

**From:** [Kowalsky, Lisa](#)  
**To:** [Reed, Katie](#)  
**Cc:** [Miriti, Maria](#); [Bowersock, Nicolette \(OSUMC\)](#)  
**Subject:** Forwarding Informational Item: Bioethics Course Addition  
**Date:** Wednesday, December 3, 2025 9:06:00 AM  
**Attachments:** [Bioethics Core Curriculum Addition and Syllabus 2026 \(1\).pdf](#)  
[image001.png](#)

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Dear Katie,

Please find attached an informational item from the College of Medicine for a course addition to the Bioethics MA. It is only the addition of the course that appears in this proposal; thus we felt it qualified to be treated as an informational item rather than review item.

Please let me know if any questions or concerns arise.

Best,  
Lisa



**THE OHIO STATE UNIVERSITY**  
GRADUATE SCHOOL

**Lisa Clouser (Kowalsky)**

**The Ohio State University**

Graduate School  
247E University Hall  
230 N. Oval Mall, Columbus, OH 43210  
614-292-2267 Office  
[gradsch.osu.edu](http://gradsch.osu.edu)

Pronouns: she/her/hers



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF MEDICINE

**C. Alexander Grieco, M.D.**  
Interim Vice Dean for Education  
Associate Professor of Biomedical Education and Anatomy  
Associate Professor of Radiology

320 Hamilton Hall  
1645 Neil Avenue  
Columbus, OH 43210  
614.685.3059 phone  
Grieco.11@osumc.edu

Courtney Thiele, JD, MA  
Assistant Professor of Biomedical Education and Anatomy, Division of Bioethics  
Interim Director, Division of Bioethics  
Director, Bioethics Education Programs  
Director, Bioethics Graduate Program  
Department of Biomedical Education and Anatomy  
The Ohio State University College of Medicine  
370 West 9<sup>th</sup> Avenue  
Columbus, OH 43210

November 11, 2025

Dear Dr. Thiele:

Thank you very much for sharing your proposal to add a requirement for additional coursework to the OSUCOM Masters Program in Bioethics, namely, the requirement for degree candidates to complete Research Methods in Bioethics (BIOETHC 7800) during their training.

As Interim Vice Dean for Education, I am writing to provide my enthusiastic support for the proposed addition of BIOETHC 7800.

First, the reasoning for the addition is sound and timely. As you have shared, the course would help to ensure that learners in the program will attain fluency in academic and professional writing in bioethics and related fields. As an existing, already-approved course, BIOETHC 7800 features learning objectives that address methodological approaches used to address ethical concerns, the ability to reflect on such methodologies as applied to conducting and presenting/publishing research in bioethics, and the ability to critically analyze existing scholarly writing in the field. Further, the addition of the course would not increase the total required program hours (30 credit hours at present). Finally, the “opt-out” petition creates an inclusive and flexible option that a learner may pursue if they have a strong background in bioethics research or have already demonstrated achievement of the learning objectives through pre-existing coursework and/or their own scholarly writing.

In summary, I fully endorse the addition of BIOETHC 7800 to the core requirements for the Masters in Bioethics offered by the OSU College of Medicine. I am confident that this change will significantly enhance the skillset with which learners will graduate from the program.

Please let me know if there is any additional support or information I can provide for the proposed change.

Sincerely,

C. Alexander Grieco, M.D.  
Interim Vice Dean for Education  
Associate Dean for Student Life  
Associate Professor of Biomedical Education and Anatomy  
Associate Professor of Radiology  
The Ohio State University College of Medicine



THE OHIO STATE UNIVERSITY

Center for Bioethics & Division of Bioethics

The Ohio State University  
College of Medicine

155 Meiling Hall  
370 West 9<sup>th</sup> Avenue  
Columbus, Ohio 43210-1238

614-366-8405 Phone  
614-366-7702 Fax  
bioethics@osumc.edu  
go.osu.edu/bioethics

11/17/2025

To Whom it May Concern:

I'm writing as committee chair on behalf of the Bioethics Graduate Studies Committee to confirm our support and enthusiasm for the proposed curricular update to the MA in Bioethics that would add BIOETHC 7800, Research Methods in Bioethics, to the core curriculum effective Autumn 2026. This course is already approved and has previously been offered as an elective in the program. We support moving it to a required course and lessening the number of elective courses required for the program as we see this course as essential for students to engage in developing skills that will help them succeed in the field, namely in academic research and writing. This change would not impact the total credit hours required for the degree.

We also recognize that some of our students come with advanced skills in the areas of focus in this course (BIOETHC 7800). For these students, there is a pathway to waive the requirement, or opt out, of taking the course and allowance to take an elective to meet the credit requirement.

