

NEW COURSE FORM

RECEIVED

MAY 25 2012

OFFICE OF THE
SENATE COUNCIL

Revised 6/8/11

1. General Information.				
a.	Submitted by the College of: <u>Medicine</u>	Today's Date: <u>12/01/11</u>		
b.	Department/Division: <u>Internal Medicine/GIM/Program for Bioethics</u>			
c.	Contact person name: <u>M. Sara Rosenthal</u>	Email: <u>msrose2@email.uky.edu</u>	Phone: <u>7-9474</u>	
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval OR <input checked="" type="checkbox"/> Specific Term/Year ¹ : <u>Spring 2012</u>			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: <u>BTH405</u>			
b.	Full Title: <u>Bioethics On Film</u>			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>2 contact hrs/wk</u> Lecture	Laboratory ¹	_____ Recitation	<u>1 contact hr/wk</u> Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Indep. Study
	_____ Seminar	_____ Studio	Other – Please explain: _____	
f.	Identify a grading system: <input type="checkbox"/> Letter (A, B, C, etc.) <input checked="" type="checkbox"/> Pass/Fail			
g.	Number of credits: <u>1-3</u>			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?			YES <input type="checkbox"/> NO <input type="checkbox"/>
i.	Course Description for Bulletin:	<u>The objectives of this course are to use a variety of films (some documentaries) to examine core bioethics issues and principles comprising Autonomy, Beneficence, Non-Maleficence and Justice. Core concepts in Professionalism and Humanism will also be explored. The films selected help to illustrate complex bioethics issues within our current social and medical constructs.</u>		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
5.	Are facilities and personnel necessary for the proposed new course available?			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	20-50		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	<u>Some students may want to take this as an elective regardless of whether it is within their undergraduate degree program.</u>		
8.	Check the category most applicable to this course:			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES ⁵ , list affected programs:	_____		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.			

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

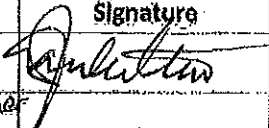
Course Prefix and Number: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Chair	04/7/2012	Michelle Zupancic 1350251/mazu@uky.edu	
Curriculum Committee	11-7-2011	Brandi Touffener 175094/brandi.touffener@uky.edu	
Faculty Council	3-1-2010	Dr. Brian Jackson 1749051/jackson@email.uky.edu	
Com Dean's office		Fay McClain 1350991/faymclain@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	5/15/12	Lynda Brown Wright	
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

BTH 405 Bioethics on Film

Day/Time/Place: *TBA*

Course Director/Instructor: *M. Sara Rosenthal*

Email: *m.sararosenthal@uky.edu*

Office phone: *859-257 9474*

Office address: *Kentucky Clinic, K-522*

Preferred method on contact: *email*

Office Hours: *MW 11-12*

Prerequisite: None

Course Description

This 3-credit course uses a variety of films (some documentaries) to examine core bioethics issues and principles comprising Autonomy, Beneficence, Non-Maleficence and Justice. Core concepts in Medical Professionalism and Medical Humanism will also be explored. The films selected help to illustrate complex bioethics issues within our current social and medical constructs.

Student Learning Outcomes:

Upon completion of the course students should be able to

- demonstrate a clear understand of the competing core bioethics principles of Autonomy, Beneficence, Non-Maleficence and Justice.
- apply this understanding to clinical situations that have ethical dilemmas or issues
- acquire the concepts of medical professionalism and medical humanism
- collaboratively resolve, and discuss various clinical ethics issues using a principle-based framework in a professional manner

- This course also addresses UK Core curriculum student learning outcomes (see: <http://www.uky.edu/registrar/bulletinCurrent/ukc.pdf>)
 - *SLO 1:* Demonstrate an understanding of and ability to employ the process of intellectual inquiry.
 - *SLO 2:* Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information .
 - *SLO 3:* Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

Course Overview:

The course will be structured thematically, according to Autonomy, Beneficence, Non-Maleficence, Justice, Professionalism and Humanism. Each week, students will view a film with a seminar-style discussion following, in which the students will be expected to participate. A final paper, based on one or more of the films shown will be required.

Required materials. The films for viewing are as follows; they will be screened in class*, along with assigned readings, (see under Readings).

