to their research topic.

**Evaluation:**
Example verbiage:
Your final course grade will be calculated according to the following criteria at the end of the semester:
XX% - Effort, attitude, and time invested (e.g. providing progress reports, participation in lab meetings, troubleshooting, etc.)
XX% - Final written report (format resembles a research paper)
XX% - Organization of data, computer files, and any other documentation that remains as your research legacy

The thesis advisor is happy to discuss your progress at any time during the semester.

Grading Procedure: The final grade will be either satisfactory research (SR) or unsatisfactory research (UR). A grade of SR indicates that the student has performed at a level expected of a graduate student at OSU, whereas unsatisfactory research (UR) indicates that the student has not performed at a level expected for a graduate student at OSU. The IUR (incomplete research) indicates that the student did not complete the objectives, assignments or attain the expected student outcomes defined in this syllabus. The grade assignment is based on the evaluation criteria, with the following grading scale:

Grading Scale: 80-100% = SR, 0-79% = UR

UR or IUR grades: A UR grade places the student on academic probation and triggers a review of whether the student is making satisfactory progress towards earning their degree and seeks to determine why the student has earned a UR grade as well as proscribing any corrective actions that the student needs to accomplished to regain a status of “making adequate progress” towards earning their degree. In addition, courses with UR grades cannot be used for meeting minimum degree credit hour requirements (or included on the Plan of Study) and are ineligible for tuition waivers. For IUR grades, completion of course objectives, assignments, or expected student outcomes must be accomplished within one calendar year from the date of assignment of the IUR grade or the IUR grade is automatically changed to a UR grade. Two consecutive UR grades indicate that the student is not making adequate progress towards earning their degree resulting in the student not being allowed to continue their graduate studies at OSU.

Academic Integrity: OSU official statement on academic misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.” Further, plagiarism is defined as “the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas” (www.studentaffairs.osu.edu/csc/).
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These signatures indicated that we have discussed this syllabus and agree with its provisions.

Print Name       Print Name
____________________________     ____________________________
Signature       Signature
____________________________     ____________________________
Faculty        Student

Syllabus Attachments (if any):