Thank you for your consideration.

Sincerely,

Courtney Thiele, JD, MA  
The Ohio State University College of Medicine  
Interim Director, Division of Bioethics  
Director, Bioethics Education Programs  
Director, Bioethics Graduate Program  
Vice Chair for Faculty Success, Dept. of Biomedical Education and Anatomy  
Assistant Professor, Division of Bioethics  
Courtney.thiele@osumc.edu

## **I. Proposal to add Research Methods in Bioethics to Core Course requirements for MA in Bioethics**

In order to help better prepare our students for professional and academic writing fluency in the field of bioethics, the Bioethics Graduate Studies Committee is proposing adding BIOETHC 7800 (Research Methods in Bioethics) to the required, core program courses.

- This change would be effective for students beginning in SU 26 and all subsequent semesters.
- This change would not increase total program hours (30 credit hours).
- The course distribution would be as follows:
  - 18 hours of required courses
  - 9 hours of student-selected elective courses
  - 3 hours of capstone (thesis or capstone project) course
  - Total =30 hours
- BIOETHC 7800 is already an approved course in the program, so no additional course build would be required for this change.

Experience and fluency in research methods are vitally important for success within the field of bioethics. For this reason, the MA in Bioethics offers BIOETHC 7800 as a required course. Upon completing this course:

- Students will have engaged multiple methodological approaches from a variety of fields, such as normative ethics, medicine, law, social science, theology, public health, critical theory, and other humanistic disciplines.
- Students will have explored a variety of methods commonly utilized to address ethical concerns surrounding clinical care, biomedical research, and health care policy.
- Students will have engaged in theoretical reflection on the strengths and limits of at least one particular bioethical methodology as well as have gained very practical competencies in conducting and publishing original research in bioethics.
- Students will be equipped with the analytic and practical skills to analyze existing contributions to bioethics and to make contributions of their own.

## **II. Research Methods in Bioethics (BIOETHC 7800) Opt-Out Petition Plan**

Even with the above considerations, given the diversity of some of our students' research methods experience and backgrounds, some of whom come to the interdisciplinary field of bioethics with terminal degrees in research disciplines, including years of academic university-level research/teaching experience, we have created an opt-out process should eligible students wish to petition to exchange BIOETHC 7800 for an elective or other BIOETHCs course.

Students seeking this opt-out should note that this process is a petition that is not guaranteed. Opt-out petitions will go directly to MA Program Director (Courtney Thiele), Assistant Director of Education Programs (Matthew Vest), and Dana Howard (faculty for BIOETHC 7800).

### **Eligibility & Description**

Students petitioning to opt-out of BIOETHC 7800 will typically fall within one of the below tiers.

**Tier I:** Students with a PhD in a discipline requiring a research dissertation

**Tier II:** Students with a terminal, professional degree common to bioethics (e.g., MD/DO, JD, MSGC) with at least two peer-reviewed publications that align with bioethics/humanities scholarship expectations (In other words, team-science publications reflect valuable scholarship yet may not translate well to research methods expectations in bioethics.)

**Tier III:** Students not in the above tiers but with a demonstrably strong background in research methods aligning with bioethics

### **III. Research Methods in Bioethics (BIOETHC 7800) Opt-Out Petition Form**

**Student Info (name/address/OSU email address/etc.):**

**Eligibility (tier 1, 2, or 3):**

**Petition Rational:**

In the section below, please describe your background experience in research methods. Recommendation: Please comment as best fitting how your work aligns with the below Learning Outcomes for BIOETHC 7800.

BIOETHC 7800: Learning Outcomes

1. Identify and evaluate the norms and methods most commonly used in bioethical research
2. Conduct an original, semester-long research project applying at least one of the bioethical methods – this could take the form of a normative paper ready for submission to a bioethics journal or the form of a protocol ready for submission to an IRB
3. Provide critical feedback on ongoing research projects of fellow students
4. Assess the current state of the bioethical literature on a given topic to determine points where their original contribution would have greatest impact
5. Create a conference-ready presentation of their ongoing research project
6. Determine the appropriate research methodology for a given bioethical question



# SYLLABUS

BIOETHC 7800: Research Methods in Bioethics

Fall 2026 – Online

Course Credits: 3.0 Hours

## COURSE OVERVIEW

### Instructor

Instructor: Dana Howard, PhD, Brown University, Philosophy

Email address: [howard.1146@osu.edu](mailto:howard.1146@osu.edu)

Phone number: 818-404-4775

Office hours: Wednesdays 3-4 pm on Zoom, or by appointment [Please schedule an appointment and I will send you a zoom link].