Wit (2001)

Diving Bell and the Butterfly (2007)

Whose Life is It, Anyway (1981)

The Elephant Man (1980)
Lorenzo's Oil (1992)
Awakenings (1990)
The Lobotomist (Documentary, 2008)
And The Band Played On (1993)
You Don't Know Jack (2010)
Gattaca (1997)
Sicko (2007)
Contagion (2011)
The Doctor (1991)
Something the Lord Made (2004)

*Films that are available on Netflix, or other online sites may be provided as a link to students who wish to view them online.

Readings

Autonomy Section

1. Consent. Edward Etchells, MD, MSc, FRCPC; Gilbert Sharpe, BA, LLB, LLM; Phil Walsh, BSc, LLB; John R. Williams, PhD; Peter A. Singer, MD, MPH, FRCPC. *Canadian Medical Association Journal*. 1996; 155 (2.)
2. Disclosure. Edward Etchells; Gilbert Sharpe; Michael M. Burgess; Peter A. Singer. *Canadian Medical Association Journal*. 1996; 155 (4)
3. Capacity. Edward Etchells; Gilbert Sharpe; Carl Elliott; Peter A. Singer. *Canadian Medical Association Journal* 1996; 155 (6)
4. Truth-telling. Philip C. Hébert; Barry Hoffmaster; Kathleen C. Glass; Peter A. Singer. *Canadian Medical Association Journal* 1997;156(2):225-8.
5. Abandoning Informed Consent. Robert M. Veatch. *Hastings Center Report*, March-April 1995.

Beneficence Section

1. Beneficence, Scientific Autonomy, and Self-Interest: Ethical Dilemmas in Clinical Research. Edmund Pellegrino. *Cambridge Quarterly of Healthcare Ethics*. 1992; 4: 361-369.
2. The Conflict Between Autonomy and Beneficence in Medical Ethics: Proposal for a Resolution. Edmund D. Pellegrino and David C. Thomasma. *Journal of Contemporary Health Law and Policy*, 1987; 23.
3. Beneficence in general practice: an empirical investigation. Wendy A. Rogers. *Journal of Medical Ethics*, 1999;25:388-393

4. In Defense Of Paternalism. Erich H. Loewy. *Theoretical Medicine and Bioethics* ,2005; 26: 445–468.
5. Sick Autonomy. Alfred I. Tauber. *Perspectives in Biology and Medicine*, 2003; 46: 484–95.

Non-Maleficence Section

1. AIDS Screening, Confidentiality, and the Duty to Warn. Larry Gostin and William J. Curran. *American Journal of Public Health*, 1987; 77, No. 3.
2. Disclosure and Prevention of Medical Errors. Fred Rosner; Jeffrey T. Berger; Pieter Kark; Joel Potash; Allen J. Bennett, 2000. *Archives of Internal Medicine*, 2000; 160: 2089-2092
3. Parental Refusals Of Medical Treatment: The Harm Principle As Threshold For State Intervention. Douglas S. Diekema. *Theoretical Medicine*, 2004; 25: 243–264.
4. Principle of Double Effect and End-of-Life Pain Management: Additional Myths and a Limited Role. Timothy Quill. *Journal of Palliative Medicine*, 1998; Volume 1, Number 4.
5. Physician-Assisted Suicide in the Courts: Moral Equivalence, Double Effect, and Clinical Practice. Howard Brody. *Minnesota Law Review*, 1998: 82:939.

Justice Section

1. The Color Line: Race Matters in the Elimination of Health Disparities. Stephen B. Thomas. *American Journal of Public Health*, 2001; 91, No. 7.
2. Health Insurance and Mortality in US Adults. Andrew P. Wilper; Steffie Woolhandler, Karen E. Lasser; Danny McCormick; David H. Bor and David U. Himmelstein. *American Journal of Public Health*, 2009; 99, No. 12.
3. Health, Justice, And The Environment. David B. Resnik and Gerard Roman. *Bioethics*, 2007; 21: 230–241.
4. Priority setting: Lessons from Oregon. J. Dixon and H.G. Welch. *Lancet*, 1991; 337:891.
5. When Race Matters. Annette Dula and September Williams. *Clinical Geriatric Medicine*, 2005: 239–253

Professionalism and Humanism Section

1. Professionalism, Profession and the Virtues of the Good Physician. Edmund D. Pellegrino. *The Mount Sinai Journal of Medicine*, 2002; 69 No. 6.
2. Professional Medical Associations: Ethical and Practical Guidelines. E. Pellegrino and A. Relman. *Journal of the American Medical Association*, 1999; 282: 984– 986 .

