

Term Information

Effective Term Autumn 2023
Previous Value *Spring 2023*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

GE Submission

What is the rationale for the proposed change(s)?

The content and approach of BIOETHC 3000 aligns well with the Health and Well-Being GE theme. Approving the course for GE credit will also benefit the students and department in several ways. Many students are interested in our bioethics courses but also must make strategic schedule choices to ensure they complete all major and GE requirements before graduation; this course counting for those requirements would make it easier for students to do both. We also received a specific request from the Dept of Biomedical Engineering to pursue 3000 as a GE course, with the intent for all of their students to take it as a requirement and receive ethics education they believe would be beneficial. The appeal of the course as a GE choice may also attract new students to it and our program. Specific details on how the course aligns with and supports GE at OSU can be found in the attached documents.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate that this change will lead to an increase in enrollment in it and our other courses. We expect it will expand the selection available to students and will not create a significant negative impact to other courses. Bioethics is an interdisciplinary field and its study often enhances students experience in their major field of study and courses.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Bioethics
Fiscal Unit/Academic Org	Biomedical Education & Anatomy - D2502
College/Academic Group	The College of Medicine
Level/Career	Undergraduate
Course Number/Catalog	3000
Course Title	Case Studies in Medical and Healthcare Ethics
Transcript Abbreviation	Case Studies Ethic
Course Description	The field of medical ethics has been and is continually shaped by major cases, both famous and infamous. This course surveys the causes and contexts, as well as the philosophical and ethical issues embedded within these cases.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade

Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	38.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Health and Well-being

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

Course Details

Course goals or learning objectives/outcomes

- Upon completion of the course, the student will:
 - understand the general features (and limitations) of current bioethical discussion
 - understand and be acquainted with well known and widely referenced case studies within medical ethics and bioethics discussions
 - evaluate common beliefs about medical ethics arising from case studies
 - grasp the interconnectedness of ideas by discerning the relationships between case studies
 - explain cases in reference to related philosophical theories as well as key legal and ethical 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

Content Topic List

- Death and Dying
- Beginnings of Human Life
- Ethical Theory
- Research Ethics
- Individual Rights vs Public Good

Sought Concurrence

No

Attachments

- BIOETHC 3000 Revised Syllabus.pdf: PREVIOUS version, incl. for comparison
(Syllabus. Owner: Ibarra, Lisa Michele)
- 3000 GE Submission.pdf: PREVIOUS version, incl. for comparison
(Other Supporting Documentation. Owner: Ibarra, Lisa Michele)
- BMEACC_Major_Revision_Form_BIOETHC_3000.pdf
(Academic Program Revision Stmt. Owner: Ibarra, Lisa Michele)
- BIOETHC 3000 syllabus 1.0.docx: NEW Syllabus
(Syllabus. Owner: Ibarra, Lisa Michele)
- GE feedback with comments.docx
(Other Supporting Documentation. Owner: Ibarra, Lisa Michele)
- GE health & wellbeing submission.pdf: NEW GE Submission form
(Other Supporting Documentation. Owner: Ibarra, Lisa Michele)

Comments

- Please see feedback email sent to department 03-13-2023 RLS *(by Steele, Rachel Lea on 03/13/2023 10:51 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ibarra, Lisa Michele	02/10/2023 12:06 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	02/10/2023 12:14 PM	Unit Approval
Approved	Clinchot, Daniel Michael	02/10/2023 12:17 PM	College Approval
Revision Requested	Steele, Rachel Lea	03/13/2023 10:51 AM	ASCCAO Approval
Submitted	Ibarra, Lisa Michele	04/17/2023 05:06 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	04/18/2023 06:50 AM	Unit Approval
Approved	Clinchot, Daniel Michael	04/18/2023 06:50 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2023 06:50 AM	ASCCAO Approval

The Panel unanimously approved the request with four contingencies and three recommendations:

- i. **Contingency:** The reviewing faculty ask that the department better illustrate how the assignments connect with the goals and ELOs of the GEN Theme: Health and Wellbeing category and how they constitute an advanced study of the Theme. They note that further description of the assignments in the syllabus (pg. 3-4) would be useful in understanding this connection.
I expanded the description of the assignments (pg. 3-4)
- ii. **Contingency:** The reviewing faculty ask that the department provide additional details about the difference between “low-stakes” and “high-stakes” writing assignments.
In addition to the above, I’ve also added “formative” and “summative” language to the assignment type.
- iii. **Contingency:** The reviewing faculty ask that the department alter the GEN Goals and ELOs in the syllabus to reflect the most updated version of ELO 3.2 (pg. 2, numbered 1.2 on the syllabus). The corrected language should read “Identify, reflect on, or apply strategies for promoting health and wellbeing.” rather than “Identify, reflect on, and apply the skills needed for resiliency and wellbeing.” An easy to cut/paste version of the goals and ELOs is available here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>. Additionally, the Panel asks that the department provide more information in the syllabus regarding how ELO 3.2 (1.2) will be met by the course’s activities, assessments, readings, etc.
I changed the relevant ELO language and re-wrote, from scratch, the relevant section from the application form (very last text box on the form).
- iv. **Contingency:** The reviewing faculty ask that the department provide complete citations of the readings on the course schedule (syllabus pg. 6-9) so that students (and the reviewing faculty) have a better idea of the workload/advanced nature of the course.
Completed.
- v. **Recommendation:** The reviewing faculty recommend that the department update the Student Life Disability Services statement (syllabus pg. 10 under “Accessibility Accommodations”), as the office’s website and their preferred syllabus statement have changed. An updated statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.
I copy-pasted the updated “Institutional policy” language (the same for the remainder of the recommendations). I’ve left the square bracket comments, e.g., “recommended to include but not required.”
- vi. **Recommendation:** The reviewing faculty recommend that the department update the Student Wellness Statement (syllabus pg. 10), as Counseling and Consultation Services now recommends including information on after-hours services. An updated statement can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>.

vii. *Recommendation:* The reviewing faculty recommend that the department update the Statement on Title IX (syllabus pg. 11) as Kellie Brennan no longer works at the university. An updated statement can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>.

BIOETHCS 3000 – Case Studies in Medical and Healthcare Ethics

Spring 2023, 3 credit hours

Instructor: Abraham Graber
Email: Abraham.Graber@osumc.edu
Office Hours: By appointment

OSU Center for Bioethics
Division of Bioethics
Department of Biomedical Education and Anatomy
College of Medicine

Course Overview

Description

Medical and healthcare ethics is grounded in the need for ethical clarity in difficult cases. By taking a deep-dive into seminal and/or contemporary cases as well as the surrounding literatures, this skills-based course will build students' facility with the methods of case analysis at the core of medical and healthcare ethics. Cases will be drawn from clinical ethics, research clinic ethics, and healthcare policy ethics. By the end of the course students will have gained an appreciation for the interplay between theoretical considerations and real-world cases and will have gained proficiency in their ability to analyze the weigh the morally relevant variables at play in novel medical and health care cases.

Prerequisites: There are no prerequisites for this course.

Course Objectives

General GE Goals		
Goals	Expected Learning Outcomes	Related Course Content
	<i>Successful students are able to ...</i>	<i>In the course, students will ...</i>
Goal 1: Successful students will analyze an important topic or idea at a more	ELO 1.1 Engage in critical and logical thinking about health and wellbeing.	Critically analyze seminal and/or contemporary cases in biomedical ethics; Familiarize themselves with core debates over the nature of health and wellbeing.