The most direct way to communicate with me is through email (NOT CARMEN) if you have any questions. Please email me at [howard.1146@osu.edu](mailto:howard.1146@osu.edu) if you have any questions or concerns.

### Course description

Bioethics is a distinctively interdisciplinary enterprise that engages multiple methodological approaches from a variety of fields, such as normative ethics, medicine, law, social science, theology, public health, critical theory, and other humanistic disciplines. In this graduate level course, students will explore the variety of methods that have been utilized to address ethical concerns surrounding clinical care, biomedical research, and health care policy. Each week, students will engage in theoretical reflection on the strengths and limits of a particular bioethical methodology as well as gain very practical competencies in conducting and publishing original research in bioethics. The aim of the course is to equip students with the analytic and practical skills to analyze existing contributions to bioethics and to make contributions of their own.

## Pre-requisites

There are no pre-requisites for this course. However students should be mindful that this is a graduate level course and that work will be evaluated accordingly.

## Course learning outcomes

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

1. Identify and evaluate the norms and methods most commonly used in bioethical research
2. Conduct an original, semester-long research project applying at least one of the bioethical methods – this could take the form of a normative paper ready for submission to a bioethics journal or the form of a protocol ready for submission to an IRB
3. Provide critical feedback on ongoing research projects of fellow students
4. Assess the current state of the bioethical literature on a given topic to determine points where their original contribution would have greatest impact
5. Create a conference-ready presentation of their ongoing research project
6. Determine the appropriate research methodology for a given bioethical question

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

All readings will be available on Carmen.

### Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

## TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

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

## REQUIRED EQUIPMENT

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

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<p><b>ONLINE DISCUSSION FORUM PARTICIPATION:</b></p> <p>The online discussion forum will be a venue for you to reflect on the methodology of the week.</p> <p>Most weeks, your assigned reading will include two exemplars of the particular methodology for the week along with a number of theoretical reflections on the role of such a methodology for the study of bioethics (some of the theoretical methodological reflections will be defending the methodology and some of the theoretical reflections will pose challenges).</p> <p>After reading, you will be expected to answer one or two questions related to the text. This will usually be due on the Thursday of each week.</p> <p>You will also be expected to respond to at least one discussion post written by another student (due the following Sunday of that week).</p>	30

<p><b>Throughout the semester, you are allowed to skip 1 discussion post with no detriment to your grade. You are allowed to skip 2 peer responses with no detriment to your grade.</b></p>	
<p><b>PEER FEEDBACK:</b></p> <p>There are three “virtual forums” throughout the semester where you have the opportunity to present the progress of your research to the class. On these weeks, it is also your responsibility to offer feedback for the work of at least two of your peers.</p> <p>You will also be assigned one colleague based on your interests for whom you can informally offer support and peer evaluation throughout the semester. Once a draft of the final project has been turned in, you are responsible for submitting to each other detailed formal feedback on the draft. This can take the form of marginal edits or the form of peer review report.</p>	10
<p><b>PRELIMINARY AND END-OF-TERM EVALUATION PAPER:</b></p> <p>This category consists of two assignments, one at the start of the semester and one at the end.</p> <p>For the preliminary evaluation paper, pick one work in bioethics that has had a profound effect on your thinking and practice. Evaluate its methodology. What question was it asking? What do you see as the strengths of that method? What are its limitations? What features of this work would you want to emulate in your own research? What would you have changed if you were the author of this work?</p> <p>For the end-of-term evaluation paper, you will be asked to return to this work of bioethics and once again evaluate its methodology, its strengths, and its limitations.</p>	10
<p><b>ORIGINAL RESEARCH MILESTONES AND COMPETENCY ACTIVITIES:</b></p> <p>Each week, you will also participate in a tutorial on a specific practical skill in bioethics research – such as picking the appropriate venue to publish your proposed research project or writing an alluring abstract. You will be expected to engage in an activity that demonstrates your competency. This activity will either take the form of a milestone in the progress of your original research or an independent activity for the given skill.</p>	25

<p><b>You must keep up with the original research milestones throughout the semester. You may skip 1 of the competency activities throughout the semester with no detriment to your grade.</b></p>	
<p>ORIGINAL RESEARCH FINAL PROJECT:</p> <p>Your original research project can take two forms: (1) A normative bioethics paper that is ready to submit for publication (at your chosen venue) or (2) a protocol that is ready for IRB submission (at your given institution.) More details about this project will be forthcoming throughout the semester.</p>	25
<p><b>Total</b></p>	<p><b>100</b></p>

*See course schedule, below, for due dates.*

## **Late assignments and Incomplete Assignments**

We are still recovering from a public health crisis and many of us are struggling with childcare, eldercare, job instability, among other stressors. I do not want this class to be another source of anxiety. I will always accept late work throughout this semester. You should let me know that you plan on taking an extension as soon as you can and I will try to be as accommodating as possible. Without contacting me, if you submit work over a week late, you will generally get a [B-] for the assignment and will receive minimum feedback. Please refer to Carmen for due dates. There are certain weeks, where your assignment involves giving feedback to another student, on those weeks, I will not accept late assignments since other students need the feedback in a timely fashion.