3. The theory of planned behaviour in medical education: a model for integrating professionalism training. Ray Archer, William Elder, Carol Hustedde, Andrea Milam & Jennifer Joyce. *Medical Education* ,2008; 42: 771–777.
4. Teaching professionalism in undergraduate medical education. Swick HM, Szenas P, Danoff D, Whitcomb ME. *Journal of the American Medical*, 1999; 282:830–2.

Inadequate Progress for Women in Academic Medicine: Findings from the National Faculty Study. Phyllis L. Carr, Christine M. Gunn, Samantha A. Kaplan, Anita Raj, and Karen M. Freund. *Journal of Women’s Health*, 2015; 24 Issue 3.\

Grading:

UNDERGRAD REQUIREMENTS:

Class Participation= 25%

Assigned Readings=25%

1 final paper=50%

GRADING SCALE:

90-100% A 60-69% D

80-89% B 59% or below E

70-79% C

Students will be provided with a Midterm Evaluation by X of course performance based on completed work at that time.

Course Components

Class participation (25%): Students will be expected to participate in class discussion, and should expect to contribute opinions and ideas when called upon. Attendance will also make up part of the participation grade. Attendance counts for half (12.5%) of the total participation grade. Therefore, an unexcused absence will lead to 0.78% deducted from the participation grade; and 0.78% deducted from the attendance grade (daily percentage point is calculated based on 12.5 multiplied by 16 weeks to get a daily percentage point for each segment of the Class Participation Grade) .

Assigned Reading (25%): The students will be asked to: (a) discuss the readings and films in class; and (b) provide 5 key critical questions about the readings and films at the end of each theme discussed. A grading rubric for the key questions will be posted on Blackboard, which will grade on parameters of the assignment (did they generate 5 questions?); writing; and content, with deductions for spelling and grammar errors.

Final Paper (50%): The final paper will be a 20-Page reflection paper on one or more of the films discussed in class, and will be graded according to a grading rubric in Appendix A (see attached).

Course schedule:

WEEK	TOPIC	READINGS/SCREENINGS	HOMEWORK	EXAM DATES
W 1	Introduction to course	Slides (Dr. Rosenthal)		
W 2	Bioethics, Film, and Clinical Ethics Issues			
W 2	Autonomy and Respect for Persons	Intro slides and <i>Wit</i> (2001)	Autonomy Reading Packet	
W 3	Decision-making capacity	<i>Diving Bell and the Butterfly</i> (2007)		
W 4	End of life decisions	<i>Whose Life Is It, Anyway?</i> (1981)	Autonomy Key Questions Due [SR1].	
W 5	Beneficence	Intro slides and <i>The Elephant Man</i> (1980)	Beneficence Reading Packet	
W 6	Pediatric issues and the child's best interests	<i>Lorenzo's Oil</i> (1992)		
W 7	Clinical trials and beneficence	<i>Awakenings</i> (1990)	Beneficence Key Questions Due.	
W 8	Non-Maleficence	Intro slides and <i>The Lobotomist</i> (2008)	Non-Maleficence Reading Packet	
W 9	Intentional harm in public health decisions	<i>And The Band Played On</i> (1993)		
W 10	Physician-Assisted Suicide	<i>You Don't Know Jack</i> (2010)	Non-Maleficence Key Questions Due.	[Midterm grade]
BREAK				
W 11	Justice	Intro slides and Gattaca (1997)	Justice Reading Packet	
W 12	Healthcare systems and Justice	<i>Sicko</i> (2007)		

W 13	Infectious Disease and Justice	Contagion (2011)	Justice Key Questions Due.
W14	Medical Professionalism and Humanism	Intro slides and <i>The Doctor</i> (1991)	Reading packet for Professionalism
W 15	Collegiality and Professionalism	<i>Something the Lord Made</i> (2004)	Professionalism Key questions due
W 16	Wrap Up Discussion and questions about final paper		
			Final 20 pp paper due [date TBA]

Course Policy on Academic Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance:

In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session, lecture and lab; if you do have to miss a class session, you must let me know the circumstances of your absence. Try to borrow someone's notes, since some of the information that will be covered in class is not covered in the text. If you have specific questions regarding any information covered in class, by all means come and see me during my office hours (or schedule an appointment for some other time); please don't expect me to repeat entire lectures, however.

