



**THE OHIO STATE UNIVERSITY**  

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**COLLEGE OF MEDICINE**

**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 align 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 20<sup>th</sup> 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 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, invitro 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.

Faculty	Degrees	M or P Status	Bioethics Expertise & Experience
Ryan Nash	MD, MA	M  (to be P status)	- MA in Bioethics - Post Doc Professional Clinical Ethics Fellowship (U of Chicago) - Significant clinical/health care ethics

		one division is formed)	<p>experience; noted speaker and author in the field; has taught bioethics on the undergraduate, graduate, and professional levels</p> <ul style="list-style-type: none"> <li>- Service on national bioethics committees and societies</li> </ul>
Bob Taylor	MD	M	<ul style="list-style-type: none"> <li>- Post Doc Professional Clinical Medical Ethics Fellowship (U of Chicago)</li> <li>- Significant history in clinical bioethics and end-of-life care</li> <li>- Published in the field &amp; has significant education experience in professional training</li> </ul>
Mary Lynn Dell	MD, DMin	M	<ul style="list-style-type: none"> <li>- Graduate training emphasis in ethics</li> <li>- Served on ethics committees &amp; research ethics services</li> <li>- Significant experience with professional student education</li> </ul>
Karla Zadnik	OD, PhD	P	<ul style="list-style-type: none"> <li>- Significant history teaching research ethics on graduate level</li> <li>- Extensive experience chairing IRB</li> </ul>
Alan Litsky	MD, ScD	P	<ul style="list-style-type: none"> <li>- Years of experience teaching research ethics on graduate level</li> <li>- Practical research, administrative, and medical experience leading research compliance committee</li> </ul>
Pam Salsberry	PhD, RN	P	<ul style="list-style-type: none"> <li>- PhD (philosophy) with bioethics focus.</li> <li>- Published in the field</li> <li>- Extensive experience teaching bioethics</li> </ul>
Dana Renga	PhD	P	<ul style="list-style-type: none"> <li>- Graduate research and teaching in film with focus on ethical/societal experience</li> </ul>
Frederic Villamena	PhD	P	<ul style="list-style-type: none"> <li>- Practical researcher with significant experience teaching research ethics on the graduate level</li> </ul>
Carson Reider	PhD	M	<ul style="list-style-type: none"> <li>- Expertise in research ethics</li> <li>- Facilitator; NIH course in human subjects research ethics</li> </ul>
Ashley Fernandes	MD, PhD	M*	<ul style="list-style-type: none"> <li>- PhD (philosophy) specialization in Bioethics</li> <li>- Extensive teaching and clinical ethics experience</li> <li>- Published &amp; recognized leader in the field</li> </ul>
Matthew Vest	MA, PhD(c)	M*	<ul style="list-style-type: none"> <li>- Post Doc Professional Clinical Ethics Fellowship (OSU)</li> <li>- PhD(c) (theology) specialization in Bioethics</li> <li>- Background teaching undergraduate courses in bioethics</li> </ul>

Asma Mobin-Uddin	MD	M*	- Post Doc Professional Clinical Bioethics Fellowship (OSU) - Assistant Director Clinical Ethics
Courtney Thiele	JD, MA	M*	- JD specialization in healthcare law & policy - MA in Bioethics
Ioan Beldean	MA, MS	M*	- International training in bioethics - MA in Bioethics from Case Western
Susan Lawrence	PhD	M*	- PhD (history) specialization in history of Medicine - Research expertise in privacy and research ethics
Todd Barret	MD	M*	- Post Doc Professional Clinical Medical Ethics Fellowship (U of Chicago) - Experience in clinical ethics consultations & end-of-life care

**\*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](mailto: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 of the student's transcript. (*Graduate School Handbook*, Sec. VIII.4)

### Core Courses

Course	Hours	Grade	Sem/Yr Taken
BIOETHIC 6000: Bioethics Theory & Foundations	3		
BIOETHIC 6010: Biomedical Research Ethics	3		
BIOETHIC 6020: Clinical Bioethics	3		
BIOETHIC 6030: Bioethics, Law, & Public Policy	3		
BIOETHIC 6xxx: Bioethics Symposium	3		

### Elective Courses

Course	Hours	Grade	Sem/Yr Taken
BIOETHIC 7xxx: History of Medical Ethics & Bioethics	3		
BIOETHIC 7xxx: Film, Media & Bioethics	3		
BIOETHIC 7xxx: Advanced Clinical Bioethics	3		
BIOETHIC 7xxx: Bioethics & the Holocaust	3		
BIOETHIC 7xxx: End of Life Ethics	3		
BIOETHIC 7xxx: Genetics & Perinatal Bioethics	3		
BIOETHIC 7xxx: Religious & Theological Perspectives in Bio	3		

**From:** Nash, Ryan [<mailto:Ryan.Nash@osumc.edu>]  
**Sent:** Wednesday, July 01, 2015 12:46 PM  
**To:** Herness, M S. (Scott)  
**Cc:** Vest, Matthew  
**Subject:** RE: MA Bioethics Graduate Faculty

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



**THE OHIO STATE UNIVERSITY**

**Daniel M. Clinchot, MD**  
Vice Dean for Education  
Associate Vice President for Health Sciences Education

260 Meiling Hall  
370 West 9th Avenue  
Columbus, OH 43210  
614.688.3104 phone  
614.292.4499 fax  
Dan.Clinchot@osumc.edu

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



**THE OHIO STATE UNIVERSITY**

**WEXNER MEDICAL CENTER**

College of Medicine  
Office of the Dean

254 Meiling Hall  
370 W. 9th Avenue  
Columbus, OH 43210  
614-292-2600 Phone  
614-292-4254 Fax  
medicine.osu.edu

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 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



**THE OHIO STATE UNIVERSITY**

Department of Philosophy

350 University Hall  
230 N Oval Mall  
Columbus, OH 43210

614-292-7914 Phone

[philosophy.osu.edu](http://philosophy.osu.edu)

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



Department of English

421 Denney Hall  
164 West 17<sup>th</sup> Avenue  
Columbus, OH 43210-1370

October 24, 2014

Scott Herness, Associate Dean  
Graduate School  
Ohio State University  
CAMPUS

Phone (614) 292-6065  
Fax (614) 292-7806

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,

A handwritten signature in black ink, appearing to read "James Phelan".

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

A handwritten signature in black ink, appearing to read "Amanpal Garcha".

Amanpal Garcha, Director of Graduate Studies

A handwritten signature in black ink, appearing to read "Debra A. Modellmog".

Debra Modellmog, Chair

# MEMORANDUM OF UNDERSTANDING

<b>College:</b>	College of Medicine
<b>Department:</b>	Center for Bioethics and Medical Humanities (CBMH)
<b>Primary faculty:</b>	Ryan Nash, MD, MA, Director of the CBMH
<b>Primary contact:</b>	Matthew Vest, MA, Program Director
<b>Fiscal officer:</b>	Sarah Magill
<b>Marketing director:</b>	Julie Scott, Sr Director, Public Relations
<b>Enrollment contact for state authorization compliance:</b>	Matthew Vest
<b>Additional colleges/contacts:</b>	Kelly Bolt

ODEE	
<b>Instructional designer:</b>	
<b>Other services:</b>	

<b>Name of program:</b>	Master of Arts in Bioethics
<b>Approval process</b> <i>(change in delivery or new program):</i>	New Program
<b>Program code:</b>	CIP Code 51.3201
<b>Will this program have a different fee structure from what would normally be</b>	No





<b>assessed similar students at the university? If so, then please explain:</b>		
<b>Project scope:</b>	<i>Program objective(s):</i>	
	<i>This program will be successful when (top-ranked, make X money, enroll X students):</i>	<b>- 40 or more enrolled - online students well connected to CBMH conferences/networking - student paper projects published</b>
	<i>Asynchronous/synchronous courses:</i>	<b>Asynchronous</b>
	<i>Total credit hours:</i>	<b>30</b>
	<i>Timeline for completion (# of years as full time and # of years as part time):</i>	<b>1 year full time 2-6 years part time</b>
<b>Project goals:</b>	<i># of courses to be created:</i>	<b>13</b>
	<i># of courses already in an online format that need ODEE review:</i>	<b>0</b>
	<i>Date to complete # of courses:</i>	<b>7/15 for 4 courses</b>
	<i>Date to complete all courses:</i>	<b>7/16</b>
	<i># of anticipated students:</i>	<b>10-15 initial students; 40 or more at full enrollment</b>
<b>State authorization:</b>	<b>For this program, does your college plan to do any of the following outside of Ohio? Yes/No</b>	
	<i>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</i>	<b>No</b>
	<i>Recruit students (either occasionally or consistently)</i>	<b>Yes</b>
	<i>Conduct soliciting, marketing or advertising</i>	<b>Via web presence</b>
	<i>Employ full time and/or adjunct faculty (1099/W-2)</i>	<b>Full time and adjunct</b>
	<i>Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students</i>	<b>No</b>



	<i>meet face to face)</i>	
	<i>Have contracts or agreements to provide services to students, such as proctored exams</i>	<b>No</b>
	<i>Have partnerships with educational institutions</i>	<b>No</b>



<b>Program Timeline</b>								
<i>Course Name</i>	<i>Faculty Lead</i>	<i>OAA Approved</i>	<i>Developed</i>	<i>Students Enrolled</i>	<i>Delivered</i>	<i>Updated and Maintained</i>	<i>Reviewed (every 3 years)</i>	<i>Quality Matters Certified*not required</i>
<b>Example: Principles of Basic Science</b>	<b>J. Smith</b>		<b>AU13</b>	<b>SP14</b>	<b>AU14</b>	<b>SP15</b>	<b>AU16</b>	<b>AU15</b>
<b>Theory/Foundations</b>	<b>M. Vest</b>	<b>SP15</b>	<b>Summer15</b>	<b>Summer15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU17</b>	<b>AU16</b>
<b>Research Ethics</b>	<b>M. Nakano</b>	<b>SP15</b>	<b>Summer15</b>	<b>Summer15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU17</b>	<b>AU16</b>
<b>Clinical Ethics</b>	<b>R. Nash</b>	<b>SP15</b>	<b>Summer15</b>	<b>Summer15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU17</b>	<b>AU16</b>
<b>Bioe, Law, Policy</b>	<b>TBD</b>	<b>SP15</b>	<b>Summer15</b>	<b>Summer15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU17</b>	<b>AU16</b>
<b>His of MedBioEth</b>	<b>R. Nash</b>	<b>Summer15</b>	<b>AU15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU16</b>	<b>SP18</b>	<b>TBD</b>
<b>Bio&amp;Holocaust</b>	<b>A. Fernandes</b>	<b>Summer15</b>	<b>AU15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU16</b>	<b>SP18</b>	<b>TBD</b>
<b>Perinatal Bioethics</b>	<b>B. Rink</b>	<b>Summer15</b>	<b>AU15</b>	<b>AU15</b>	<b>SP16</b>	<b>AU16</b>	<b>SP18</b>	<b>TBD</b>
<b>Religious/TheoPerspectives</b>	<b>M. Vest</b>	<b>SP16</b>	<b>Summer16</b>	<b>Summer16</b>	<b>AU16</b>	<b>SP17</b>	<b>AU18</b>	<b>TBD</b>
<b>EndofLife Ethics</b>	<b>R. Nash</b>	<b>SP16</b>	<b>Summer16</b>	<b>Summer16</b>	<b>AU16</b>	<b>SP17</b>	<b>AU18</b>	<b>TBD</b>
<b>MedHumanities</b>	<b>L. Stone</b>	<b>SP16</b>	<b>Summer16</b>	<b>Summer16</b>	<b>AU16</b>	<b>SP17</b>	<b>AU18</b>	<b>TBD</b>
<b>Advanced Clinical</b>	<b>B. Taylor</b>	<b>SP16</b>	<b>Summer16</b>	<b>Summer16</b>	<b>AU16</b>	<b>SP17</b>	<b>AU18</b>	<b>TBD</b>
<b>Bioe&amp;Film</b>	<b>R. Nash</b>	<b>SP16</b>	<b>Summer16</b>	<b>Summer16</b>	<b>AU16</b>	<b>SP17</b>	<b>AU18</b>	<b>TBD</b>