advanced and in-depth level than the foundations.	ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of health and wellbeing.	Build proficiency in independently evaluating courses of action in unfamiliar case scenarios; Appraise the positions espoused by cutting edge research in biomedical ethics.
Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Identify key moral variables in bioethics case scenarios; Describe the diverse perspectives of individuals party to bioethics case scenarios; Synthesize the perspectives of the various disciplines central to bioethics.
	ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Reflect on their learning process and progress Build on prior experiences in the course to respond to unfamiliar and challenging case studies

GE Theme: Health and Wellbeing		
Goals	Expected Learning Outcomes	Related Course Content
	<i>Successful students are able to ...</i>	<i>In the course, students will ...</i>
Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).	ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	Draw on theoretical, socio-economic, scientific, historical, cultural, technological, policy, and personal perspectives to explore and analyze bioethics case studies.
	ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.	Reflect on the skills needed to ethically navigate challenges to wellbeing; Apply the skills needed to ethically navigate challenges to wellbeing by evaluating available choices in bioethics case studies.

Course Materials

Required

All required course materials will be available through CarmenCanvas.

Technology Requirements

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Ability to upload a Word or PDF doc into Carmen.

Course Requirements/Evaluation

Grading and Evaluation:

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

- **Independent Work (👤):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required (👥):** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration (👥🔴):** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Attendance/Participation	20%	👥👥
Low Stakes Examinations	10%	👤
Low Stakes Writing Assignments	10%	👥🔴
High Stakes Writing Assignments	20%	👥🔴
Midterm Exam	20%	👤
Final Exam	20%	👤
TOTAL COURSE POINTS		

Course Assignments:

Attendance / Participation: 20% of your grade will be determined by participation. Participation may include activities such as posting in online discussion forums, writing reflection assignments, recording brief reactions to course material, and (where relevant) attending and contributing to in-person classes, etc. Participations activities will be designed to encourage deeper engagement with course material, e.g., by having students compare, contrast, and analyze contemporary and historical bioethics cases, by having students consider the broader implications of a bioethical debate for our understanding of health or for the nature of our healthcare institutions, or by having students evaluate and create recommendations for clinical, research, or policy contexts.

Low Stakes Examinations (formative assessment): 10% of your grade will be determined by your performance on low stakes tests and quizzes. These tests and quizzes will serve as an opportunity to assess your level of understanding of course content without your performance on any individual test or quiz heavily impacting your final grade.

Low Stakes Writing Assignments (formative assessment): 10% of your grade will be determined by your performance on low stakes writing assignments. Except in those cases where students are given the

opportunity to opt-in or opt-out, low stakes writing assignments will not be graded based on spelling, punctuation, or grammar. **Low stakes writing assignments will offer an opportunity to assess your progress in analyzing cases, creating recommendations, and evaluating clinical, research, and policy choices, without any individual writing assignment heavily impacting your final grade.**

Low stakes writing assignments will encourage a richer and deeper understanding of course content by, e.g., encouraging you to draw on past content to analyze novel bioethics cases, asking you to evaluate different clinical choices or competing theoretical perspectives, and by creating recommendations for clinical, research, and policy cases drawing on bioethical theory.

Low stakes writing assignments will include *wellness reflections* at the end of each major unit. These reflections will be designed to encourage students to identify, reflect on, or apply strategies for promoting health and wellbeing. For example, a wellness reflection might ask students to reflect on what we can learn about the nature of health from the disability pride movement, ask students to identify strategies for improving their wellbeing based on debates over quality-of-life assessments, or ask students to develop and apply a strategy for promoting their own health based on what we know about the relationship between Internet use, misinformation, and vaccine hesitancy.

High Stakes Writing Assignments (summative assessment): 20% of your grade will be determined by your performance on high stakes writing assignments. Assignment specifics may vary to best synergize with regularly updated course content; however, in all cases, this grading category will (i) include scaffolded assignments, (ii) include a research component, and (iii) **will require students to engage in an in-depth case analysis. High stakes writing assignments will serve as a summative assessment, providing the opportunity to demonstrate skills in case analysis and evaluation and in creating case-based recommendations.** Except in those cases where students are given the opportunity to opt-in or opt-out, high stakes writing assignments will not be graded based on spelling, punctuation, or grammar.