Excused absences will be given in accordance with university Senate Regulations only with proof as defined by S.R. 5.2.4.2. [<http://www.uky.edu/Ombud/policies.php> S.R. 5.2.4.2 defines the acceptable reasons for excused absences.]

Course Policy for Submission of Assignments:

Homework and/or Assignments (see under course components), which you submit after class time on the specified due-date will not be accepted for grading UNLESS your absence on that date is an excused one. If a student is unable to submit a written homework assignment on time owing to an excused absence, s/he should consult with me as soon as possible about making up the assignment. Whatever length of time a student is out of class because of an excused absence, the student has that length of time to make up missed homework once s/he returns to class; for instance, if a student misses three class meetings because of an excused absence, then starting from the day of her/his return to class, s/he has three class meetings to make up any homework that s/he failed to submit during her/his absence. *Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work.*

Excused Absences:

Students need to notify the professor absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison. Mr. David Beach (859-257-2754)

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Per Senate Rule 5.4.2, students missing any graded work due to an excused absence bear the responsibility of informing the professor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The professor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Coe3e/prat2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic.

However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course Policy on Classroom civility and decorum:

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.)

Course Policy for Group work & student collaboration:

Students sometimes ask whether it is permissible to work together on homework assignments. Here is the answer: it is fine--in fact it is desirable--for two or more students to discuss an assigned problem BEFORE they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted. (See the Academic Integrity Section of this syllabus regarding cheating and plagiarized work). Exceptionally, collaboration on both discussion of an assigned problem and its solution will be required for the final assignment, system development and demonstration.

APPENDIX A

BTH 405 ESSAY GRADING SHEET
Assignment Points: 100

Student Name
Assignment Parameters:
Writing:
Content
Marks deducted for Style Errors:
Total Essay Grade:

ASSIGNMENT PARAMETERS: 20

Authentic Reflection (either personal narrative or informed opinion piece): Y/N = 5

Discuss how content has affected your thinking about bioethics? = 10

On time? = 2.5

Word count appropriate? = 2.5

WRITING = 40 (10 points each)

Introduction: Paragraphs: Conclusion: Clarity:

Ellis, Janie

From: Hippisley, Andrew R
Sent: Wednesday, July 22, 2015 9:08 AM
To: Ellis, Janie
Subject: FW: HCCC Transmittal: New Course BTH 805

From: Andrew Hippisley <andrew.hippisley@uky.edu>
Date: Monday, June 22, 2015 at 3:23 PM
To: "Rosenthal, M. S" <m.sararosenthal@uky.edu>
Cc: "Brothers, Sheila C" <sbrothers@uky.edu>
Subject: Re: HCCC Transmittal: New Course BTH 805

Dear Sara,

I am glad this proposal is so close to being an actual course that UK students can take and benefit from. Nearly there. There have been a number of changes and additions requested, and you have got them all in. In my view, and I hope you may agree, the course proposal is stronger now than when it started out. The result is not only a better proposal but a *different* proposal. We will need evidence of faculty support for what is now being proposed. This can be a solicitation through your division chief of the kind: 'if I hear no objections within n days, I will assume the faculty support the revised proposal'. Please get back immediately at $n+1$ with an email saying there is faculty support, and a copy of the chief's solicitation.

Yours,

Andrew

Andrew Hippisley
Senate Council Chair
Professor of Linguistics (Linguistics Program Director)
203 Main Building
1-859 218-4014
<http://linguistics.as.uky.edu/user/751>

From: <Rosenthal>, "M. S" <m.sararosenthal@uky.edu>
Date: Tuesday, June 16, 2015 at 8:56 AM
To: "Brothers, Sheila C" <sbrothers@uky.edu>
Cc: Andrew Hippisley <andrew.hippisley@uky.edu>
Subject: FW: HCCC Transmittal: New Course BTH 805

Hi Sheila,

I'm forwarding all the formal communication about BTH 805 (BELOW). Attached is both the course form and syllabus formally approved by the the HCCC in 2012, and this is the syllabus shell I continue to use for this course. (Every Fall and Spring, I fill in all the dates, etc. for incoming students). This syllabus was based on the standard shell provided to me in 2012 by the HCCC, which was the basic shell and language used for *all* their courses. BTH 805 was simultaneous approved by the Distance Learning Center in 2012 and there is a live and DL version of this. (The DL syllabus is the same as this, which is why I have that paragraph in there for DL students.)