<b>Colleges entering into this agreement will:</b>
Secure approval from: <ul style="list-style-type: none"> <li>• Graduate School</li> <li>• Council on Academic Affairs (CAA)</li> <li>• Faculty Senate</li> <li>• Board of Trustees</li> <li>• Board of Regents <ul style="list-style-type: none"> <li>○ Pages 15-16 of RACGS Guidelines <ul style="list-style-type: none"> <li>□ <a href="https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS_Guidelines_113012.pdf">https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS_Guidelines_113012.pdf</a></li> </ul> </li> </ul> </li> </ul>
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) <ul style="list-style-type: none"> <li>• Incur the costs for <b>MA in Bioethics</b> program specific advertising</li> <li>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</li> </ul>
Communicate to prospective students their ability to enroll and seek federal financial aid <ul style="list-style-type: none"> <li>• Collaborate with ODEE to maintain updates on State Authorization progress</li> <li>• Notify ODEE of states that they want to target students in</li> </ul>
Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity/branding guidelines</li> <li>• Carmen course template providing students with effective navigation and online course expectations, etc.</li> <li>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</li> <li>• Apply the Quality Matters course design rubric</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
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 <ul style="list-style-type: none"> <li>• <b>Specify training requirements here</b></li> </ul>
Collaborate with relevant student support services (ODS, UCAT, WAC, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> <li>• Incur costs to provide required accessibility accommodations for</li> </ul>





videos and activities not produced by ODEE
<p>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</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p>Provide at least one required student participation activity each week in a course</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Identify student technology support for tools only used by MA in Bioethics
<p>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</p> <ul style="list-style-type: none"> <li>No major changes will be made after this date</li> </ul>
<p>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.</p>
<b>ODEE entering into this agreement will:</b>
<p>Administer state authorization program</p> <ul style="list-style-type: none"> <li>Necessary to ensure program meets federal student financial aid guidelines</li> <li>Communicate with the colleges the status of approved state authorizations</li> </ul>
<p>Collaborate with the college on the technical solutions for effective course delivery:</p> <ul style="list-style-type: none"> <li>Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>OSU identity guidelines</li> <li>Course templates providing students with effective navigation and online course expectations, etc.</li> <li>Placing course content materials into mutually agreed upon formats and technologies for distance delivery</li> <li>Apply the Quality Matters course design rubric</li> </ul>
Focus on outcome-based learning and incorporate assessment into courses
Provide instructional designer production time
Conduct stakeholder kickoff meeting after CAA approval
<p>Provide distance education training for faculty/instructors/students</p> <ul style="list-style-type: none"> <li>General Carmen support, help, workshops are currently available</li> </ul>



<ul style="list-style-type: none"> <li>Additional DE-specific resources not currently available, to be created</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p>Collaborate with course instructors to provide at least one required student participation activity each week in a course</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Provide distance education faculty and students access to:</p> <ul style="list-style-type: none"> <li>An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services</li> </ul>
<p>Provide OSU online program advertising</p> <ul style="list-style-type: none"> <li>Produced program specific introductory video</li> <li>Consult with college marketing on strategies for program specific advertising</li> <li>Program included in general OSU online marketing strategy</li> <li>Marketing will only be conducted in states in which the program has been authorized</li> </ul>
<p>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</p> <ul style="list-style-type: none"> <li>No major changes will take place after this date</li> </ul>
<p>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.</p>

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

<b>MOU created by:</b>	<b>Matthew Vest</b>	
<b>MOU approved by:</b>	<b>Mike Hofherr, ODEE:</b>	<b>Date:</b>
	<b>Dean, College:</b> 	<b>Date:</b> 



# PROGRAM REVENUE PROJECTION

<b>Approved by:</b>	<b>College Fiscal Officer:</b> <i>Sarah Magee</i>	<b>Date:</b> <i>10/23/14</i>
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**THE OHIO STATE UNIVERSITY**

WEXNER MEDICAL CENTER

College of Medicine  
Office of the Dean

254 Meiling Hall  
370 W. 9th Avenue  
Columbus, OH 43210  
614-292-2600 Phone  
614-292-4254 Fax  
medicine.osu.edu

October 28, 2014

Dr. Ryan Nash  
Director, Center for Bioethics and Medical Humanities  
The Ohio State University  
2194 Graves Hall  
333 West 10<sup>th</sup> 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](mailto:ryannash@osumc.edu) / [vest.45@osu.edu](mailto: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:

1. Engelhardt, *The Foundations of Bioethics* (Oxford, 1996).
2. Cahn & Markie, *Ethics: History, Theory, and Contemporary Issues* (Oxford, 2009).
3. Beauchamp & Childress, *Principles of Biomedical Ethics* (Oxford, 2009).

### 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

Assignment or category	Points
Reading response questions	15
First paper	25
Second paper	25
Discussion board posts	35
<b>Total</b>	<b>100</b>

*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](http://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](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 \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<b>Intro:</b> 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.
2		<b>Beauchamp &amp; Childress, <i>Principles of Bioethics</i> readings</b>
3		<b>Engelhardt, <i>Foundations of Bioethics</i> readings</b>

4		<p><b>Informed Consent – Individual vs. Family</b></p> <p>Cherry &amp; Engelhardt. Informed consent in Texas: theory and practice. <i>The Journal of Medicine and Philosophy</i> 29(2)(2004): 237-252.</p> <p>Fan. Consent to medical treatment: the complex interplay of patients, families, and physicians. <i>The Journal of Medicine and Philosophy</i> 29(2) (2004): 139-148.</p> <p>Cong. Doctor-family-patient relationship: the Chinese paradigm of informed consent. <i>The Journal of Medicine and Philosophy</i> 29(2) (2004): 149-178.</p> <p>Fan &amp; Li. Truth telling in medicine: the Confucian view. <i>The Journal of Medicine and Philosophy</i> 29(2)(2004): 179-193.</p>
5		<p><b>Informed Consent – Families and Minor Children</b></p> <p>Engelhardt. Beyond the best interests of children: four views of the family and of foundational disagreements regarding pediatric decision making. <i>The Journal of Medicine and Philosophy</i> 35(5) (2010): 499-517</p> <p>Ittis. Toward a coherent account of pediatric decision making. <i>The Journal of Medicine and Philosophy</i> 35(5) (2010): 526-552.</p> <p>Cherry. Parental authority and pediatric bioethical decision making. <i>The Journal of Medicine and Philosophy</i> 35(5)(2010): 553-572.</p> <p>Chen and Fan. The family and harmonious medical decision making: cherishing an appropriate Confucian moral balance. <i>The Journal of Medicine and Philosophy</i> 35(5)(2010): 573-586.</p>
6		<p><b>Allocation of Scarce Resources – The Intensive Care Unit</b></p> <p>Rie. Respect for human life in the world of intensive care units: secular reform Jewish reflections on the Roman Catholic view.</p>

		<p>Taboada. What is appropriate intensive care? A Roman Catholic perspective.</p> <p>Society of Critical Care Medicine Ethics Committee. Consensus statement on the triage of critically ill patients. <i>JAMA</i> April 20: 271(15) (1994):1200-3.</p>
7		<p><b>Health Care Reform</b></p> <p>Iltis and Cherry. First do no harm: critical analyzes of the roads to health care reform. <i>The Journal of Medicine and Philosophy</i> 33(5) (2008): 403-415.</p>
8		<p><b>Health Care Reform – Liberty and Equality</b></p> <p>Menzel. How compatible are liberty and equality in structuring a health care system? <i>The Journal of Medicine and Philosophy</i> 28(3)(2003): 281-306.</p> <p>Trotter. The illusion of legitimacy: two assumptions that corrupt health policy deliberation. <i>The Journal of Medicine and Philosophy</i> 33(4)(2008): 445-460.</p>
9		<p><b>Health Care Reform – England</b></p> <p>Meadowcroft. The British National Health Service: lessons from the ‘Socialist Calculation Debate.’ <i>The Journal of Medicine and Philosophy</i> 28(3)(2003): 259-280.</p> <p>Meadowcroft. Patients, politics, and power: government failure and the politicization of UK health care. <i>The Journal of Medicine and Philosophy</i> 33(5)(2008): 427-444.</p>
10		<p><b>Health Care Reform – Canada</b></p> <p>Lemieux. Public health insurance under a nonbenevolent State. <i>The Journal of Medicine and Philosophy</i> 33(5)(2008): 416-426.</p> <p>Barua, Rovere and Skinner. Waiting your Turn: Wait Times for Health</p>



		<p>Care in Canada, 2011 Report.</p> <p>Barua. Why we wait: physician opinions on factors affecting health care wait times.</p> <p>Skinner and Rovere. The Misguided War against Medicines, 2011.</p> <p>Rovere and Skinner. Access Delayed, Access Denied: Waiting for New Medicines in Canada, 2011 Report.</p>
11		<p><b>Health Care Reform – Hong Kong</b></p> <p>Fan. Freedom, responsibility, and care: Hong Kong's health care reform. <i>The Journal of Medicine and Philosophy</i>, 24(6)(1999): 555-570.</p> <p>Tao. does it really care? The Harvard Report on health care reform for Hong Kong. <i>The Journal of Medicine and Philosophy</i>, 24(6) (1999): 571-590.</p> <p>Au. Constructing options for health care reform in Hong Kong. <i>The Journal of Medicine and Philosophy</i> 24(6)(1999): 607-624.</p>
12		<p>y. Death revisited: rethinking death and the dead donor rule. <i>The Journal of Medicine and Philosophy</i> 35 (2010): 223-241.</p> <p><b>Death</b></p> <p>Iltis &amp; Cherry. Death revisited: rethinking death and the dead donor rule. <i>The Journal of Medicine and Philosophy</i> 35 (2010): 223-241.</p> <p>Bernat. How the distinction between 'irreversible' and 'permanent' illuminates circulatory-respiratory death determination. <i>The Journal of Medicine and Philosophy</i> 35(2010): 242-255.</p> <p>Shewmon. Constructing the death elephant: a paradigm shift for the definition, criteria, and tests for death. <i>The Journal of Medicine and Philosophy</i> 35(2010): 256-298.</p>

		<p>Miller et al. The dead donor rule: can it withstand critical scrutiny? <i>The Journal of Medicine and Philosophy</i> 35 (2010): 299-312.</p> <p>Veatch. Transplanting hearts after death measured by cardiac criteria: the challenge to the dead donor rule. <i>The Journal of Medicine and Philosophy</i> 35 (2010): 313-329.</p> <p>Khushf. A matter of respect: a defense of the dead donor rule and of a 'whole brain' criterion for determination of death. <i>The Journal of Medicine and Philosophy</i> 35 (2010): 330-364.</p>
13		<p><b>Buying and Selling Human Organs</b></p> <p>Kuntz. A litmus test for exploitation: James Stacey Taylor's Stakes and Kidneys. <i>The Journal of Medicine and Philosophy</i> 34 (2009): 552-572.</p> <p>Kerstein. Autonomy, moral constraints, and markets in kidneys. <i>The Journal of Medicine and Philosophy</i> 34 (2009): 573-585.</p> <p>Davis &amp; Crowe. Organ markets and the ends of medicine. <i>The Journal of Medicine and Philosophy</i> 34 (2009): 586-605.</p> <p>Hughes. Constraint, consent and well-being in human kidney sales. <i>The Journal of Medicine and Philosophy</i> 34 (2009): 606-631.</p> <p>Stacey Taylor. Autonomy and organ sales, revisited. <i>The Journal of Medicine and Philosophy</i> 34 (</p> <p>Cherry. Why should we compensate organ donors when we can continue to take organs for free? A response to some of my critics. <i>The Journal of Medicine and Philosophy</i> 34 (2009): 649-673.</p>
14		<p>o</p> <p style="text-align: right;">Engelhardt: Ch. 8</p>

### Select Discussion Board Questions

<p>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”.</p>
<p>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.</p>
<p>Briefly explain Engelhardt’s principles of permission, beneficence, and justice.</p>
<p>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?</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>According to Meadowcroft, what is government failure? Explain and give examples from the readings.</p>
<p>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.</p>
<p>Does the Hong Kong health care system ration care? If so,</p>

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.

The Ohio State University  
College of Medicine  
Center for Bioethics and Medical Humanities

Online Core Course

**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	100 points
40%	Discussion Board Activities	100 points
20%	Term Paper	50 points
		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.