You are excused from one online discussion forum post of your choosing throughout the semester and up to 1 competency activities. You do not need to notify me prior to taking your “skip” weeks for a particular category of assignment. If you have extenuating circumstances that require you to deviate from the course schedule, talk to me as soon as possible so that we can make arrangements to ensure that you can fulfill class assignments in a timely fashion. You will not get credit for unexcused missed assignments, however, with prior discussion and agreement between student and instructor, we can work together to make sure that you will be successful in this course. Students must complete the assignments in each category in order to pass the class.

## 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

The following list will give you an idea of the instructor's 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:** The instructor will reply to e-mails within **24 hours on school days** and **48 hours on weekends**.
- **Discussion board:** The Instructor will check and reply to messages in the discussion boards every **Monday, Wednesday, and Friday during the Semester (excluding Spring break)**.

## PARTICIPATION AND ATTENDANCE

### 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 the instructor *as soon as possible*.

- **Office hours: OPTIONAL**

If you need a time outside my scheduled office hours, please contact the instructor at the beginning of the week.

- **Participating in discussion forums: 2+ TIMES PER WEEK**

As participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. The first post will be an original response to the prompted weekly reflection questions, the second post will be in response to someone else's original response. Feel free to continue the conversation on any given topic beyond these two requisite posts.

- **Participation in "Virtual Forums": 2 TIMES PER SEMESTER**

You will have the opportunity at three points in the semester to present the progress of your original research project to the class and to offer feedback on the research projects of others.

## Discussion and communication guidelines

The following are the instructor's 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. A more conversational tone 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 course materials, list at least the name of author and page numbers. For online sources, include a link.) On this note, DO NOT USE AI products like ChatGPT for your assignments, LLMs are notoriously bad at making up fake citations or fake quotes from articles – especially if those sources are academic sources behind paywalls.
- **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.
- **Don't wait until the last minute:** Some assignments will require some significant research and preparation on your part. For example, the virtual forums require that you upload a short video presentation of your research projects. Make sure that you read through the weekly activities at the outset of the week so that you can know what is coming up and you can budget your time accordingly.

## OTHER COURSE POLICIES

### Academic integrity policy

#### POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

#### OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential. Again, if you find yourself in need of extensions or alterations, early and continuous communication with me is key to successful completion of the course material.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

If you have a learning or physical disability, or if you learn best utilizing a particular method, please discuss with me how I can best accommodate your learning needs. I am committed to creating an effective learning environment for all learning styles. I can do this most successfully if you discuss your needs with me in advance. I will maintain the confidentiality of your learning needs. 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 Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto: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 \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/8	<p style="text-align: center;"><b>Incorporating Bioethics Research into your Practice</b></p> <p><b>Readings:</b></p> <p>Edmund Pellegrino. "The Metamorphosis of Medical Ethics: A 30 year Retrospective JAMA 269, no. 9 (March 3, 1993): 1158-1162.</p> <p>Carl Elliott. "The Tyranny of Expertise" In The Ethics of Bioethics, edited by Lisa A. Eckenwiler and Felicia G. Cohn. Baltimore: Johns Hopkins University Press, 2007.</p> <p>Jay Katz, "Reflections on Unethical Experiments and the Beginnings of Bioethics in the United States" Kennedy Institute of Ethics Journal Vol. 4, Iss. 2, January 01, 1994, pp. 85-92.</p> <p>Larry Churchill and David Schenck, "One Cheer for Bioethics: Engaging the Moral Experiences of Patients and Practitioners Beyond the Big Decisions".Cambridge Quarterly of Healthcare Ethics (2005), 14, 389–403.</p> <p>Stephen Toulmin. "How Medicine Saved the Life of Ethics" Perspectives in Biology and Medicine. 25, no. 4 (Summer 1982): 736-750.</p> <p><b>Preliminary Evaluation Paper:</b> For the preliminary evaluation paper, pick one work it bioethics that has had a profound effect on your thinking and practice. Evaluate its methodology. What question was it asking? What do you see as the strengths of that method? What are its limitations? What features of this work would you want to emulate in your own research? What would you have changed if you were the author of this work?</p>
2	1/15	<p style="text-align: center;"><b>Principles Approach</b></p> <p><b>Process:</b> Asking the right question. Using the right method to answer that question. Brainstorming to get to a specific bioethical question.</p> <p><b>Method of the Week:</b> Case-Based Principles Approach</p> <p><b>Readings:</b></p>