This same syllabus shell was then sent to the Undergraduate Council in 2012, which resulted in massive confusion for that Council, and led to my need to pull it/table it from its agenda for two years due to unclear and often contradictory guidance provided by individuals on that Council. I have probably spent over 70 hours of my time dealing with BTH 405 through the years.

A new syllabus shell was then provided to me by Andrew, and we started over in Dec 2014 to get approval for BTH 405.

As you can see, the changes requested were not to the core content at all. All changes requested had to do with specific language requirements (the "right verbs"), and providing more details about grading, class process and readings. Such details were never requested by the HCCC as you can see. Moreover, the details requested from me are not even standard on most undergraduate syllabi (per Tony Rocconova, one of the Council members, and Janie Ellis).

Again, the core content is virtually identical.

—
M. Sara Rosenthal, Ph.D.
Professor of Bioethics
Depts. Internal Medicine, Pediatrics, and Behav. Science
Founding Director, Program for Bioethics
Chair, Hospital Ethics Committee
University of Kentucky
Direct line: 859-257-9474
Cell: 859-619-9549
Bioethics Pager: 859-330-0365
Email: m.sararosenthal@uky.edu

STATEMENT OF CONFIDENTIALITY

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From: <Lindsay>, "Jim D." <jdind2@email.uky.edu>
Date: Friday, May 25, 2012 at 10:02 AM
To: "Woltenberg, Leslie N" <lnhami2@email.uky.edu>, "Hager, Jacquie" <jhager@email.uky.edu>, "Patterson, Matt" <mpatter@email.uky.edu>
Cc: "Brothers, Sheila C" <sbrothers@uky.edu>, "Brown-Wright, Lynda" <lynda.brownwright@uky.edu>, "Ellis, Janie" <janie.ellis@uky.edu>, "M. Sara Rosenthal" <m.sararosenthal@uky.edu>, "Mitchell, Richard" <richard.mitchell@uky.edu>
Subject: HCCC Transmittal: New Course BTH 805

May 25th, 2012

TRANSMITTAL

TO: Leslie Woltenberg, Jacquie Hager, Matt Patterson
Office of the Registrar

FROM: Lynda Brown Wright, Chair and Jim Lindsay, Coordinator
Health Care Colleges Council

On May 15th, 2012 the Health Care Colleges Council approved the following proposal with an amendment and is now transmitting it to the Registrar's Office to enact:

College of Medicine

New Course: BTH 805 "Bioethics on Film"

AMENDMENT: revised grading scale

Cc Sara Rosenthal
Richard Mitchell
Shelia Brothers
Janie Ellis
Lynda Brown Wright

Jim Lindsay
Health Care Colleges Council Coordinator
Associate Provost for Faculty Affairs Office
University of Kentucky, 205 Frazee Hall
Lexington, KY 40506-0031 Ph. (859) 323.6638
www.uky.edu/Provost/AcademicCouncil/council.php

Ellis, Janie

From: Rosenthal, M. S
Sent: Monday, June 22, 2015 9:23 PM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: FW: Request from the Senate Council

Sheila and Andrew — see below. I made the request of my Division Chief. I guess it's out of my hands now, and we'll see if Dr. Caudill will send it our, or has questions.

I don't mean to create more problems and barriers for you. I know you're just trying to get this through the various rules and regs of formal approvals. (Admittedly, I am at the end of my rope with this, and my frustration is no longer easily masked.)

My main concern is that Dr. Caudill's email will solicit only non-substantive or "nuisance" comments — similar to opening the Comments feature on social media. Things like: "I don't like film X". Or, "why are you sending this to me?" (And it will be done as a REPLY ALL with everyone resentful about needing to field unnecessary emails as they all feel overwhelmed by patient care issues already.)

Hopefully by CC'ing you, the request will be attended to promptly. We shall see.