100-93	A	79-76	C+
92-90	A-	75-73	C
89-86	B+	72-70	C-
85-83	B	69-66	D+
82-80	B-	65-63	D
		62-0	E

### 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:

1 <sup>st</sup> essay	xxxx, 2015, 11:00 pm	Comments due on	xxxx, 2015, 11:00 pm
2 <sup>nd</sup>	xxxx,		xxxx,
3 <sup>rd</sup>	xxxx,		xxxx,
4 <sup>th</sup>	xxxx,		xxxx,
5 <sup>th</sup>	xxxx,		xxxx

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**

**Paul M. McNeill, A History of Unethical Experimentation on Human Subjects in his *The Ethics and Politics of Human Experimentation*, Cambridge University Press, 1993, Ch.1**

**Henry K. Beecher, “Ethics and Clinical Research,” *The New England Journal of Medicine*, 274, 1966: 1354-1360.**

**Presidential Commission, “Ethically Impossible: STD Research in Guatemala from ’46-’48, 2011.**

### **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**

R. R. Faden, T. L. Beauchamp et al., *A History and Theory of Informed Consent*, 1986.  
 E.J. Emanuel, D. Wendler and C. Grady, “What Makes Clinical Research Ethical?” *JAMA* 283, 2000:2701-11.  
 B. Freedman, “Equipoise and the ethics of clinical research,” *NEJM* 317, 1987: 141-5.  
 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

***Essential Issues for Leaders: Emerging Challenges in Health Care*, Joint Commission Resources, 2001.**  
**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**  
 Adriana Petryna, “When Experiments Travel: Clinical Trials and the Global Search for Human Subjects,” 2009.

**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,”** *NEJM* 345, 2001: 915-919.

**R. Truog, “Informed Consent and Research Design in Critical Care Medicine,”** *Crit Care* 1999,

**Rebecca Skloot, The Immortal Life of Henrietta Lacks**

**Paul Gelsinger and Adil E. Shamoo, *Hastings Center Report* 28, no.2 (2008): 25-27**  
***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 Sociology*, Vol.10, No.1 (July 1904), pp.1-6.**

## **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 Genethics*, Blackwell, 2002, Ch.13 & 17.**

**Grewal et al., *Blood*, 2004, 103:1147-1151.**

**S Sheldon and S. Wilkinson, Should Selecting Savior Siblings Be Banned? *J Med Ethics* 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.**

**Presidential Commission, *Incidental Findings: Anticipate and Communicate*, 2013.**

## **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

**Peter Singer, *The Moral Status of the Embryo*** In Gregory E. Pence, ed. *Classic Works in Medical Ethics*, McGraw-Hill, 1998.

**Sherley v. Sebelius**

**I Hyun et al. "New Advances in iPS Cell Research Do Not Obviate the Need for Human Embryonic Stem Cells," *Cell Stem Cell* 1 (Oct. 2007):367-8.**

## **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

**Karpowicz, P., Cohen, C.B., and van der Kooy, D. *Kennedy Inst. Ethics J.* 15 (2005), 107–134.**

**Matthew H. Haber & Bryan Benham, *The American Journal of Bioethics*, 12 (2012):9, 17-25.**

## **12. Neuroethics I: Neuroimaging, Incidental Findings and Possible Stereotyping**

- Emerging field of neuroethics
- Clinical/non clinical uses of brain imaging

- Neuroimaging for criminals
- Psychopharmacology
- 

Illes, Judy (ed.). 2005. *Neuroethics: Defining the Issues in Theory, Practice and Policy*, Oxford University Press.

Presidential Commission for the Study of Bioethical Issues, *Grey Matters: Integrative Approaches for Neuroscience, Ethics and Society*, vol.1, 2014.

### 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

Walter Freeman, Ethics of Psychosurgery, *The New England Journal of Medicine*, Vol.249, No.20 (Nov. 12, 1953), pp.798-801.

Hui K. and Fisher CE, The Ethics of Molecular Memory Modification, *J Med Ethics* 2014; 0:1-6.

Schaefer GO et al., Autonomy and Enhancement, *Neuroethics* 2014, 7:123-136.

### 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 Gegerzia, *The Ethics of Animal Research: What Are the Prospects for Agreement?*

Baruch A. Brody, *Defending Animal Research: An International Perspective*

In Beauchamp and Walters, eds. *Contemporary Issues in Bioethics*, 6th ed, Wadsworth, 2003, pp.418-426, 426-436.

**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 Chacrabarty, 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.

**Martinson, BC et al, “Scientists behaving badly,”** Nature, 435(9), June 2005:737-738.

**“Misconduct finding at Bell Labs shakes physics community,”** Nature 419, Oct. 2002: 419-421.

**Federal Research Misconduct Policy, 2000**

**PHS Policies on Research Misconduct: Final Rule, 2005.**

**42 CFR Part 50, Subpart F, revised 2011**

**ICMJE, The Uniform Requirements for Manuscripts Submitted to Biomedical Journals, updated 2008.**

**A Marušić, L Bošnjak and A Jerončić, “A Systematic Review of Research on the Meaning, Ethics and Practices of Authorship across Scholarly Disciplines,”** PLoS One 6(9), 2011: e23477.

## Further Readings (Optional)

## **1. Basic Texts on Bioethics**

Pence, Gregory E. ed. 2007. *Classic Cases in Medical Ethics*, McGraw-Hill.

Pence, Gregory E. ed. 1998. *Classic Works in Medical Ethics*, McGraw-Hill.

Kuhse, Helga and Singer, Peter eds. 1998. *A Companion to Bioethics*, Blackwell.

Burley, Justine and Harris, John eds. 2004. *A Companion to Genethics*, Blackwell.

Faden, Ruth R., Beauchamp, Tom L. et al., 1986. *A History and Theory of Informed Consent*, Oxford U.P.

Beauchamp, Tom L. and Childress, James F. 2001. *Principles of Biomedical Ethics*, 5<sup>th</sup> ed., Oxford University Press.

## **2. Basic Texts on Ethics and Ethical Theories**

Rachels, James. 2006. *The Elements of Moral Philosophy*, 5<sup>th</sup> ed., McGraw-Hill.

Hare, R. M. 1981. *Moral Thinking: Its Levels, Methods and Points*, Oxford University Press.  
-----, 1952. *The Language of Morals*, Oxford University Press.

Hobbes, Thomas, 1651, *Leviathan*, Ch.13.

Kant, Immanuel, 1784. *Idea For A Universal History With A Cosmopolitan Purpose*.  
-----, 1785. *Groundwork of the Metaphysics of Morals*.  
-----, 1797. *The Metaphysics of Morals*, Part II.

Bentham, Jeremy, 1823. *An Introduction to the Principles of Morals and Legislation*, Ch.1.

Mill, J. S. 1863. *Utilitarianism*, Ch.2.

Sidgwick, Henry. 1907. *The Methods of Ethics*, 7<sup>th</sup> ed.

Rawls, John. 1971, 1999. *A Theory of Justice*, Harvard University Press.

Anscombe, G.E.M. 1958. 'Modern Moral Philosophy', *Philosophy*, 33: 1-19.

## **3. Particular Topics in Biomedical Ethics**

Welsome, Eileen, 2000. *The Plutonium Files: America's Secret Medical Experiments in the Cold War*, Delta.

Emanuel, E. J. and Miller, F. G. 2001. "The Ethics of Placebo-Controlled Trials -- A Middle Ground," *New England Journal of Medicine* 345, no. 12 (Sep. 20, 2001): 915-919.

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

Hare, R. M. 1993. "Embryo Experimentation: Public Policy in a Pluralist Society," in his *Essays on Bioethics*, 1993, ch.8.

Ruse, Michael and Pynes, Christopher A (eds.). 2003. *The Stem Cell Controversy: Debating the Issues*, Prometheus Books.

Illes, Judy (ed.). 2005. *Neuroethics: Defining the Issues in Theory, Practice and Policy*, Oxford University Press.

Ackerman, Sandra J. 2006. *Hard Science, Hard Choices: Facts, Ethics, and Policies Guiding Brain Science Today* (Dana Foundation Series on Neuroethics), Dana Press.

Buchanan, Allen, Brock, Dan W., Daniels, Norman and Wikler, Daniel. 2001. *From Chance to Choice: Genetics and Justice*, Cambridge University Press.

Evans, John H. 2002. *Playing God? Human Genetic Engineering and the Rationalization of Public Bioethical Debate*, University of Chicago Press.

Glover, Jonathan. 2006. *Choosing Children: Genes, Disability, and Design* (Uehiro Series in Practical Ethics), Oxford University Press.

Sandel, Michael J. 2004. "The Case Against Perfection." *The Atlantic Monthly*, April, pp 51-62.

Gegrazia, D. "E The Ethics of Animal Research: What Are the Prospects for Agreement?" and Brody, Baruch A. "E Defending Animal Research: An International Perspective," in Beauchamp and Walters, eds. *Contemporary Issues in Bioethics*, 6th ed, Wadsworth, 2003, pp.418-426, 426-436.

Loue, Sana and Pike, Earl C (eds.). 2007. *Case Studies in Ethics and HIV Research*, Springer.

Macrina, Francis L. 2005. *Scientific Integrity: Text and Cases in Responsible Conduct of Research*, 3<sup>rd</sup> ed., ASM Press.

Thompson, Dennis F. 2004. *Restoring Responsibility: Ethics in Government, Business, and Healthcare*, Cambridge University Press.

Couzin, Jennifer and Michael Schirber, "Fraud Upends Oral Cancer Field Casting Doubt on Prevention Trial," *Science*, 27 January, 2006.

Erwin, Edward. 1994. *Ethical Issues in Scientific Research: An Anthology*, Routledge.

Huxley, Aldous. 1998. *A Brave New World*.

Ishiguro, Kazuo. 2005. *Never Let Me Go*, Knopf.

The Presidential Commission for the Study of Bioethical Issues. [www.bioethics.gov](http://www.bioethics.gov)



## **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.

Walter Freeman, "Ethics of Psychosurgery," *NEJM*, 249(20), Nov. 12, 1953:798-801.

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**

1. Jonsen, Siegler & Winslade, *Clinical Ethics* (McGraw Hill, 2010).
2. Lo, Bernard. *Resolving Ethical Dilemmas: A Guide for Clinicians 4th ed.* (Williams & Wilkins, 2009)
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

Assignment or category	Points
Discussion board questions/postings/participation in case analysis as a team	25
One clinical bioethics case consult – solo	25
Final Exam of Two Clinical Bioethics Case Consult Write-ups	50
<b>Total</b>	<b>100</b>

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](#))
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- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://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](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 \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<ul style="list-style-type: none"> <li>- Intro to Clinical Bioethics: Defining the Field</li> <li>- Intro to Bioethics and the Challenge of Pluralism</li> <li>- History of Ethics Theory Overview</li> <li>- History of Bioethics Overview</li> </ul>
2		<ul style="list-style-type: none"> <li>- A Modest Clinical Bioethics Approach</li> <li>- Introduction to Clinical Medical Ethics and Clinical Bioethics</li> </ul>

		<ul style="list-style-type: none"> <li>- Consultation Models</li> <li>- Four Principles</li> <li>- Four Box Model</li> <li>- Relationship with Legal and Palliative Care</li> </ul>
<b>3</b>		<ul style="list-style-type: none"> <li>- Writing an Ethics Consult</li> <li>- Clinical Ethics-Medical Indications I</li> <li>- Clinical Ethics- Medical Indications II</li> </ul>
<b>4</b>		<ul style="list-style-type: none"> <li>- Clinical Ethics-Patient &amp; Professional Preferences</li> <li>- Informed Consent</li> <li>- Substituted Judgment and Best Interest Standards</li> <li>- Surrogate Decision Making</li> <li>- Living Wills and Advance Directives</li> <li>-</li> </ul>
<b>5</b>		<ul style="list-style-type: none"> <li>- End of Life Ethics</li> <li>- Treatments of Last Resort</li> <li>- PAS/Euthanasia</li> <li>- Palliative Sedation</li> <li>- Assisted Death</li> </ul>
<b>6</b>		<ul style="list-style-type: none"> <li>- Ethics and Brain Failure</li> <li>- Artificial Feeding and Hydration</li> <li>- Quality of Life vs. Benefits and Burdens</li> <li>- Capacity Assessment and Proxy Decision Making</li> <li>-</li> </ul>
<b>7</b>		<ul style="list-style-type: none"> <li>- Ethics and Heart Failure</li> <li>- Withholding &amp; Withdrawal, Pacer &amp; LVAD Distinctions</li> <li>- Ethics of Heart Transplant</li> <li>- Heart Valves and Drug Abuse</li> <li>-</li> </ul>
<b>8</b>		<ul style="list-style-type: none"> <li>- Ethics of Lung Failure</li> <li>- Mechanical Ventilation</li> <li>- Resuscitation</li> <li>- Opioids</li> <li>- Double Effect</li> <li>-</li> <li>-</li> </ul>
<b>9</b>		<ul style="list-style-type: none"> <li>- Ethics and Kidney Failure</li> <li>- Limits on Autonomy</li> <li>- Physician Clinical Discretion, Refusal</li> <li>- Treatment of Undocumented Residents</li> </ul>