Midterm Exam (summative assessment): 20% of your grade will be determined by your performance on the midterm exam.

Final Exam (summative assessment): 20% of your grade will be determined by your performance on the final exam.

Re-Write Policy: Students will be given the opportunity to make up missed points. The specifics of the policy will vary according to the course content and schedule.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
>93%	92.9-90%	89.9-87%	86.9-83%	82.9-80%	79.9-77%	76.9-73%	72.9-70%	67.9-69%	66.9-60%	<60%

Late Assignments

Unless an extension is granted, no late work will be accepted. When possible, students should request extensions at least 48 hours before the relevant due date. Extensions will be granted on a case-by-case basis and will reflect the extent to which events in a student's life constitute a justifiable reason for submitting work late. In assessing whether an event constitutes a justifiable reason for submitting work late, the instructor will be guided by respect for the pluralistic nature of our society.

Instructor Feedback and Response Expectations:

- **Email Response:** Email response can be expected by instructor within 24 hours M-F, excluding holidays.
- **Graded Materials Return:** Grades for reflective essays and participation assignments will be returned within 1 week; larger assignments (papers & exams) may take longer for grades to be completed and posted

Course Policies

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

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.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

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

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

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Bioethics Disclaimer and Warning

Students should note that bioethics—particularly film and media on bioethics—inherently involves discussions and images of human frailty, pain, death, surgery, body parts and more. Just as medicine and bioscience that dissect “whole” entities and bodies to understand “parts” require courage and a level of scientific curiosity, so, too, bioethics requires something of a strong constitution when discussing what morally should and should not be done with life (bios). Studying bioethics—especially blatant ethics violations—is often cautionary and can offer important lessons for future scientists, physicians, policy workers and more. Please note that being moved or challenged by disturbing matters is a natural reaction, and hence students are encouraged to learn how to think and react rightly in the face of troubling material (vs. avoiding/ignoring such issues altogether). Counseling and help is available through Counseling and Consultation Services (614.292.5766), and you are welcome to contact the faculty of this course for discussion as well. Please be aware.

This syllabus, the course elements, policies, and schedule are subject to change.

Copyright Disclaimer

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

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Course Schedule

WEEK/UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	1/9 - 1/13	Introduction and ethical theory	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1	Sinnott-Armstrong, Walter, "Consequentialism", <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), < https://plato.stanford.edu/archives/win2022/entries/consequentialism/ >. Section 1, "Classic utilitarianism," and Section 2, "What is consequentialism?" Johnson, Robert and Adam Cureton, "Kant's Moral Philosophy", <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = < https://plato.stanford.edu/archives/fall2022/entries/kant-moral/ >. Section 4. "Categorical and hypothetical imperatives," Section 5. "The formula of the universal law of nature," Section 6. "The humanity formula."	Low Stakes Writing 1 + 2 Quizzes 1 + 2 Participation 1
2	1/16 (MLK day) – 1/20	Introduction and ethical theory	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1, 1.2	Hursthouse, Rosalind and Glen Pettigrove, "Virtue Ethics", <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = < https://plato.stanford.edu/archives/win2022/entries/ethics-virtue/ >. 1. "Preliminaries," "2.1 Eudaimonist virtue ethics," "2.2 Agent-based and exemplarist virtue ethics." Flynn, Jennifer, "Theory and Bioethics", <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = < https://plato.stanford.edu/archives/win2022/entries/theory-bioethics/ >. Section 4. "A move to mid-level theorizing: a principles centered-approach," Section 5.1, "Casuistry"	Low Stakes Writing 3 + 4 Quizzes 3 + 4 Participations 2
3	1/24 – 1/27	Clinical ethics	General GE ELOs: 1.1, 1.2	New York Times, "Karen Ann Quinlan, 31, Dies; Focus of '76 right to die case;" Kennedy, I. M. (1976). The Karen Quinlan case: problems and proposals. <i>Journal of medical ethics</i> , 2(1), 3-7.	Low Stakes Writing 5 Quiz 5