Have a great July 4th holiday if we don't speak before,
Sara

From: <Rosenthal>, "M. Sara Rosenthal" <m.sararosenthal@uky.edu>
Date: Monday, June 22, 2015 at 9:05 PM
To: "Caudill, Timothy S" <tscaud1@uky.edu>
Cc: "Hippisley, Andrew R" <andrew.hippisley@uky.edu>, "Brothers, Sheila C" <sbrothers@uky.edu>
Subject: Request from the Senate Council

Dear Dr. Caudill:

As you know, I've been teaching a course since 2012 called "Bioethics on Film" for our healthcare trainees, which was approved by the Health Care Colleges Council (HCCC) as "BTH 805". This is also co-listed as MD815/825 for the medical student elective.

This course was submitted to the Undergraduate Senate Council for approval that same year (2012) — mainly because we wanted to offer it to nursing students, who are considered undergraduates and not professional trainees, and thus cannot take 800 level courses. We also thought this might be of broad interest to undergraduates thinking about healthcare as a career.

The Undergraduate Council approval process was a bit of an adventure. There were numerous delays based mostly on *non-content* issues: confusion over course level, course forms, and unclear guidance about mandatory language in the syllabus.

Ultimately, the attached was finally approved June 8, 2015 (3 years later) by the Undergraduate Senate Council. Changes made were based on levels of detail and grading that the HCCC did not require in 2012 on any of its syllabi.

The course now requires approval by the Senate Council. Although the proposed BTH 405 attached is no different in content than BTH 805 (which had presumptive faculty support) because three years have now passed between approvals, and the

syllabi are different in structure and detail, the Chair of the Senate Council (Dr. Andrew Hippisley, CC'd) has made a request that is a bit "outside the box" for a Division in the Dept. of Internal Medicine. He wants you to send this syllabus out to all division faculty so they can "approve" by "not objecting" to the attached. Since it is my course and I am in your Division, the Senate needs "evidence of faculty support". The email to faculty needs to come from you. You are to give them a deadline of your choosing (2-3 days, for e.g.) and officially record if there are any "objections" to the attached. If not, then the absence of objections = approval. You'll note that this was never a requirement for the BTH 805 approval by the HCCC.

I have presented the argument to the Senate Council leadership (to Sheila Brothers and Andrew Hippisley) that this process would be greeted as a bit strange by our clinician faculty, 99.9% of whom would not have any interest or knowledge about undergraduate courses taught that weren't intended for medical students. I offered to simply send this to you and Dr. Moliterno as an FYI for your individual approvals as an alternative, but that was not acceptable. I was able to get the Senate to agree to limiting the approval to our division faculty (initially, they requested this get sent to the entire IM dept. faculty).

The strict interpretation of Senate rules apparently requires this, although these rules likely weren't intended for clinician faculty that spend most of their time in clinic seeing patients, and were really meant for core academic departments (COM basic science or Arts and Science).

I have done my best to try to avoid this step, and apologize in advance for the inconvenience to you.

I am pasting below Dr. Hippisley's email to me today (in red), which suggests some wording for you to use, and his instruction:

"We will need evidence of faculty support for what is now being proposed. This can be a solicitation through your division chief of the kind: 'if I hear no objections within *n* days, I will assume the faculty support the revised proposal'. Please get back immediately at *n*+1 with an email saying there is faculty support, and a copy of the chief's solicitation."

Yours,

Andrew

Andrew Hippisley
Senate Council Chair
Professor of Linguistics (Linguistics Program Director)
203 Main Building
1-859 218-4014
<http://linguistics.as.uky.edu/user/751>

If you have questions about this, I would guide you to Sheila Brothers or Andrew Hippisley, both CC'd. Perhaps if you send it out this week, it will go mostly unnoticed as many faculty are away.

Call me, of course, with any further clarifications needed about the attached!