<b>10</b>		<ul style="list-style-type: none"> <li>- The "God Committee"</li> <li>- Transplant Ethics</li> <li>- Healthcare Access and Justice</li> <li>- Bedside Rationing</li> </ul>
<b>11</b>		<ul style="list-style-type: none"> <li>- Geriatric Ethics</li> <li>- Competency versus Capacity</li> <li>- Decisional Capacity: Binary or a spectrum</li> <li>- Self-neglect</li> </ul>
<b>12</b>		<ul style="list-style-type: none"> <li>- Pediatric Ethics</li> <li>- Competence by Status</li> <li>- Jehovah's Witness and blood refusal</li> <li>- Family Decision Making and Paternalism</li> <li>- Vaccine controversies</li> </ul>
<b>13</b>		<ul style="list-style-type: none"> <li>-</li> <li>- Moral Agency and the patient/physician relationship</li> <li>- Right of Conscientious Refusal</li> <li>HIV/AIDs</li> <li>Discrimination</li> <li>Abortion</li> <li>Assisted Dying</li> <li>Limitation in technology</li> <li>-</li> </ul>
<b>14</b>		<ul style="list-style-type: none"> <li>- Conclusion and Summary</li> <li>- Presentation of Final Exam Cases</li> </ul>



# **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

Beauchamp & Childress, *Principles of Bioethics*, 7<sup>th</sup> ed. (Oxford, 2012)

Norman Daniels, *Justice, Health and Healthcare*

Required e-texts all available via Carmen

### Required supplemental materials

N/A

### Optional materials

Fajan & Falk, *Scholarly Writing for Law Students* (3<sup>rd</sup> ed., Thomson, 2005)

Ray & Ramsfield, *Legal Writing Guide: Getting it Right and Getting it Written* (3<sup>rd</sup> ed., West 2000)

Delgado, *How to Write a Law Review Article*, 20 USFL Rev. 445-54 (1986).

Redish, *Federal Jurisdiction*, 2<sup>nd</sup> ed. St. Paul: West

Gelhorn & Levin, *Administrative Law and Process*, St. Paul: West

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

Assignment or category	Points
Reading response short answers	15
Short paper	20
Term paper	35
Final exam	30
Total	100

*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.)

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

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p style="text-align: center;">Justice &amp; Healthcare I</p> <p>Readings: Richard Beauchamp &amp; James Childress, <i>Justice</i> in PRINCIPLES OF BIOETHICS, Ch. Seven (Oxford 2012)</p> <p>Norman Daniels, <i>Justice, Health and Healthcare</i></p>

2		<p style="text-align: center;">Justice &amp; Healthcare II</p> <p>Readings: Tristram Engelhardt, <i>Rights to Health Care, Fairness, and Social Justice in Health Care Allocations: Frustrations in the Face of Finitude</i> in FOUNDATIONS OF BIOETHICS, Ch. Eight (Oxford 1996)</p> <p>Richard Epstein, <i>Why is Health Care Special?</i> 40 U. KAN. L. REV. 307 (1991-1992)</p>
3		<p style="text-align: center;">Rationing Healthcare I</p> <p><b>Readings:</b> Peter Singer, <i>Why We Must Ration Health Care</i>, N.Y. TIMES Magazine, July 15, 2009,</p> <p>Govind Persad, Alan Wertheimer &amp; Ezekiel Emanuel, <i>Principles for Allocation of Scarce Medical Interventions</i>, 37 LANCET 423 (Jan. 31, 2009)</p> <p>Robert Steinbrook, <i>Saying No Isn't NICE—The Travails of Britain's National Institute for Health and Clinical Excellence</i>, 359 NEJM 1977 (Nov. 6, 2008)</p> <p>Michael D. Rawlins, <i>NICE: Moving Onward</i>, 369 NEJM 3 (July 4, 2013)</p>
4		<p style="text-align: center;">Rationing Healthcare II</p> <p>John Meadowcroft, <i>Patients, Politics, and Power: Government Failure and the Politicization of U.K. Health Care</i>, 33 J. OF MEDICINE AND PHILOSOPHY 427 (2008)</p> <p>Peter A. Ubel, <i>Physicians, Thou Shalt Ration: The Necessary Role of Bedside Rationing in Controlling Healthcare Costs</i>, 2 HEALTHCARE PAPERS 10 (2001)</p> <p>Saul J. Weiner and Charles L. Rice, <i>Cutting Healthcare Costs without Rationing at the Bedside: Preserving the Doctor-Patient Fiduciary Relationship</i>, 2 HEALTHCARE PAPERS 38 (2001)</p>
5		<p style="text-align: center;">Public Health Law &amp; Policy I</p> <p>Readings: <i>A History of the Public Health System</i>, in THE FUTURE OF PUBLIC HEALTH 56-72 (IOM 1988)</p>



		<p>Gary M. Anderson, <i>Parasites, Profits and Politicians: Public Health and Public Choice</i>, 9 CATO J. 557 (1990)</p> <p>David Rosner, <i>Plumbing the Plumbing</i>, Am. Scientist, Nov.-Dec. 2007 (review of Werner Troesken, <i>The Great Lead Water Pipe Disaster</i> (MIT 2006))</p> <p><i>The Disarray of Public Health: A Threat to the Public</i>, in THE FUTURE OF PUBLIC HEALTH 19-34 (IOM 1988)</p>
6		<p style="text-align: center;">Public Health Law &amp; Policy II</p> <p>Readings: Scott Burris, <i>The Invisibility of Public Health: Population Measurers in a Politics of Market Individualism</i>, 87 AM. J. PUB. HEALTH 1607 (1997)</p> <p>Dan E. Beauchamp, <i>Public Health as Social Justice</i>, <a href="http://www.heartlandcenters.slu.edu/kmoli/assignments/06.pdf">http://www.heartlandcenters.slu.edu/kmoli/assignments/06.pdf</a></p> <p>Richard A. Epstein, <i>Let the Shoemaker Stick to His Last: A Defense of the "Old" Public Health</i>, 46 PERSP. IN BIO. &amp; MED. S138-S159 (Supp. 2003)</p> <p>Lawrence O. Gostin &amp; Maxwell Gregg Bloche, <i>The Politics of Public Health: A Response to Epstein</i>, 46 PERSP. BIOLOGY &amp; MED. S160-S175 (Supp. 2003)</p>
7		<p style="text-align: center;">Public Health Law: Vaccines I</p> <p><b>Readings:</b> <i>Jacobson v. Massachusetts</i>, <u>197 U.S. 11 (1905)</u>, <a href="http://www.oyez.org/cases/1901-1939/1904/1904_70">http://www.oyez.org/cases/1901-1939/1904/1904_70</a></p> <p>Wendy K. Mariner, George Annas &amp; Leonard Glanz, <i>Jacobson v Massachusetts: It's Not Your Great-Great-Grandfather's Public Health Law</i>, 95 AM. J. PUB. HEALTH 581 (2005)</p> <p>David N. Fisman, et al., <i>The Sounds of Silence: Public Goods, Externalities, and the Value of Infectious Disease Control Programs</i>, 20 CAN J INFECT DIS MED MICROBIOL. 39 (Summer 2009)</p>

8		<p style="text-align: center;">Public Health Law: Vaccines II</p> <ol style="list-style-type: none"> <li>1. Readings: Edward P. Richards, et al., <i>The Smallpox Vaccination Campaign of 2003: Why Did It Fail and What Are the Lessons for Bioterrorism Preparedness?</i> 64 LA. L. REV. 851 (2004)</li> <li>2. James Colgrove, et al., <i>HPV Vaccination Mandates — Lawmaking amid Political and Scientific Controversy</i>, 363 NEJM 784 (August 19, 2010)</li> <li>3. M. Rahman, et al, <i>Geographic Variation in Human Papillomavirus Vaccination Uptake Among Young Adult Women in the United States During 2008-2010</i>, VACCINE, Sept. 23, 2013</li> </ol> <p>Lauri E. Markowitz, et al., <i>Reduction in Human Papillomavirus (HPV) Prevalence Among Young Women Following HPV Vaccine Introduction in the United States, National Health and Nutrition Examination Surveys, 2003–2010</i>, 208 J Infect Dis. 385 (2013)</p>
9		<p style="text-align: center;">Public Health Law: Vaccines III</p> <p><b>Readings:</b> L.O., Gostin, <i>Mandatory, HPV Vaccination and Political Debate</i>, JAMA, Oct. 19, 2011</p> <p>Lucija Tomljenovic &amp; Christopher A. Shaw, <i>Mandatory HPV Vaccine</i>, JAMA, January 2012</p> <p>HPV Vaccine, NCSL, <a href="http://www.ncsl.org/research/health/hpv-vaccine-state-legislation-and-statutes.aspx">http://www.ncsl.org/research/health/hpv-vaccine-state-legislation-and-statutes.aspx</a></p>
10		<p style="text-align: center;">Public Health Law: Quarantine &amp; Isolation I</p> <p><b>Readings:</b> Final Rules for Control of Communicable Diseases: Interstate and Foreign (2012), <a href="http://www.cdc.gov/quarantine/final-rules-control-communicable-diseases.html">http://www.cdc.gov/quarantine/final-rules-control-communicable-diseases.html</a></p> <p>Model State Emergency Health Powers Act (December 21, 2001), Center for Public Health and the Law, <a href="http://www.publichealthlaw.net/MSEHPA/MSEHPA2.pdf">http://www.publichealthlaw.net/MSEHPA/MSEHPA2.pdf</a></p>

		<p>Notice of Proposed Rulemaking, Control of Communicable Diseases, 70 Fed. Reg. 78192, Nov. 30, 2005, <a href="http://www.gpo.gov/fdsys/pkg/FR-2005-11-30/pdf/05-23312.pdf">http://www.gpo.gov/fdsys/pkg/FR-2005-11-30/pdf/05-23312.pdf</a></p> <p>Lawrence O. Gostin, et al., <i>Comments on Control of Communicable Diseases (Proposed Rule)</i>, 42 CFR, Parts 70 and 71 (Nov. 30, 2005), <a href="http://www.publichealthlaw.net/Resources/ResourcesPDFs/Center%20-%20CDC%20QRegs.pdf">http://www.publichealthlaw.net/Resources/ResourcesPDFs/Center%20-%20CDC%20QRegs.pdf</a></p>
11		<p style="text-align: center;"><b>Public Health Law: Quarantine &amp; Isolation II</b></p> <p>Readings: Alison Young, <i>Obama Administration Scraps Quarantine Regulations</i>, USA Today, April 12, 2010, <a href="http://usatoday30.usatoday.com/news/washington/2010-04-01-quarantine_N.htm">http://usatoday30.usatoday.com/news/washington/2010-04-01-quarantine_N.htm</a></p> <p>Scott Gottlieb, <i>If Ebola Arrives in the U.S., Stopping It May Rely on Controversial Tools</i>, Forbes, Aug. 12, 2014, <a href="http://www.forbes.com/sites/scottgottlieb/2014/08/12/if-ebola-arrives-in-america-some-controversial-tools-could-be-used-to-stop-it/">http://www.forbes.com/sites/scottgottlieb/2014/08/12/if-ebola-arrives-in-america-some-controversial-tools-could-be-used-to-stop-it/</a></p> <p style="text-align: center;"><u><i>U.S. ex rel Siegel v. Shinnick</i>, 219 F.Supp. 789 (E.D. N.Y. 1963), <a href="http://law.justia.com/cases/federal/district-courts/FSupp/219/789/1438260/">http://law.justia.com/cases/federal/district-courts/FSupp/219/789/1438260/</a></u></p>
12		<p style="text-align: center;"><b>Public Health Law: Quarantine &amp; Isolation III</b></p> <p><b>Readings:</b> State Quarantine and Isolation Statutes, NCSL, Oct. 29, 2014, <a href="http://www.ncsl.org/research/health/state-quarantine-and-isolation-statutes.aspx#1">http://www.ncsl.org/research/health/state-quarantine-and-isolation-statutes.aspx#1</a></p> <p>22 Maine Rev. Stat. sec. 812 Public Health Measures, <a href="http://www.mainelegislature.org/legis/statutes/22/title22sec812.html">http://www.mainelegislature.org/legis/statutes/22/title22sec812.html</a></p> <p><i>Mayhew v. Hickox</i>, Maine District Court, Oct. 31, 2014, <a href="http://www.scribd.com/doc/245124505/Judge-Denies-Request-to-Quarantine-Maine-Ebola-Nurse">http://www.scribd.com/doc/245124505/Judge-Denies-Request-to-Quarantine-Maine-Ebola-Nurse</a></p>