		<p><b>Exemplars:</b></p> <p>Ronald Dworkin, "Chap. 8: Life Past Reason" in <i>Life's Dominion</i>.</p> <p>Jonathan Pugh, Christopher Pugh, and Julian Savulescu, "Exercise Prescription and the doctor's duty of non-maleficence" in <i>British Journal of Sports Medicine</i>, 2017.</p> <p><b>Methodological Reflections:</b></p> <p>John Arras, James Childress, and Matthew Adams.  "<a href="#">Principlism: The Borg of Bioethics</a>" in <i>Methods in Bioethics: The Way We Reason Now</i>. pp. 1-19. Oxford: Oxford University Press, 2017.</p> <p>K. Danner Clouser and Bernard Gert. "<a href="#">A Critique of Principlism (Links to an external site.)</a>" <i>Journal of Medicine and Philosophy</i> 15, no. 2 (April 1990): 219-236.</p> <p>For Further Reading [Not Required]:</p> <p>John Arras. "<a href="#">Getting Down to Cases: The Revival of Casuistry in Bioethics. (Links to an external site.)</a>" <i>The Journal of Medicine and Philosophy</i> 16(1): 29-51.</p> <p>Matching up students: preference list and matching.</p> <p><b>Original Research Milestone:</b> Concept Web activity</p>
3	1/22	<p style="text-align: center;"><b>Ethical Frameworks I</b></p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Figuring out your audience and interlocutors.</li> <li>• Determining the appropriate journal.</li> </ul> <p><b>Method of the Week:</b> Ethical Frameworks: Consequentialism</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>Peter Ratiu and Peter Singer. "<a href="#">The Ethics and Economics of Heroic Surgery</a>." <i>Hastings Center Report</i> 31, no. 2 (2001): 47-48.</p>

		<p>John Harris, <a href="#">Scientific Research is a Moral Duty</a>,  <i>Journal of Medical Ethics</i>, (2005) 31: 242-248.</p> <p><b>Methodological Reflections:</b></p> <p>Shafer-Landau, Consequentialism: Its Nature and Attractions pp. 119-130 (up to <i>The Scope of the Moral Community</i>)</p> <p>Bernard Williams, "<a href="#">A Critique of Utilitarianism</a>"  in <i>Utilitarianism: For and Against</i> by Bernard Williams and J.J.C. Smart. Cambridge University Press, 1973.</p> <p>Harriet McBryde Johnson. <a href="#">Unspeakable Conversations</a>. <a href="#">New York Times Magazine</a>. Feb. 16, 2003.</p> <p>Mark Hopwood, "Terrible Purity: Peter Singer, Harriet McBryde Johnson, and the Moral Significance of the Particular. <i>Journal of the APA</i> 2 (4) 637-655.</p> <p><b>O.R. Milestone:</b> Pick a venue for publishing your final paper (list 3 in order of submission, if first venue rejects paper). Why is this an appropriate fit? What is the word count allowance? Other important formatting or structuring requirements?</p>
4	1/29	<p style="text-align: center;"><b>Ethical Frameworks II</b></p> <p><b>Process:</b> Situating your question in the literature.</p> <p><b>Method of the Week:</b> Ethical Frameworks II: Deontology</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>Samuel Kerstein (2009) Autonomy, Moral Constraints, and Markets in Kidneys. <i>The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine</i>, Volume 34, Issue 6, Pages 573–585.</p> <p><b>Methodological Reflections:</b></p> <p>Robert Veatch (1984), <a href="#">Autonomy's Temporary Triumph</a>. <a href="#">Hastings Center Report</a>, 14: 38–40.</p> <p>Jonathan Moreno (2007), <a href="#">The Triumph of Autonomy in Bioethics and Commercialism in American</a></p>