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--

M. Sara Rosenthal, Ph.D.
Professor of Bioethics
Depts. Internal Medicine, Pediatrics, and Behav. Science
Founding Director, Program for Bioethics
Chair, Hospital Ethics Committee
University of Kentucky
Direct line: 859-257-9474
Cell: 859-619-9549
Bioethics Pager: 859-330-0365
Email: m.sararosenthal@uky.edu

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Date: Monday, June 22, 2015 at 9:05 PM
To: "Caudill, Timothy S" <tscaud1@uky.edu>
Cc: "Hippisley, Andrew R" <andrew.hippisley@uky.edu>, "Brothers, Sheila C" <sbrothers@uky.edu>
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Senate Council Chair
Professor of Linguistics (Linguistics Program Director)
203 Main Building
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Sara

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Brothers, Sheila C

From: Rosenthal, M. S
Sent: Tuesday, June 16, 2015 8:56 AM
To: Brothers, Sheila C
Cc: Hippisley, Andrew R
Subject: FW: HCCC Transmittal: New Course BTH 805
Attachments: BTH_805.pdf

Hi Sheila,

I'm forwarding all the formal communication about BTH 805 (BELOW). Attached is both the course form and syllabus formally approved by the the HCCC in 2012, and this is the syllabus shell I continue to use for this course. (Every Fall and Spring, I fill in all the dates, etc. for incoming students). This syllabus was based on the standard shell provided to me in 2012 by the HCCC, which was the basic shell and language used for *all* their courses. BTH 805 was simultaneous approved by the Distance Learning Center in 2012 and there is a live and DL version of this. (The DL syllabus is the same as this, which is why I have that paragraph in there for DL students.)

This same syllabus shell was then sent to the Undergraduate Council in 2012, which resulted in massive confusion for that Council, and led to my need to pull it/table it from its agenda for two years due to unclear and often contradictory guidance provided by individuals on that Council. I have probably spent over 70 hours of my time dealing with BTH 405 through the years.

A new syllabus shell was then provided to my by Andrew, and we started over in Dec 2014 to get approval for BTH 405.

As you can see, the changes requested were not to the core content at all. All changes requested had to do with specific language requirements (the "right verbs"), and providing more details about grading, class process and readings. Such details were never requested by the HCCC as you can see. Moreover, the details requested from me are not even standard on most undergraduate syllabi (per Tony Rocconova, one of the Council members, and Janie Ellis).

Again, the core content is virtually identical.

--

M. Sara Rosenthal, Ph.D.
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Depts. Internal Medicine, Pediatrics, and Behav. Science
Founding Director, Program for Bioethics
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From: <Lindsay>, "Jim D." <jdilind2@email.uky.edu>
Date: Friday, May 25, 2012 at 10:02 AM
To: "Woltenberg, Leslie N" <lnhami2@email.uky.edu>, "Hager, Jacquie" <jhager@email.uky.edu>, "Patterson, Matt" <mpatter@email.uky.edu>
Cc: "Brothers, Sheila C" <sbrothers@uky.edu>, "Brown-Wright, Lynda" <lynda.brownwright@uky.edu>, "Ellis, Janie" <janie.ellis@uky.edu>, "M. Sara Rosenthal" <m.sararosenthal@uky.edu>, "Mitchell, Richard" <richard.mitchell@uky.edu>
Subject: HCCC Transmittal: New Course BTH 805

May 25th, 2012

TRANSMITTAL

TO: Leslie Woltenberg, Jacquie Hager, Matt Patterson
Office of the Registrar

FROM: Lynda Brown Wright, Chair and Jim Lindsay, Coordinator
Health Care Colleges Council

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College of Medicine

New Course: BTH 805 "Bioethics on Film"

AMENDMENT: revised grading scale

Cc Sara Rosenthal
Richard Mitchell
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Lexington, KY 40506-0031 Ph. (859) 323.6638
www.uky.edu/Provost/AcademicCouncil/council.php

Brothers, Sheila C

From: Rosenthal, M. S
Sent: Monday, June 15, 2015 4:02 PM
To: Brothers, Sheila C
Cc: Hippisley, Andrew R
Subject: Re: Proposed New Course BTH 405

Importance: High

Hi Sheila,

The course form you attached should have been revised by the last Committee, as it's incorrect. (I was told that it had been corrected.)

Here's the correct info that I authorize you to change:

1. The course is 3 credits only. It is not variable.
2. The course is a live course only. It is not being offered as Distance Learning.
3. The current syllabus should reflect items 1 and 2.
4. The course stalled with the last Undergraduate Council between 2012-14 because of unclear guidance about the changes requested to the Syllabus. In 2014, Dr. Hippisley kindly provided me with a new syllabus shell (his own), which I used to get this through the last Council, however four sets of changes were still requested, and there was still confusion that took a lot of energy to resolve.