13		<p style="text-align: center;">Informed Consent I</p> <p><b>Readings:</b> Tristram Engelhardt, <i>Free and Informed Consent, Right of Refusal of Treatment and the Health Care: The Many Faces of Freedom</i> in FOUNDATIONS OF BIOETHICS, Ch.7 Eight (Oxford 1996)</p> <p>Peter Schuck, Rethinking Informed Consent, 103 Yale L. J. 899 (1994)</p>
14		<p style="text-align: center;">Informed Consent II</p> <p>Readings: Evelyn Schuster, Fifty Years Later: The Significance of the Nuremberg Code, 337 NEJM 1436 (Nov. 13, 1997)</p> <p>The Belmont Report (1979)</p> <p>FINAL REPORT of the Tuskegee Syphilis Study Ad Hoc Advisory Panel (1973)</p>

THE OHIO STATE UNIVERSITY  
CENTER FOR BIOETHICS

SYLLABUS FOR  
**BIOETHIC 6XXX** BIOETHICS SYMPOSIUM

**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:

<ul style="list-style-type: none"><li>· Biotechnology</li><li>· Clinical &amp; Medical Ethics</li><li>· Cloning</li><li>· Disability Ethics</li><li>· Emerging Technology</li><li>· End of Life</li><li>· Genetic Ethics</li><li>· Global Bioethics</li><li>· Healthcare</li><li>· Human Dignity</li></ul>	<ul style="list-style-type: none"><li>Human Enhancement</li><li>· Neuroethics</li><li>· Organ Donation &amp; Transplantation</li><li>· Public Health</li><li>· Public Policy</li><li>· Reproductive Ethics</li><li>· Research Ethics</li><li>· Stem Cell Research</li><li>· Women's Health</li></ul>
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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:

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))

# **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/>.

**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/](http://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:

1. Kaldjian, *Practicing Medicine and Ethics: Integrating Wisdom, Conscience, and Goals of Care*
2. Aulisio, Arnold, Youngner, eds, *Ethics Consultation*
3. ASHB Core Competencies For Healthcare Ethics Consultation (2<sup>nd</sup> ed)
4. ASBH Improving Competencies in Clinical Ethics Consultation (2<sup>nd</sup> 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

<u>Module 1</u>	<ul style="list-style-type: none"> <li>- Intro to Advanced Clinical Ethics</li> <li>- Definitions and Core Principles of Advanced Clinical Ethics</li> <li>- Dilemmas and Controversies</li> <li>- History of Clinical Ethics</li> </ul>
<u>Module 2</u>	<ul style="list-style-type: none"> <li>- Role of the Ethics in the Clinic &amp; Ethics Expertise</li> <li>- Writing Ethics Consults Review</li> <li>- The Challenge of Medical Indications</li> <li>- “The Clinic”: Phenomena &amp; Factors alongside Medical Indications: Legal, Social Work, Hospital Admin, Chaplaincy, Discourses, etc.</li> </ul>
<u>Module 3</u>	<ul style="list-style-type: none"> <li>- Organizational and/or Healthcare Ethics</li> <li>- Ethics Consult Processing</li> <li>- Defining “best practices” in Clinical Ethics</li> </ul>
<u>Module 4</u>	<ul style="list-style-type: none"> <li>- Advanced Mediation</li> <li>- Case Studies in Mediation</li> <li>- Mediation and Legal Intervention</li> </ul>
<u>Module 5</u>	<ul style="list-style-type: none"> <li>- Clinical Ethics &amp; Finance</li> <li>- Funding &amp; Time-share Faculty Models</li> <li>-</li> </ul>
<u>Module 6</u>	<ul style="list-style-type: none"> <li>- Advanced Topics I</li> <li>- Transplant Medicine</li> <li>- Trauma Medicine</li> </ul>

<u>Module 7</u>	<ul style="list-style-type: none"> <li>- Advanced Topics II</li> <li>- ER Medicine</li> <li>- Psychiatry</li> <li>- Neurology</li> </ul>
<u>Module 8</u>	<ul style="list-style-type: none"> <li>- Advanced Topics III</li> <li>- Neonatology</li> <li>- Pediatrics</li> <li>- Gerontology</li> </ul>
<u>Module 9</u>	<ul style="list-style-type: none"> <li>- Mock Clinical Ethics Practicum I</li> <li>- Participation in Mock Committee</li> <li>- Mock Ethics Rounds</li> </ul>
<u>Module 10</u>	<ul style="list-style-type: none"> <li>- Mock Clinical Ethics Practicum II</li> <li>- Clinical Ethics Collaboration &amp; Research</li> </ul>
<u>Module 11</u>	<ul style="list-style-type: none"> <li>- Clinical Ethics Consultation &amp; Evaluation</li> <li>- Clinical Ethics Professionalism</li> <li>- Clinical Ethics Portfolio</li> </ul>
<u>Module 12</u>	<ul style="list-style-type: none"> <li>- Issues with Clinical Ethics Certification &amp; Accrediting</li> <li>- Core Competencies from the American Society for Bioethics &amp; Humanities (ASBH)</li> </ul>



# SYLLABUS: BIOETHIC 7XXX

## END OF LIFE ETHICS

### TERM \_\_\_\_\_

## Course overview

### Instructor

Instructor: Ryan Nash, MD, MA

Email address: [ryannash@osumc.edu](mailto: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

Bishop, J. *The Anticipatory Corpse: Medicine, Power, and the Care of the Dying*. University of Notre Dame Press, Notre Dame, IN, 2011

Byock, I, *Dying Well: The Prospect for Growth at the End of Life*. Riverhead Books, New York, NY, 1997

#### 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."

Society of Critical Care Medicine Ethics Committee. "Consensus statement on the triage of critically ill patients." *JAMA* April 20:271(15) (1994):1200-3.

Iltis & Cherry. Death revisited: rethinking death and the dead donor rule. *The Journal of Medicine and Philosophy* 35 (2010): 223-241.

Bernat. How the distinction between 'irreversible' and 'permanent' illuminates circulatory-respiratory death determination. *The Journal of Medicine and Philosophy* 35(2010): 242-255.

Shewmon. Constructing the death elephant: a paradigm shift for the definition, criteria, and tests for death. *The Journal of Medicine and Philosophy* 35(2010): 256-298.

Miller et al. The dead donor rule: can it withstand critical scrutiny? *The Journal of Medicine and Philosophy* 35 (2010): 299-312.

Veatch. Transplanting hearts after death measured by cardiac criteria: the challenge to the dead donor rule. *The Journal of Medicine and Philosophy* 35 (2010): 313-329.

Khushf. A matter of respect: a defense of the dead donor rule and of a 'whole brain' criterion for determination of death. *The Journal of Medicine and Philosophy* 35 (2010): 330-364.

## Required supplemental materials

TBA

## Optional materials

Smith, Wesley, *Culture of Death: The Assault on Medical Ethics in America*. Encounter Books 2002.

Dowbiggin, Ian. *A Concise History of Euthanasia: Life, Death, God, and Medicine*.

Rothman, David. *Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making*.

## 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

Assignment or category	Points
Response Paper (re: <i>Anticipatory Corpse</i> , J. Bishop)	15
Research Paper	15
Discussion Board Response/Participation	30
Mid Term	20
Final	20
<b>Total</b>	<b>100</b>

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.

## 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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- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://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](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 \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Course/Module schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	TBD	Intro to End of Life Issues
2		Palliative Care
3		Hospice Law Overview (right to die, right to refuse, right to demand)
4		Pain and Symptom Management
5		Forgoing Medical Technologies

6		<b>Suicide, Physician Assisted Suicide, Euthanasia &amp; Nutrition-Hydration (Pt I)</b>
7		<b>Suicide, Physician Assisted Suicide, Euthanasia &amp; Nutrition-Hydration (Pt II)</b>
8		<b>Biopsychosocial-spiritual Care (secular &amp; religious perspectives)</b>
9		<b>Decision Making Advanced Directives / Living Wills</b>
10		<b>Descendant Care</b>
11		<b>Organ Donation Grief &amp; Bereavement</b>
12		<b>Care Based Applications</b>
13		<b>End of Life Practicum: (1) personal reflection (2) care for dying (3) volunteer hospice/service</b>
14		<b>Conclusion   Final</b>

[SYLLABUS DRAFT SAMPLE]

## **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/](http://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:

*Bioethics At the Movies*, ed. Sandra Shapshay (John Hopkins Press, 2009).

ISBN 978-0-8018-9078-9

*Classic Works in Medical Ethics*, ed. Gregory Pence (McGraw-Hill, 1990).

## Cinematography Readings via Carmen

- Marsha Kinder, "Reinventing the Motherland: Almodóvar's Brain-Dead Trilogy," *Film Quarterly* 58:2 (2005): 9-24.
- 3 short articles about *The Spirit of the Beehive* from L.Ehrlich, ed., [The Cinema of Víctor Erice: An Open Window](#) (pp. 37-50, 107-111, 267-268).
- L. Ehrlich article on Buñuel in SENSES OF CINEMA 51 (2009)  
<http://archive.sensesofcinema.com/contents/09/51/last-script-bunuel-calanda.html>
- \*\*Introduction to Trauma and Cinema (E. Ann Kaplan and Wan Bang, ed.).
- Ron Amundson: Against normal function. *Studies in History and Philosophy of Biological and Biomedical Sciences*, Volume 31, Issue 1, March 2000, Pages 33-53.
- \*\*Esteve Rimbau: *Orson Welles Unknown*: Munich Film Museum.
- \*\*Joan Ramón Resina essay "Window of Opportunity: The Television Documentary as "After Image" of the War" in the book [Teaching Representations of the Spanish Civil War](#).

### Online resources

- Stanford Center for Biomedical Ethics: Project on Biomedical Ethics and Film, <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*
- Ann Bumpus, "Writing the philosophy paper", Dartmouth Writing Program, [www.dartmouth.edu/~writing/materials/student/humanities/philosophy.shtml](http://www.dartmouth.edu/~writing/materials/student/humanities/philosophy.shtml) (last edited 12 July 2005).
- Karen Gocsik, "Writing about film", Dartmouth Writing Program, [www.dartmouth.edu/~writing/materials/student/humanities/film.shtml](http://www.dartmouth.edu/~writing/materials/student/humanities/film.shtml) (last edited 12 July 2005).

## 9. MODULE ORDER

	Topic	Films / Media / Text
Module 1	Introduction	Engelhardt & Pence readings Additional essays available from Carmen
Module 2	Tuskegee Experiment	Film: <i>Miss Evers Boys</i> Film: <i>Susceptible to Kindness</i>  Pence, "The Tuskegee Study"  Flory, Wendler, and Emanuel, "Informed Consent for Research"  <i>The Belmont Report</i>
Module 3	Genetic Engineering	Film: <i>Gattaca</i>  Buchanan, "Enhancement and the Ethics of Development"  Sahakian et al., "Professors Little Helper"  Joe Morgenstern, "Designer Genes Run Amok"
Module 4	Doctors & Patients	Film: <i>The Doctor</i> Film: <i>Wit</i> TBD
Module 5	Medical Trials	Film: <i>Lorenzo's Oil</i> TBD
Module 6	Animal Experimentation & Responsibility	Film: <i>Blackfish</i> TBD
Module 7	Long-term Care & Families	Film: <i>Marvin's Room</i> Hardwig, J. Going to meet death. <i>Hastings Center Report</i> 2009 (July-Aug); 39(4): 37-45.  Meisel, A. and L.H. Roth. Must a man be his cousin's keeper? <i>Hastings Center Report</i> 1978; 8(5): 5-6.
Module 8	Death and Dying	Film: <i>Ososhiki</i> Film: <i>Death on Request</i> Film: <i>A Place for Annie</i>