		<p><u>Healthcare</u>. Cambridge Quarterly of Healthcare Ethics (2007), 16, 415–419.</p> <p>Rebecca Kukla, “Conscientious Autonomy: Displacing Decisions in Health Care.” The Hastings Center Report Vol. 35 issue 2, 2005, ppg. 34-44.</p> <p><b>O.R. Milestone:</b> Annotated Bibliography</p> <p><b>Virtual Public Forum I:</b> Students should give citation suggestions after submission of annotated bibliography.</p>
5	2/5	<p style="text-align: center;"><b>Ethical Frameworks III</b></p> <p><b>Process:</b> Writing an Abstract</p> <p><b>Methods of the Week:</b> Ethical Frameworks III: Virtue Ethics and Ethics of Care</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>Patrick Gardiner. “<a href="#">A virtue ethics approach to moral dilemmas in medicine (Links to an external site.)</a><a href="#">Links to an external site.</a>” <i>Journal of Medical Ethics</i> 29, no. 5 (2003): 297-302.</p> <p>Eva Kittay, Bruce Jennings, and Angela Wassuna, (2005), “Dependency, Difference and the Global Ethic of Longterm Care.” <i>Journal of Political Philosophy</i>, 13: 443–469.</p> <p>Gardiner P, “A virtue ethics approach to moral dilemmas in medicine” <i>Journal of Medical Ethics</i> 2003;<b>29</b>:297-302.</p> <p><b>Methodological Reflections:</b></p> <p>Margaret Little, “Care: From Theory to Orientation and Back” <i>Journal of Medicine and Philosophy</i>, Vol. 23, Issue 2, Jan. 1998 190-209.</p>

		<p>Prinz, J. "The Normativity Challenge: Cultural Psychology Provides the Real Threat to Virtue Ethics." <i>J Ethics</i> (2009) 13: 117.</p> <p>Hilde Nelson, "Against Caring" <i>Journal of Clinical Ethics</i> 1992 Vol. 3, Issue 1</p> <p>Martha Nussbaum, "Virtue Ethics: A misleading category" in <i>Journal of Ethics</i> 3: 1999, 163-201</p> <p><b>Competency Activity:</b> Critical Analysis of 3 abstracts in recent journal of your choosing. Do you know what the paper is about? Do you want to read the paper?</p>
6	2/12	<p style="text-align: center;"><b>Political Theory in Bioethics</b></p> <p><b>Process:</b> Understanding Human Subjects Protections in Empirical Bioethics Research? What sort of bioethics research is exempt from IRB review?</p> <p><b>Method of the Week:</b> Political Frameworks: Libertarianism and Egalitarianism</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>Flanigan, Jessica (2015) "Obstetric Autonomy and Informed Consent" <i>Ethical Theory and Moral Practice</i></p> <p>Ubel PA, Arnold RM. "The Unbearable Rightness of Bedside Rationing Physician Duties in a Climate of Cost Containment." <i>Arch Intern Med.</i> 1995;155(17):1837–1842.</p> <p>Persad, Govind et al. "Principles for allocation of scarce medical interventions" <i>The Lancet</i> , Volume 373, Issue 9661 , 423 - 431</p> <p><b>Methodological Reflections:</b></p> <p>Eyal, N. (2015), "Inequality in Political Philosophy and in Epidemiology: A Remarriage." <i>J Applied Philosophy</i> doi:10.1111/japp.12150</p>

		<p>Loren E. Lomasky, "Medical Progress and National Health Care," <i>Philosophy &amp; Public Affairs</i>, Vol. 10, No. 1 (Winter, 1981), pp. 65-88</p> <p>Loren E. Lomasky. "<a href="#">Medical Progress and National Health Care (Links to an external site.)</a><a href="#">Links to an external site.</a>" <i>Philosophy &amp; Public Affairs</i> 10, no. 1 (Winter 1981), 65-88.</p> <p>J.P. Kelleher, "<a href="#">Beneficence, Justice, and Healthcare (Links to an external site.)</a><a href="#">Links to an external site.</a>" <i>Kennedy Institute of Ethics Journal</i>, Vol. 24, Issue 1 (2014): 27 - 49</p> <p><b>O.R. MILESTONE:</b> Abstract + Outline of Paper or Protocol</p> <p><b>Competency Activity:</b> Exempt or non-exempt bioethical research?</p>
7	2/19	<p style="text-align: center;"><b>Law in Bioethics</b></p> <p><b>Process:</b> The basic components of a protocol for interventional study</p> <ul style="list-style-type: none"> <li>• Components of a protocol</li> <li>• Exemption/inclusion criteria</li> <li>• Informed Consent</li> </ul> <p><b>Method of the Week:</b> Legal/Regulatory Interpretation</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>R. Andorno, "The Right Not to Know: an autonomy based approach" <i>J Med Ethics</i> 2004;30:435–440</p> <p>Benjamin Berkman and Sara Hull, "The 'Right Not to Know' in the Genomic Era: Time to Break from Tradition?" <i>American Journal of Bioethics</i>. 2014 Mar; 14(3): 28–31</p> <p>Clayton EW, McCullough LB, Biesecker LG, Joffe S, Ross LF, Wolf SM. Addressing the ethical challenges in genetic testing and sequencing of children. <i>American Journal of Bioethics</i>. 2014;14(3):3–9.</p> <p><b>Methodological Reflections:</b></p>