Re: sending BTH 405 Syllabus to Internal Medicine Faculty

As we discussed on the phone, the relevant Council for the Dept. of Internal Medicine approved this course in 2011, and approved the Professional level version, which is being taught as **BTH 805** as an elective for healthcare trainees. We wanted to offer it to undergraduates because of the broad appeal of bioethics for undergraduate students, and also to enable BSN students to take it. If you look carefully at both syllabi (BTH 805 and BTH 405), *the course content is the same* (all the films are mostly the same as you can see). The only changes in the 405 syllabus is the structure and wording that is only of relevance for an Undergraduate Course, as well as copies of the readings, and a grading rubric. Since no faculty member in the Dept. of Internal Medicine teaches undergraduate courses (other than medical students), or has any knowledge or interest in courses taught for undergraduates, sending a copy of this syllabus to the entire IM faculty would be seen as an anomaly, and in my opinion, is not necessary or prudent. It could only generate strange questions from clinical faculty (representing 95% of all IM faculty) wondering why they were sent this.

In lieu, I am willing to send a final version of the syllabus to my Division Chief and Chair as an "FYI," letting them know that BTH 405 was finally approved by the Undergraduate Council, and inviting them to call me with any questions about the BTH 405 syllabus.

I trust the above suggestion is reasonable, given that I am probably the only IM faculty member who is teaching an undergraduate course that is not a special topics medical "honors" course.

Looking forward to your feedback,

Sara--

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From: <Brothers>, Sheila C <sbrothers@uky.edu>
Date: Monday, June 15, 2015 at 2:43 PM
To: "M. Sara Rosenthal" <m.sararosenthal@uky.edu>
Subject: Proposed New Course BTH 405

Good afternoon, Sara. I did a clerical review of BTH 405 and have three questions about this proposed new course. (attached)

First, can you please confirm that the course will not be offered via distance learning?

Next, the course is listed as carrying variable credit (1 – 3). Variable credit is often present in special topics courses, but not in lecture/discussion courses. Can you please explain the purpose for offering it variable credit? In other words, can you help me understand the circumstances under which the course would be offered for one credit versus two credits, or three credits?

Finally, the course was submitted approximately four years ago and the syllabus is substantially different than what it was when first created. I recognize that you were asked to change your syllabus a few times, which is not unusual during the curricular review process. The issue is that Internal Medicine faculty may not know the degree to which the course has changed in the intervening years. For example, the original syllabus did not contain student learning outcomes, a description of the readings, or a course schedule, but the new version does. Can you please share this revised course proposal and syllabus with Internal Medicine faculty to be sure they still approve the content, etc. of this new course? Faculty could be asked to send comments to David Moliterno within a certain timeframe and David could in turn let you know if there were any concerns. Seven or ten days in which they could respond is reasonable in my opinion.

Thank you, and if you have any questions about my comments, above, please don't hesitate to call or email.

Regards,
Sheila

Sheila Brothers
Staff Representative to the Board of Trustees
Office of the Senate Council
203E Main Building, -0032
Phone (859) 257-5872
<http://www.uky.edu/faculty/senate>

Ellis, Janie

From: Brothers, Sheila C
Sent: Tuesday, June 16, 2015 8:07 AM
To: Ellis, Janie
Subject: FW: Proposed New Course BTH 405

Importance: High

Staff Representative to the Board of Trustees
Office of the Senate Council
Phone: (859) 257-5872

From: Rosenthal, M. S
Sent: Monday, June 15, 2015 4:02 PM
To: Brothers, Sheila C
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Subject: Re: Proposed New Course BTH 405
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Brothers, Sheila C

From: Ett, Joanie M
Sent: Monday, June 08, 2015 9:22 AM
To: Ellis, Janie
Cc: Brothers, Sheila C; Badger, Karen; Rosenthal, M. S
Subject: BTH 405 UGC approval
Attachments: BTH 405-new (revised June 8 2015).pdf

Good morning Janie,

The UGC has reviewed and approved BTH 405 (latest revised version is attached).

Thank you,
Joanie

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059
(859)257-9039 Phone
(859)257-1455 Fax
joanie.ett-mims@uky.edu