		<p>Didion, J. <i>A Year of Magical Thinking</i>. New York: Alfred A. Knopf, Inc. Selected pages.</p> <p>Kellehear, A. On dying and human suffering. <i>Palliative Medicine</i> 2009; 23: 388-397.</p>
Module 9	Euthanasia	<p>Film: <i>And the Band Played On</i>  Film: <i>The Sea Inside</i></p> <p>Thomas, L. Dying as failure. <i>Annals of the American Academy of Political and Social Science</i> 1980; 447: 1-4.</p> <p>Battin, M.P. 2005. <i>Ending Life: Ethics and the way we die</i>. Oxford, UK: Oxford University Press, pp. 88-107 (Ch 4: Is a physician ever obligated to help a patient die?).</p>
Module 10	Informed Consent	<p>Film: Nanni Moretti's <i>Dear Diary</i> (third section)</p> <p>Faden and Beauchamp, <i>A History and Theory of Informed Consent</i> (ch. 8 and 9)</p> <p>Engelhardt, "Freedom &amp; Moral Diversity: The Moral Failures of Health Care in the Welfare State"</p>
Module 11	Transgender Ethics	<p>Film: <i>Southern Comfort</i>  Film: <i>Normal</i></p> <p>Draper and Evans, "Transsexualism and the Gender Reassignment Sx"</p>
Module 12	Buying and Selling Organs	<p>Film: <i>Iranian Kidney Bargain Sale</i>  Cherry, <i>Organ For Sale By Owner</i></p>
Module 13	Minors & Decision Making	<p>Film: <i>Sound and Fury</i>  Film: <i>A Private Matter</i>  Film: <i>After Amy</i></p> <p>Steinberg, "Risk Taking in Adolescence"</p>



		Ross, "Health Care Decision Making by Children" Vaught, "Autonomy and the Rights of Minors"
Module 14	Ecology & Biosphere	Film: <i>An Inconvenient Truth</i> TBD
Module 15	Mental Health & Cultural Stigma	Film: <i>A Beautiful Mind</i> Film: <i>The King's Speech</i> Film: <i>Patch Adams</i> TBD
Module 16	Respect for Persons, Vulnerability, Integrity	Film: <i>The Serpent Egg</i> Film: <i>Life is Beautiful</i> Film: <i>Sophie's Choice</i> Film: <i>The Fall</i> TBD

## 10. APPENDIX I

### 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.

- ***Darmok***. Episode 102 (1991). A brilliant episode about how cultural barriers prevent effective communication.
- ***Ethics***. Episode 116 (1992). Cultural divides in medicine, beneficence, and research ethics.
- ***Half a Life***. Episode 96 (1991). About distributive justice and an unusual way to prevent aging.
- ***I, Borg***. Episode 123 (1992). Another classic about autonomy, with some shades of research ethics mixed in.
- ***Justice***. Episode 8 (1987). About the divide between what's legal and what's ethical. When laws are wrong.
- ***Symbiosis***. Episode 22 (1988). Concerning the ethics of addiction and treatment.
- ***The First Duty***. Episode 119 (1992). About professional ethics.
- ***The Host***. Episode 97 (1991). About the meaning of personhood and moral limits of what we accept as personhood.

- *The Offspring*. Episode 64 (1990). Reproductive ethics and personhood.
- *The Outcast*. Episode 117 (1992). Societal ethics and values.
- *Unnatural Selection*. Episode 33 (1989). About the consequences of genetic engineering.



# SYLLABUS: BIOETHIC 7XXX THEORY & FOUNDATIONS OF BIOETHICS TERM \_\_\_\_\_

## Course overview

### Instructor

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

Email address:

Phone number:

Office hours: TBD

### Course description

The main goal of this course is to explore the historical roots of the field of bioethics. The course will be divided 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 20<sup>th</sup> 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

J. Walter & E. Klein, *The Story of Bioethics* (Georgetown University Press, 2003).

A. Jonson, *The Birth of Bioethics* (Oxford: Oxford University Press, 1998).

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*

Susan Lederer, *Subjected to Science: Human Experimentation in America before the Second World War* (Johns Hopkins University Press, 1995).

James Jones, *Bad Blood: The Tuskegee Syphilis Experiment*, 2<sup>nd</sup> ed. (Free Press, 1993)

David Rothman, *Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making* (Basic Books, 1991)

## 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

Assignment or category	Points
Reading course materials	25
Discussion board essays/responses	25
Two short history/research papers	35
Final exam	15
Total	100

*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.

## 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](http://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](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 \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools



## Course/Modules Schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p style="text-align: center;"><b>History of Medical Ethics</b></p> <p>Hippocratic Oaths</p> <p>Edelstein, <i>Ancient Medicine</i> (selections).</p> <p>Chauncey Leake, Medical Ethics (selection).</p> <p>Edward Jenner, "An Inquiry into the Causes and Effects of the Variolae Vaccinae," in David J. Rothman, et al., eds., <i>Medicine and Western Civilization</i></p> <p>Claude Bernard, <i>An Introduction into the Study of Experimental Medicine</i> (selection)</p>
2		<p style="text-align: center;"><b>Human Experimentation Pre-World War II</b></p> <p>Susan Lederer, "Orphans as Guinea Pigs," in Roger Cooter, ed., <i>In the Name of the Child</i> (New York, 1992)</p> <p>Susan E. Lederer, <i>Subjected to Science</i>. Baltimore: Johns Hopkins, 1995 (selection).</p>
3		<p style="text-align: center;"><b>WW II and the Nuremberg Code</b></p> <p>Robert J. Lifton, <i>The Nazi Doctors: Medical Killing and the Psychology of Genocide</i>. New York, 1986 (selection).</p> <p>Robert L. Berger, "Nazi Science: The Dachau Hypothermia Experiments," <i>New England Journal of Medicine</i> 1990; 322:1435-1440.</p> <p>Nicholas Kristof, "Unmasking Horror: Japan Confronting Gruesome War Atrocity," <i>New York Times</i>, March 17, 1995: <a href="http://www.nytimes.com/1995/03/17/world/unmasking-horror-a-special-report-japan-confronting-gruesome-war-atrocity.html">www.nytimes.com/1995/03/17/world/unmasking-horror-a-special-report-japan-confronting-gruesome-war-atrocity.html</a></p>
		<p style="text-align: center;"><b>Henry Beecher and the Rise of Informed Consent</b></p> <p>Henry K. Beecher, "Ethics and Clinical Research," <i>NEJM</i> 274 (June 16, 1966):</p>

		<p>1354-60.</p> <p>Rebecca Skloot, <i>The Immortal Life of Henrietta Lacks</i>. New York: Broadway Books, 2011 (selection).</p> <p>Conclusion, <i>The Human Radiation Experiments</i> (New York: Oxford University, 1996).</p>
5		<p style="text-align: center;"><b>Tuskegee and Beyond</b></p> <p>Vanessa N. Gamble, "Under the Shadow of Tuskegee: African Americans and Health Care," <i>American Journal of Pub Health</i> 87 (1997): 1773-1778.</p> <p>Susan Reverby, "Ethical Failures and History Lessons," <i>Public Health Reviews</i>, 2012;34:1-18.</p> <p>Nova Documentary: "The Deadly Deception" or "Miss Ever's Boys"</p>
6		<p style="text-align: center;"><b>Death and Dying</b></p> <p>Philippe Aries, <i>Western Attitudes Toward Death</i>, Baltimore: Johns Hopkins University Press, 1974 (selection).</p> <p>Shigeaki Hinohara, "Sir William Osler's Philosophy on Death," <i>Annals of Internal Medicine</i> 118 (April 15, 1993): 638-642.</p> <p>Report of the Harvard Brain Death Committee, 1968.</p> <p>Emily Abel, <i>The Inevitable Hour: A History of Caring for Dying Patients</i> (Baltimore, Johns Hopkins, 2013).</p>
7		<p style="text-align: center;"><b>Rationing and Transplantation</b></p> <p>Shana Alexander, "They Decide Who Lives, Who Dies," <i>Life Magazine</i>, November 9, 1962: <a href="http://ihatedialysis.com/forum/index.php?topic=23860.msg386097#msg386097">http://ihatedialysis.com/forum/index.php?topic=23860.msg386097#msg386097</a>.</p> <p>David J. Rothman, <i>Strangers at the Bedside</i> (New York: Basic Books, 1991), pp. 148-167.</p> <p>"The Boy in the Bubble," The American Experience, PBS.</p>
8		<p>Women's Rights, from Birth to Breast Cancer</p> <p>Barron H. Lerner, <i>The Breast Cancer Wars</i>, pp. 141-195.</p> <p>Sharon Batt, <i>Patient No More</i>, Charlottetown: Gynergy Books, 1994, pp. 3-28.</p> <p>Barbara Seaman, <i>The Greatest Experiment Ever Performed on Women</i>, New York: Hyperion, 2003, pp. 118-142, 306-308.</p>

9		<p style="text-align: center;"><b>AIDS and Patient Activism</b></p> <p>C. Everett Koop, “Surgeon General’s Report on Acquired Immune Deficiency Syndrome,” <i>Public Health Reports</i> 121 (Suppl 1) (1987): 286-289.</p> <p>Barron H. Lerner, “The Last Angry Man and Woman” in <i>When Illness Goes Public</i> (Baltimore: Johns Hopkins, 1996).</p> <p>Perry Halkitis, <i>The AIDS Generation</i>. New York: Oxford, 2013 (selection).</p>
10		<p style="text-align: center;"><b>Genetics and Ethics</b></p> <p>Alice Wexler, <i>Mapping Fate: A Memoir of Family, Risk and Genetic Research</i> (Berkeley: U of Cal, 1996).</p>
11		<p style="text-align: center;"><b>Sexuality and Gender</b></p> <p>Ronald Bayer on homosexuality and DSM III</p> <p>Alice D. Dreger, <i>Intersex in the Age of Ethics</i>, Hagerstown: University Publishing Group, 1999, 5-22; 71-89.</p>
12		<p style="text-align: center;"><b>Medical Error</b></p> <p>Charles Bosk, <i>Forgive and Remember</i> (Chicago: University of Chicago, 1979 (selection).</p> <p>Lucian Leape, “Error in Medicine,” <i>JAMA</i>, December 21, 1994, pp. 1851-57.</p> <p>T.S. Gallagher, “Disclosing Harmful Errors to Patients,” <i>New England Journal of Medicine</i>, June 28, 2007, 2713-19.</p>
13		<p style="text-align: center;"><b>Medical Futility and Technology Gone Awry</b></p> <p>Barron H. Lerner, <i>The Good Doctor: A Father, A Son and the Evolution of Medical Ethics</i>. Beacon Press, 2014.</p>
14		<b>Conclusion</b>



# 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 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

- Adler R, Ottaway S, Gould S. Circumcision: We have heard from the experts; Now let's hear from the parents. *Pediatrics*. 2001;107(2):eE20. [[PubMed](#)]
- Alderson P. Down's syndrome: Cost, quality and value of life. *Social Science & Medicine*. 2001;53(5):627–638. [[PubMed](#)]
- American Academy of Pediatrics. Breastfeeding and the use of human milk. *Pediatrics*. 2005;115(2):496–506. [[PubMed](#)]
- American College of Nurse-Midwives Ad Hoc Committee on Code of Ethics. Code of ethics of the American College of Nurse-Midwives. 2004. Retrieved October 5, 2008, from <http://www.acnm.org/display.cfm?id=483>.
- American College of Obstetricians and Gynecologists. Code of professional ethics of the American College of Obstetricians and Gynecologists. 2004. Retrieved October 5, 2008, from [http://www.acog.org/from\\_home/acogcode.pdf](http://www.acog.org/from_home/acogcode.pdf).
- American College of Obstetricians and Gynecologists [ACOG] ACOG committee opinion no. 395: Surgery and patient choice. *Obstetrics & Gynecology*. 2008;111:243–247. [[PubMed](#)]
- Anspach RR. *Deciding who lives: Fateful choices in the intensive-care nursery*. Berkeley, CA: University of California Press; 1993.
- Armson BA. Umbilical cord blood banking: Implications for perinatal care providers. *Journal of Obstetrics and Gynaecology Canada*. 2005;27(3):263–290. [[PubMed](#)]
- Armstrong D. Embodiment and ethics. In: De Vries R, Bosk C, Turner L, Orfali K, editors. *The view from here: Social science and bioethics*. London: Blackwell; 2007. pp. 194–208.
- Asch A. Prenatal diagnosis and selective abortion: A challenge to practice and policy. *American Journal of Public Health*. 1999;89(11):1649–1657. [[PMC free article](#)] [[PubMed](#)]