		<p>Mark Rothstein, "The Role of Law in the Development of American Bioethics" J Int Bioethique. 2009 December ; 20(4): 73–111</p> <p>Rothman David. "Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making." New York: Basic Books; 1991. Excerpt.</p> <p><b>Competency Activity:</b> Mock IRB review of protocol</p>
8	2/15	<p style="text-align: center;"><b>Empirical Bioethics I</b></p> <p><b>Process:</b> Formulating good survey questions</p> <ul style="list-style-type: none"> <li>• Likert scales</li> <li>• Multiple choice</li> <li>• Open ended</li> </ul> <p><b>Method of the Week: Quantitative Empirical Bioethics</b></p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>"A controlled trial to improve care for seriously ill hospitalized patients. The study to understand prognoses and preferences for outcomes and risks of treatments (SUPPORT). The SUPPORT Principal Investigators." <a href="#">JAMA</a>. 1995 Nov 22-29;274(20):1591-8</p> <p>Ubel PA, Angott AM, Zikmund-Fisher BJ. Physicians Recommend Different Treatments for Patients than They Would Choose for Themselves. Archives of Internal Medicine, 171(7): 630-634, 2011</p> <p><b>Methodological Reflections:</b></p> <p>Lynn Sanders, "Democratic Politics and Survey Research" in Philosophy of the Social Sciences, Vol. 29 No. 2, June 1999 248-280</p> <p><b>Competency Activity:</b> Asking better questions</p>
9	2/26	<p style="text-align: center;"><b>Empirical Bioethics II</b></p> <p><b>Process:</b> Presenting Research to an audience</p>

		<p><b>Method of the Week:</b> Empirical Bioethics – qualitative</p> <p><b>Readings</b></p> <p><b>Exemplars:</b></p> <p>S A Hurst, S C Hull, G DuVal, M Danis “How physicians face ethical difficulties: a qualitative analysis” in Journal of Medical Ethics, 2005 31: 7-14</p> <p><b>Methodological Discussions:</b></p> <p>Susan Dorr Goold, Michael Neblo, Scott Kim, et. al. “What is Good Public Deliberation?” In Hastings Cetner Report 42, no. 2 (2012): 24-26</p> <p>Kitzinger, J. (1994), The methodology of Focus Groups: the importance of interaction between research participants. Sociology of Health &amp; Illness, 16: 103–121. doi:10.1111/1467-9566.ep11347023</p> <p>Kirsti Malterud “Qualitative Research: Standards, Challenges, and Guidelines.” THE LANCET • Vol 358 • August 11, 2001</p> <p>Blake Poland and Ann Pederson, “Reading Between the Lines: Interpretive Silences in Qualitative Research” Qualitative Inquiry, Volume 4 Number 2, 1998 293-312</p> <p><b>O.R. Milestone:</b> 10-15 min. power point presentation of work in progress.</p> <p><b>Virtual Public Forum II: Bioethics Work In Process:</b> Participants should by now have outlines of their paper. They will create video that includes a power point or other form of presentation along with voice over to present their work in progress.</p>
10	3/4	<p style="text-align: center;"><b>Empirical Bioethics III</b></p> <p><b>Process:</b> Picking the right empirical approach to answer your bioethics question</p> <p><b>Method of the Week:</b> Meta-analysis and Systematic Reviews</p> <p><b>Readings:</b></p>

		<p><b>Exemplars:</b></p> <p>“A systematic review of empirical bioethics methodologies” Rachel Davies, Jonathan Ives and Michael Dunn <i>BMC Medical Ethics</i> 2015 <b>16</b>:15</p> <p>Kim SYH, De Vries RG, Peteet JR. Euthanasia and Assisted Suicide of Patients With Psychiatric Disorders in the Netherlands 2011 to 2014. <i>JAMA Psychiatry</i>. 2016;73(4):362–368.</p> <p><b>Methodological Discussion:</b></p> <p>Khan KS, Kunz R, Kleijnen J, Antes G. Five steps to conducting a systematic review. <i>Journal of the Royal Society of Medicine</i>. 2003;96(3):118-121.</p> <p>Rosalind Mcdougall; Systematic Reviews in Bioethics: Types, Challenges, and Value, <i>The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine</i>, Volume 39, Issue 1, 1 February 2014, Pages 89–97</p> <p>O.R. Milestone: <b>Peer Feedback</b> - Participants are required to evaluate and give feedback on three of the presentations.</p> <ul style="list-style-type: none"> <li>• Identify one strength</li> <li>• One confusion</li> </ul>
<b>No Class</b>	<b>3/11</b>	<b>SPRING BREAK</b>
<b>11</b>	<b>3/18</b>	<p style="text-align: center;"><b>Critical Perspectives on Bioethics I</b></p> <p><b>Process:</b> Giving Good Feedback. Responding to related work of colleagues.</p> <p><b>Method of the Week:</b> Biopolitics and Disability Rights</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>M. Morgan Holmes “Mind the Gaps: Intersex and (Re-productive) Spaces in Disability Studies and Bioethics” <i>Bioethical Inquiry</i> (2008) 5:169–181</p>