			Theme GE ELOs: 1.1		Participati on 3
4	1/30 – 2/3	Clinical ethics	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1	Jaworska, Agnieszka and Julie Tannenbaum, "The Grounds of Moral Status", <i>The Stanford Encyclopedia of Philosophy</i> (Spring 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = < https://plato.stanford.edu/archives/spr2023/entries/grounds-moral-status/ >.	Low Stakes Writing 6 Quiz 6 Participati on 4
5	2/6 – 2/10	Clinical ethics	General GE ELOs: 2.1, 2.2 Theme GE ELOs: 1.1	DeGrazia, David, "The Definition of Death", <i>The Stanford Encyclopedia of Philosophy</i> (Summer 2021 Edition), Edward N. Zalta (ed.), URL = < https://plato.stanford.edu/archives/sum2021/entries/death-definition/ >. Hook, C. C., & Mueller, P. S. (2005, November). The Terri Schiavo saga: the making of a tragedy and lessons learned. In <i>Mayo Clinic Proceedings</i> (Vol. 80, No. 11, pp. 1449-1460). Elsevier.	Low Stakes Writing 7 + 8 Quizzes 7 + 8 Participati on 5
6	2/13 – 2/17	Clinical ethics	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1	"The 'Ashley Treatment,'" http://pillowangel.org/Ashley%20Treatment.pdf ; Kittay, E. F. (2011). Forever small: The strange case of Ashley X. <i>Hypatia</i> , 26(3), 610-631.	Low Stakes Writing 9 Quiz 9 Participati on 6
7	2/20 – 2/24	Clinical ethics	General GE ELOs: 1.1, 1.2, 2.1, 2.2 Theme GE ELOs: 1.1, 1.2	Diekema, D. S., & Fost, N. (2010). Ashley revisited: a response to the critics. <i>The American Journal of Bioethics</i> , 10(1), 30-44. Wieseler, C. (2022). Disability Bioethics, Ashley X, and Disability Justice For People with Cognitive Impairments. In <i>The Disability Bioethics Reader</i> (pp. 301-312). Routledge.	Low Stakes Writing 10 + 11 (wellness reflection) Quizzes 10 + 11 Participati on 7 reflection)
8	2/27 – 3/3	Review and midterm exam	General GE ELOs: 1.1, 1.2, 2.2 Theme GE ELOs: 1.1	Review and Midterm Exam	Midterm Exam
9	3/6 – 3/10	Research ethics	General GE ELOs: 1.1, 1.2, 2.2	Sankar, P., & Kahn, J. (2005). BiDiI: Race Medicine Or Race Marketing? Using race to gain a commercial advantage does not advance the goal of eliminating	High Stakes Writing, Scaffolding