- Atkins C. G. K. The choice of two mothers: Disability, gender, sexuality, and prenatal testing. *Cultural Studies - Critical Methodologies*. 2008;8(1):106–129.
- Baker SR, Choi P. Y. L, Henshaw CA, Tree J. “I felt as though I'd been in jail”: Women's experiences of maternity care during labour, delivery and the immediate postpartum. *Feminism & Psychology*. 2005;15(3):315–342.
- Beauchamp TL, Childress JF. *Principles of biomedical ethics*. 6th ed. New York: Oxford University Press; 2009.
- Benatar M, Benatar D. Between prophylaxis and child abuse: The ethics of neonatal male circumcision. *The American Journal of Bioethics*. 2003;3(2):35–48. [[PubMed](#)]
- Bergeron V. The ethics of cesarean section on maternal request: A feminist critique of the American College of Obstetricians and Gynecologists' position on patient-choice surgery. *Bioethics*. 2007;21(9):478–487. [[PubMed](#)]
- Blum LM. *At the breast: Ideologies of breastfeeding and motherhood in the contemporary United States*. Boston: Beacon Press; 1999.
- Bosk C. *All God's mistakes: Genetic counseling in a pediatric hospital*. Chicago: University of Chicago Press; 1992.
- Boyle RJ, Savulescu J. Prenatal diagnosis for “minor” genetic abnormalities is ethical. *The American Journal of Bioethics*. 2003;3(1):W60–W65. [[PubMed](#)]
- Brooks H, Sullivan WJ. The importance of patient autonomy at birth. *International Journal of Obstetric Anesthesia*. 2002;11(3):196–203. [[PubMed](#)]
- Bryant LD, Green JM, Hewison J. Understandings of Down's syndrome: A Q methodological investigation. *Social Science & Medicine*. 2006;63(5):1188–1200. [[PubMed](#)]
- Callahan D. *Setting limits: Medical goals in an aging society*. Washington, DC: Georgetown University Press; 2003.
- Caniano DA. Ethical issues in the management of neonatal surgical anomalies. *Seminars in Perinatology*. 2004;28(3):240–245. [[PubMed](#)]
- Carlton T, Callister LC, Stoneman E. Decision making in laboring women: Ethical issues for perinatal nurses. *The Journal of Perinatal & Neonatal Nursing*. 2005;19(2):145–154. [[PubMed](#)]
- Chachkin CJ. What potent blood: Non-invasive prenatal genetic diagnosis and the transformation of modern prenatal care. *American Journal of Law & Medicine*. 2007;33(1):9–53. [[PubMed](#)]
- Christilaw JE. Cesarean section by choice: Constructing a reproductive rights framework for the debate. *International Journal of Gynaecology and Obstetrics: The Official Organ of the International Federation of Gynaecology and Obstetrics*. 2006;94(3):262–268. [[PubMed](#)]
- Cruz R, Glick LB, Travis JW. Circumcision as human-rights violation: Assessing Benatar and Benatar. *The American Journal of Bioethics*. 2003;3(2):W19–W20. [[PubMed](#)]
- D'Alton ME, Aronson MP, Birnbach DJ, Bracken MB, Dawood MY, Henderson WG, et al. National Institutes of Health state-of-the-science conference statement: Cesarean delivery on maternal request March 27-29, 2006. *Obstetrics and Gynecology*. 2006;107(6):1386–1397. [[PubMed](#)]

- Declercq ER, Sakala C, Corry MP, Appelbaum S. Listening to mothers II: Report of the second national U.S. survey of women's childbearing experiences. New York: Childbirth Connection; 2006.
- De Marco M, Thorburn S, Zhao W. Perceived discrimination during prenatal care, labor, and delivery: An examination of data from the Oregon pregnancy risk assessment monitoring system, 1998–1999, 2000, and 2001. *American Journal of Public Health*. 2008;98(10):1818–1822. [[PMC free article](#)] [[PubMed](#)]
- De Vries R, Kane Low L, Bogdan-Lovis E. Choosing surgical birth: Desire and the nature of bioethical advice. In: Lindemann H, Verkerk M, Walker MU, editors. *Naturalized bioethics: Toward responsible knowing and practice*. New York: Cambridge University Press; 2008. pp. 42–64.
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## 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

Assignment or category	Points
Course readings	25
Reading response / discussion board	25
Two short papers (or case presentations)	25
Final	25
Total	100

*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.

## 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](http://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](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 \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Course schedule (tentative module topics)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Ethics of Preimplantation Genetic Diagnosis <ul style="list-style-type: none"> <li>• Moral status of embryo creation extracorporeal</li> </ul>

		<ul style="list-style-type: none"> <li>• Embryo destruction after selection</li> <li>• Ethically appropriate uses of PGD</li> </ul>
2		<p>Ethics of Prenatal Diagnosis</p> <ul style="list-style-type: none"> <li>• Use to prevent the birth of disabled persons</li> <li>• Sex selection and other traits for nonmedical purposes</li> <li>• “Wrongful life” and medical legal influence on prenatal testing</li> </ul>
3		<p>Ethics of Fetal Treatment/Fetal surgery</p> <ul style="list-style-type: none"> <li>• Informed consent</li> <li>• Therapy through the mother to impact the fetus</li> <li>• Use of intervention without data to support outcomes</li> <li>• Allocation of resources</li> </ul>
4		<p>Ethics of In vitro Fertilization (1 lecture)</p> <ul style="list-style-type: none"> <li>• Consideration of number of oocytes to implant, risk for multiple gestation</li> <li>• Selective reduction</li> <li>• Use of IVF in women with infectious or terminal diseases (eg HIV)</li> </ul>
5		<p>Ethics of Maternal Decision Making</p> <ul style="list-style-type: none"> <li>• Rights of pregnant women to make decision about medical intervention including informed refusal</li> <li>• Rights of the fetus</li> <li>• Engagement in maternal behavior associated with fetal harm or adverse obstetric outcomes</li> <li>• Decision making in labor/birth preferences</li> <li>• Maternal-fetal research and human research protection policies</li> </ul>
6		<p>Ethics of Neonatal Care</p> <ul style="list-style-type: none"> <li>• Counseling in extreme prematurity</li> <li>• Intervention or lack of surgical/medical intervention in newborns with lethal anomalies</li> </ul>

7		<p>Ethics of Genetic Counseling</p> <ul style="list-style-type: none"> <li>• Informed consent</li> <li>• Non directive counseling</li> </ul>
8		<p>Ethics of Gene Therapy</p> <ul style="list-style-type: none"> <li>• Stem cell research and treatment</li> <li>• Uptake of resources</li> <li>• Germline gene therapy</li> <li>• Cloning for therapeutic and reproductive purposes</li> </ul>
9		<p>Ethics of Genetic Testing I</p> <ul style="list-style-type: none"> <li>• Prenatal testing</li> <li>• Adult onset disorders</li> <li>• Susceptibility genes</li> </ul>
10		<p>Ethics of Genetic Testing II</p> <ul style="list-style-type: none"> <li>• Disclosure of results with unknown or uncertain significance</li> <li>• Testing for adult onset conditions in the embryo, prenatal and pediatric populations</li> <li>• Genetic discrimination – insurers (health and life) and employers</li> <li>• Disclosure of test results</li> </ul>
11		<p>Ethics of Genetic Testing III</p> <ul style="list-style-type: none"> <li>• Shared implication of genetic test results</li> <li>• Use of genetic information in forensic testing</li> <li>• Direct to consumer genetic testing</li> </ul>
12		<p>Ethics of Genetic Information (2 lectures)</p> <ul style="list-style-type: none"> <li>• Access to information</li> <li>• Discrimination</li> <li>• Ownership of information</li> </ul>



13		Ethics of Genetic Information II <ul style="list-style-type: none"><li>• Gene Patenting</li><li>• Boundaries in application of genetic technologies</li><li>• Role of industry in advancing medical technologies</li></ul>
14		Concluding Module



# **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

Rosner, F. & Bleich, J.D. & Brayer, M.M., *Jewish Bioethics*. KTAV Publishing House, 2000.

Engelhardt, H.T.E. *The Foundations of Christian Bioethics*. Swets & Zeitlinger Publishers, 2000.

May, William. *Catholic Bioethics and the Gift of Human Life*, 3<sup>rd</sup> ed. Our Sunday Visitor, 2013.

Atighetchi, Darius. *Islamic Bioethics: Problems and Perspectives*. Springer-Verlag New York, LLC, 2009.

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

Bleich, J. David. "The Obligation to Heal in the Judaic Tradition: A Comparative Analysis." In *Jewish Bioethics*, pp. 1-44. Edited by Fred Rosner and J.David Bleich, New York: Sanhedrin Press, 1979.

Feldman, David M. *Birth Control in Jewish law*. New York: New York University Press, 1968.

Jakobovits, Immanuel. "Judaism." In *Encyclopedia of Bioethics*, pp. 791-802. Edited by Warren T. Reich. New York: The Free Press, 1978.

Franck, Isaac, ed. *Biomedical Ethics in Perspective of Jewish Teaching and Tradition: Proceedings of an Academic Conference*. Washington, D.C.:

### Eastern Orthodox Christianity

Engelhardt, H.T.E. *The Foundations of Christian Bioethics*. Swets & Zeitlinger Publishers, 2000.

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

### Catholicism

Nicanor Pier Giorgio Austriaco OP, *Biomedicine and Beatitude: An Introduction to Catholic Bioethics*. The Catholic University of America Press, 2011.

United States Catholic Conference, Department of Health Affairs. *Ethical and Religious Directives for Catholic Health Facilities*. Washington, D.C.: United States Catholic Conference, 1971.

Curran, Charles E. "Roman Catholicism." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

O'Donnell, Thomas J. *Medicine and Christian Morality*. New York: Alba House, 1976. pp.3-49.

### Protestant Thought

Ramsey, Paul. *The Patient as Person*. New Haven, Connecticut: Yale University Press, 1970. pp. xi-xviii (Preface).

Cahill, Lisa S. "Within Shouting Distance: Paul Ramsey and Richard McCormick on Method." *Journal of Medicine and Philosophy* 4 (December 1979):398-417.

Johnson, James T. "Protestantism: History of Protestant Medical Ethics." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

Encyclopaedia Britannica -Macropedia, Vol. 15, pp. 99-108 "Protestantism," by Martin E. Marty.

### Islamic Culture

Shomali, Mohammad Ali. "Islamic Bioethics: A General Scheme." *Journal of Medical Ethics and History of Medicine*. 1.1 (2008)

Al-Hathery, Shabib. "The Muslim Doctor: Duties and Responsibilities." *Islamic Medical Association Conference, Dammam, Saudi Arabia*. Ed. Khan, Y. and H. Bouagada.

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

Century Hijri. Kuwait: Kuwait Ministry of Health, 1981.

Asper, Samuel P., and Sami Haddad Faud. "Medical Ethics, History of: Contemporary Arab World." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

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

### Hinduism

Murthy, K.R. Srikanta. "Professional Ethics in Ancient Indian Medicine." *Indian Journal of the History of Medicine* 18 (1973):45-49.

"Oath of Initiation (Caraka Samhita)." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

### Buddhism & Eastern Cultures

#### *Chinese Thought*

Xiao-Yang Chen, "Clinical Bioethics in China: The Challenge of Entering a Market Economy." *J Med Philos* (2006) 31 (1): 7-12.

Ruiping Fan, "Reconstructionist Confucianism and Health Care: An Asian Moral Account of Health Care Resource Allocation." *J Med Philos* (2002) 27 (6): 675-682.

Pinit Ratanakul, "Bioethics in Thailand: The Struggle for Buddhist Solutions." *J Med Philos* (1988) 13 (3): 301-312.

Unschuld, Paul U. "Medical Systems, Resources and Professionalization." In *Medical Ethics in Imperial China: A Study in Historical Anthropology*, pp. 3-14. Berkeley, California: University of California Press, 1979.

Unschuld, Paul U. "Medical Practice and Experts in Ancient China." In *Medical Ethics in Imperial China: A Study in Historical Anthropology*, pp. 15-24. Berkeley, California: University of California Press, 1979.

Lee, T'ao. "Medical Ethics in Ancient China." *Bulletin of the History of Medicine* 13 (1943):268-277.

Unschuld, Paul U. "Confucianism." In *Encyclopedia of Bioethics*, pp. 200-204. Edited by Warren T. Reich. New York: The Free Press, 1978.

Kao, John J., and Frederick F. Kao. "Medical Ethics, History of: Contemporary China." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

Smith, Huston. "Confucianism." In *The Religions of Man*, pp. 142-174. New York: Harper and Row, 1958

\_\_\_\_\_. "Taoism." *The Religions of Man*, pp. 175-192. New York: Harper and Row, 1958.

### *Japanese Thought*

Rihito Kimura. "Bioethics as a Prescription for Civic Action: The Japanese Interpretation." *J Med Philos* (1987) 12 (3): 267-277.

Kitagawa, Joseph M. "Medical Ethics, History of: Japan "Through the Nineteenth Century." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

Ninomiya, Rikuo. "Medical Ethics, History of: Contemporary Japan Through the Nineteenth Century." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

Takemi, Taro. "Medical Ethics, History of: Traditional Professional Ethics in Japanese Medicine." In *Encyclopedia of Bioethics*, 3<sup>rd</sup> ed. Edited by S. E. Post. Macmillan Reference, 2003.