		<p>Hull, Gordon, The Subject and Power of Bioethics (July 14, 2017). Journal of Ethics, Medicine and Public Health</p> <p><b>Methodological Reflections:</b></p> <p>Shelly Tremain, "Foucault, governmentality, and critical disability theory: An introduction." In Foucault and the Government of Disability</p> <p>Tristram Englerhardt "Bioethics as Politics: a critical reassessment" in the Ethics of Bioethics</p> <p><b>OR Milestone:</b> First Draft of Paper due</p>
12	3/25	<p style="text-align: center;"><b>Critical Perspectives on Bioethics II</b></p> <p><b>Method of the Week:</b> Critical Race and Feminist Theory</p> <p><b>Readings:</b></p> <p><b>Exemplars:</b></p> <p>Dorothy E. Roberts on "Reconstructing the Patient: Starting with Women of Color" in <i>Feminism and Bioethics: Beyond Reconstruction</i> Ed. Susan M. Wolf [1998]</p> <p>Mary B. Mahowald "On treatment of Myopia : feminist standpoint theory and bioethics" in <i>Feminism and Bioethics: Beyond Reconstruction</i> Ed. Susan M. Wolf [1998]</p> <p><b>Methodological Reflections:</b></p> <p>Beck, D. 2014. Between relativism and imperialism: Navigating moral diversity in cross-cultural bioethics. <i>Developing World Bioethics</i> 15 (3):162–71</p> <p>Purdy LM. Good Bioethics Must be Feminist Bioethics. In: Sumner LW, Boyle J, editors. <i>Philosophical Perspectives on Bioethics</i>. University of Toronto Press. pp. 143-162 (1996)</p> <p>Danis, Marion, Wilson, Yolanda and White, Amina. 2016. "Bioethicists Can and Should Contribute to Addressing Racism." <i>American Journal of Bioethics</i>.</p> <p><b>OR Milestone:</b> Peer Feedback on paper on first Draft</p>

13	4/1	<p style="text-align: center;"><b>Critical Perspectives on Bioethics III</b></p> <p><b>Process:</b> Editing</p> <p><b>Method of the Week:</b> Narrative Ethics</p> <p><b>Readings:</b></p> <p style="padding-left: 40px;"><b>Exemplars:</b></p> <p style="padding-left: 40px;">T.N. Reider “In Opioid Withdrawal with no help in sight”</p> <p style="padding-left: 40px;">Howard Brody, “Story Telling In Medicine” from <i>Stories of Sickness</i></p> <p style="padding-left: 40px;"><b>Methodological Reflections:</b></p> <p style="padding-left: 40px;">Tom Tomlinson, “Narrative Ethics: The Uses of Stories” in chap. 5 <i>Methods in Medical Ethics critical perspectives</i>.</p> <p style="padding-left: 40px;">John Arras “Nice Story, But So What?” In <i>Stories and Their Limits</i> ed. Hilde Nelson. 1997.</p> <p style="padding-left: 40px;">Lauritzen, Paul. “Ethics and Experience: The Case of the Curious Response.” <i>The Hastings Center Report</i>, vol. 26, no. 1, 1996, pp. 6–15.</p> <p><b>OR Milestone: Work on editing final paper.</b></p>
14	4/8	<p><b>Virtual Public Forum III: Project Symposium Week</b></p> <p>This is a moment of public recognition for all your hard work this semester. You are expected to virtually present your final project and then watch each other’s presentations and give each other shout outs and suggest opportunities for future research.</p> <p><b>OR Milestone: PPT Video Upload of Final Paper/Protocol</b></p> <p><b>Peer Feedback and Shoutouts</b></p>
15	4/18	<p><b>End of Term Evaluation Paper:</b> reflecting on their preliminary evaluation. Return to the work of bioethics that had a profound affect on your thinking and practice. Again, evaluate its methodology. What question was it asking? Strengths of that method? Limits? Would you want to emulate this sort of project in your own research?</p>

<b>Finals</b>	<b>4/25</b>	<b>Original Research Final paper due.</b>
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