			Theme GE ELOs: 1.1	racial/ethnic disparities in health care. <i>Health Affairs</i> , 24(Suppl1), W5-455. Appiah, K. A. (1996). Race, culture, identity: Misunderstood connections. In <i>The Tanner Lectures on human values</i> (Vol. 17, pp. 51–136). Salt Lake City: University of Utah Press. Section 1.1, Section 1.13 – 1.18 (pg. 79 – pg. 101)	Part 1: thesis statement and topic sentences Low Stakes Writing 12 + 13 Quizzes 12 + 13 Participation 8
10	3/13 – 3/17	Research ethics	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1	Roberts, D. (2012). Debating the cause of health disparities: Implications for bioethics and racial equality. <i>Cambridge Quarterly of Healthcare Ethics</i> , 21(3), 332-341. Yu, J. H., Goering, S., & Fullerton, S. M. (2009). Race-based medicine and justice as recognition: exploring the phenomenon of BiDil. <i>Cambridge Quarterly of Healthcare Ethics</i> , 18(1), 57-67.	Low Stakes Writing 14 + 15 Quizzes 14 + 15 Participation 9
11	3/20 – 3/24	Research ethics	General GE ELOs: 1.1, 1.2, 2.2 Theme GE ELOs: 1.1, 1.2	Crnkovic, C., Quiring, R., Chapple, A. G., Bronstone, A., Krause, P. C., & Dasa, V. (2022). Low rates of reporting race, ethnicity, and socioeconomic status in studies published in top orthopaedic journals. <i>JBJS</i> , 104(14), 1244-1249. Brett, A. S., & Goodman, C. W. (2021). First impressions—should we include race or ethnicity at the beginning of clinical case presentations?. <i>New England Journal of Medicine</i> , 385(27), 2497-2499.	High Stakes Writing, Scaffolding Part 2: Paragraph Construction Low Stakes Writing 16 + 17 (wellness reflection) Quizzes 16 + 17 Participation 10
12	3/27 – 3/31	Ethics and healthcare policy	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1	The Columbus Dispatch, “Measles outbreak in Columbus increases to 46 cases, 3 sites exposed;” Dubé, E., Laberge, C., Guay, M., Bramadat, P., Roy, R., & Bettinger, J. A. (2013). Vaccine hesitancy: an overview. <i>Human vaccines & immunotherapeutics</i> , 9(8), 1763-1773.	Low Stakes Writing 18 + 19 Quizzes 18 + 19

					Participati on 11
13	4/3 – 4/7	Ethics and healthca re policy	General GE ELOs: 1.1, 1.2 Theme GE ELOs: 1.1	Kärki, K. (2022). Listening to vaccine refusers. <i>Medicine, Health Care and Philosophy</i> , 25(1), 3-9. Asveld, L. (2008). Mass-vaccination programmes and the value of respect for autonomy. <i>Bioethics</i> , 22(5), 245-257. Flanigan, J. (2014, March). A defense of compulsory vaccination. In <i>HEC forum</i> (Vol. 26, No. 1, pp. 5-25). Dordrecht: Springer Netherlands.	Low Stakes Writing 20 + 21 Quizzes 20 + 21 Participati on 12
14	4/10 – 4/14	Ethics and healthca re policy	General GE ELOs: 1.1, 1.2, 2.1, 2.2 Theme GE ELOs: 1.1, 1.2	Rus, M., & Groselj, U. (2021). Ethics of vaccination in childhood—a framework based on the four principles of biomedical ethics. <i>Vaccines</i> , 9(113), 1-12. ABC7, New York: “Ebola Quarantine Controversy Explained”	Low Stakes Writing 22 + 23 (wellness reflection) Quizzes 22 + 23 Participati on 13 High Stakes Writing, Part 3: Final Paper due

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Institutional Policies

Academic Integrity

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/>.

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](#))

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Weather or other short-term closing

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via [CarmenCanvas, email or other mode of communication].

OR

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via [CarmenCanvas, email or other mode of communication].

[For faculty teaching online, you are encouraged to include the following: "Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled."]

In-person Proctoring Alternatives

Students may request an in-person proctoring alternative to Proctorio or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation. Students will not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam.

[Disregard if you do not use Proctorio or other online proctoring tools in your course.]

Off-Campus Field Experiences

[If applicable, describe the nature of and provisions made for off-campus field experience in terms of the following: (1) Collaboration between OSU and school partners; (2) Evidence of attainment of field experience objectives]

Copyright Disclaimer

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

- **Course Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Student Wellness Statement [Recommended to include but not required.]

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

[Encouraging each division to prepare a divisionally appropriate 'Trigger warning' statement or course specific statements for each divisional course to include. Especially important for undergraduate populations where minors may be present.]

Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement [Recommended to include but not required.]

The College of Medicine affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Medicine is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

[Recommended to include but not required.]

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

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*