Kato, Masaaki. "Self-Destruction in Japan: A Cross-Cultural Epidemiological Analysis of Suicide." *Japanese Culture and Behavior*, pp. 359-382. Edited by Takie Sugiyama Lebra and William P. Lebra. Honolulu: University Press of Hawaii, 1974.

### Other

Patricio R. Figueroa and Hernan Fuenzalida. "Bioethics in Ibero-America and the Caribbean." *J Med Philos* (1996) 21 (6): 611-627.

## **Optional materials**

Qui, Ren-Zong. *Bioethics: Asian Perspectives: A Quest for Moral Diversity*. Philosophy and Medicine, 2010. ISBN-13: 978-9048165094 ISBN-10: 9048165091 Edition: Softcover reprint of hardcover 1st ed. 2004

Fan, Ruping, ed. *Family-Oriented Informed Consent: East Asian and American Perspectives* (Philosophy and Medicine / Asian Studies in Bioethics and the Philosophy of Medicine). Springer, 2015.

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

Assignment or category	Points
Reading response short essays	15
Paper # 1	25
Paper # 2	25
Discussion board postings	20
Final exam	15

<b>Total</b>	<b>100</b>

*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.

## 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](http://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](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 \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Course Module schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<b>Introduction</b> <ul style="list-style-type: none"> <li>- Goals of the course</li> <li>- <i>Weltanschauung</i> &amp; Mapping the secular and the sacred</li> <li>- Religious Perspectives &amp; Tradition</li> <li>- Modes of religious thinking</li> <li>- Practices and “practices”: rival anthropologies</li> <li>- Rival definitions of “nature”</li> <li>- Bioethics as a “lived ethic”</li> </ul>
2		<b>Death and Dying</b> <ul style="list-style-type: none"> <li>- Transcendence and immanence</li> <li>- prolonging living vs prolonging dying</li> <li>- definitions of death / active-passive / causality</li> <li>- Natural law, sin, “the fall”, reincarnation,</li> </ul>
3		<b>Suicide &amp; Euthanasia</b> <ul style="list-style-type: none"> <li>- Legal rights and religious differences</li> <li>- Practices of wellness and definitions of “health” at the end of life</li> <li>- Practices of religious honor suicide: Seppuku, Sallekhana</li> </ul>
4		<b>Terminal Patients</b> <ul style="list-style-type: none"> <li>- Pain and end of life</li> <li>- Suffering, disease, and meaning</li> <li>- Miracles, sins, devils, forgiveness</li> </ul>

5		<p><b>Medical Experimentation on Humans</b></p> <ul style="list-style-type: none"> <li>- Definitions of the body</li> <li>- Natural law, Reincarnation, Taboo, Theosis</li> </ul>
6		<p><b>Sexuality, Contraception, Artificial Insemination, IVF</b></p> <ul style="list-style-type: none"> <li>- Practices of monogamy/polygamy, pre-marital sex, global spread of AIDS &amp; STDs</li> <li>- Definitions of family</li> <li>- Rights to children</li> <li>- Hierarchy, respect for age</li> <li>- Global population</li> </ul>
7		<p><b>Abortion, Prenatal Diagnosis, Genetic Testing</b></p> <ul style="list-style-type: none"> <li>- Historical practices of abortion, ancient and near</li> <li>- Language of abortion; Roe v Wade</li> <li>- Humanae Vitae</li> <li>- Medical technology and religion</li> <li>- Authority, spiritual guidance</li> <li>- Defective Fetus', Newborns, "Baby Doe"</li> </ul>
8		<p><b>Patient Autonomy, Family Systems &amp; Culture</b></p> <ul style="list-style-type: none"> <li>- Patient's refusal of treatment</li> <li>- Physician/patient relationship</li> <li>- Confidentiality, Substituted judgment, etc</li> </ul>
9		<p><b>Psychotherapy and Ethics</b></p> <ul style="list-style-type: none"> <li>- Cognitive therapy and care for the soul</li> <li>- Karma, sin, mind-body relationship</li> <li>- Psychiatric commitment</li> </ul>
10		<p><b>Transplantation</b></p> <ul style="list-style-type: none"> <li>- Views of the body: immanence and transcendence</li> <li>- Permanence, relics, social owner</li> <li>- procurement of organs</li> <li>- Definitions of death: cardiac, whole brain, DCD</li> </ul>

		<ul style="list-style-type: none"> <li>- God committee</li> </ul>
<b>11</b>		<p><b>Embryos, Cloning, Genetic Engineering</b></p> <ul style="list-style-type: none"> <li>- Stem Cell research</li> <li>- Definitions of life; vitalism; futurism</li> <li>- Embryos and respect for life</li> <li>- Rights to offspring, open future</li> <li>- Cloning, choice, “designer babies”</li> </ul>
<b>12</b>		<p><b>Transhumanism, Transgender &amp; Intersex</b></p> <ul style="list-style-type: none"> <li>- Congenital adrenal hyperplasia</li> <li>- Sexual and Ethical issues of religious identity</li> <li>- Definitions of “normal”</li> </ul>
<b>13</b>		<p><b>Health Care Distribution I</b></p> <ul style="list-style-type: none"> <li>- Rights of healthcare</li> <li>- Standards of healthcare</li> <li>- What is health? Dilemmas of real cultural difference</li> <li>- Privatized healthcare and a post-religious West?</li> <li>- Lines between culture and religion</li> </ul>
<b>14</b>		<p><b>Analysis, Comparison, Extention</b></p> <ul style="list-style-type: none"> <li>- Plurality and consensus</li> <li>- Definitions of natural? Health?</li> </ul>

THE OHIO STATE UNIVERSITY  
CENTER FOR BIOETHICS

SYLLABUS FOR  
**BIOETHIC 8XXX** CLINICAL ETHICS PRACTICUM  
DATE \_\_\_\_\_

**Instructor:**

Office:

e-mail:

Phone:

Credit hours \_\_\_\_\_

**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 furthers 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*

Zaner, R 1993. *The Many Ways of Ethics. Troubled Voices*. Cleveland: The Pilgrim Press.  
Nussbaum M. 1995. *Therapeutic Arguments. The Therapy of Desire*. Princeton: Princeton University Press. Pp. 13-47.

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

Glenn McGee 1996. Phronesis in Clinical Ethics. *Theoretical Medicine* 17:317-28. Glenn McGee 1997. Point and Counterpoint: Therapeutic Clinical Ethics, *HEC Forum* 9(3):276-279

Donnie Self, J Skeel, N Jecker 1993. A Comparison of Moral Reasoning of Physicians and Clinical Medical Ethicists *Academic Medicine* 68(11): 852-5.

#### • 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

Skeel, J, Self, D Skeel R. 1993. A Description of Humanist Scholars Functioning as Ethicists in the Clinical Setting. *Cambridge Quarterly* 2:485-94.

Shalit, R 1997. When We Were Philosopher Kings. *The New Republic* April 28, 1997. Agich, G 1990. Clinical Ethics: A Role Theoretic Look. *Soc Sci Med* 30(4): 389-99.

Fox, M, McGee, G, Caplan, A. 1998. Paradigms for Clinical Ethics Consultation Practice. *Cambridge Quarterly* 7:308-14.

Fox, E. Stocking C. 1993. Ethics Consultants' Recommendations for Life-Prolonging Treatment of Patients in a Persistent Vegetative State. *JAMA* 270(21):2578-82.

#### • Authority and Expertise in Clinical Ethics

Agich, G. 1995. Authority in Ethics Consultation. *Journal of Law Medicine and Ethics* 23:273-83.

Casarett, D Daskal, F Lantos, J. In Press. The Authority of the Clinical Ethicist: Mediator or Moral Expert? *Hastings Center Report*.

Agich, G. In Press. Why Should Anyone Listen to Ethics Consultants? In H. Tristram Engelhardt, Jr., ed. *The Philosophy of Medicine: Framing the Field*. Dordrecht, Holland: Kluwer.



- Standards for Clinical Ethical Activity

Siegler, M 1979. Clinical Ethics and Clinical Medicine. Arch of Internal Medicine 139: 914-5.

Siegler, M and Singer, Pn.d. Clinical Ethics. Textbook of Internal Medicine. 2nd edition. William N. Kelley, Ed. J.B. Lippincott. Pp. 3-5.

SHHV-SBC Task Force on Standards for Bioethics Consultation: Discussion Draft. Fletcher, JC and Siegler, M.1996. What are the Goals of Ethics Consultation? A Consensus Statement. The Journal of Clinical Ethics. 7(2): 122-6.

- Evaluation of Ethics Consultation

McClung j, Karner R, DeLuca M, Barber H.1996. Evaluation of a Medical Ethics Consultation Service: Opinions of Patients and Health Care Providers. The American Journal of Medicine 100:456-60.

Fox, E1996. Concepts in Evaluation Applied to Ethics Consultation Research. The Journal of Clinical Ethics. 7(2): 116-121.

Fox E, Arnold R1996. Evaluating Outcomes in Ethics Consultation Research. The Journal of Clinical Ethics. 7(2): 127-38.

Fox E, Tulsky J.1996. Evaluation Research and the Future of Ethics Consultation. The Journal of Clinical Ethics. 7(2): 146-49

Tulsky J, Stocking C1996. Obstacles and Opportunities in the Design of Ethics Consultation Evaluation. The Journal of Clinical Ethics. 7(2): 139-145.

Tulsky J, Fox E.1996. Evaluating Ethics Consultation: Framing the Questions. The Journal of Clinical Ethics. 7(2): 109-115.

Fletcher J.Standards for the Evaluation of Ethics Consultation. In Ethics Consultation in Health Care Ed. John Fletcher. Pp. 173-184.

Bosk C.1998. Empirical Expertise, Moral Cowardice and the Ethnography of Medical Ethics.

- Ethics Committees

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

Lo, B1987. Behind Closed Doors: Promises and Pitfalls of Ethics Committees. NJEM 317(1):46-50.

Griener G, Storch J1994. The Educational Needs of Ethics Committees. Cambridge Quarterly 3:467-77.

Ross J, Glaser J, Rasinski-Gregory D, Gibson J, Bayley C.1993. Evaluation and Self-Assessment: Determining How Much Ethics Committees Need To Do. In Health Care Ethics Committees, Ross J, Glaser J, Rasinski-Gregory D, Gibson J, Bayley C.(eds.) Pp. 113-132.

Hoffmann D.1991. Does Legislating Hospital Ethics Committees Make A Difference? A Study of hospital Ethics Committees in Maryland, the District of Columbia, and Virginia. Law, Medicine, and Health Care 19(1-2):105-119.

Youngner S, Coulton C, Juknialis B, Jackson D.1984. Patients Attitudes toward Hospital Ethics Committees. In Institutional Ethics Committees; Health Care Decision Making. Pp. 73-84.

Hoffman D1993. Evaluating Ethics Committees: A View from the Outside. The Milbank Quarterly 71(4):677-701.

Povar, G.Evaluating Ethics Committees: What do We Mean by Success? Pp 904-19. Bioethics Development Group Ethics Committee Self-Assessment Tool.

New Jersey Hospital Association Considerations and Recommendations for Institutional Committees. Ethics Task Force Council on Clinical Practice.

#### • Expanding the Scope of Ethics Committees

Solomon M et al.1991. Toward and Expanded Vision of Clinical Ethics Education: From the Individual to the Institution. Kennedy Institute of Ethics Journal. Pp. 225-45.

Thompson R.1986. Tough Choices: Hospital Chaplains and the Ethics of Health Care. HCA Journal 3.

Dunn P, Hansen-Flaschen J.1994. Framework for Analyzing an Ethical Problem and Conducting an Ethical Consultation. Seminars for Nurse Managers 2(1):27-31.

Hospital of the University of Pennsylvania Policy Manual: 1994. Policy Regarding Determination of Death by Neurologic Criteria.

**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/](http://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

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Signature

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Faculty

Print Name

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Signature

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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/](http://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

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Signature

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Faculty

Print Name

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Signature

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Student

**Syllabus Attachments (if any):**



THE OHIO STATE UNIVERSITY  
CENTER FOR BIOETHICS

SYLLABUS FOR  
**BIOETHIC 8XXX MASTERS THESIS**  
DATE \_\_\_\_\_

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.*

*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.*

**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 accomplish 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/](http://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

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Signature

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Faculty

Print Name

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Signature

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Student

**Syllabus Attachments (if any):**