**Rationale**

- The basic medical ethics training that all CHM students receive is a survey of eight topics that are explored only briefly.
- Students would benefit from the opportunity to explore a cutting edge bioethics topic in greater depth, developing some expertise in the topic and refining their critical ethics skills.

**Description of Curriculum**

These will be 8-week, 1 credit electives, taught in a blended format. All readings, and most discussion, will be in Angel. Students will read 1-2 articles a week, and respond to key questions in a discussion forum. These will be supplemented each week with a one-hour videoconference with the course faculty.

Students will write two short critical reviews of articles read. They will be graded on the basis of these and on their participation in online discussion.

**Sample Neuroethics topics**

- Does memory modification threaten our authenticity?
- Neuroethics of deep brain stimulation in research and clinical practice.
- Brain-machine interface: the challenge of neuroethics
- Neuroethical issues in cognitive enhancement.
- Neuroethics, neuroimaging, and disorders of consciousness.
- The ethics of non-medical use of methylphenidate for performance enhancement.
- Neuroethics and the frontiers of lie-detection.
- Are we just our brains?

**Discussion**

These bioethics specializations will expand the variety of topics that CHM students can explore, and help them develop an area of bioethics “expertise.” They may also serve as cores for courses included in MA or certificate programs offered to external audiences.

Since they are online, it would be possible for students to take them at any stage in their program. Since each one stands alone, with no prerequisite, especially motivated students could take more than one, in any sequence.

**Curriculum Objectives**

At the conclusion of each course students will:

- Be familiar with current controversies and related literature in one of three topic areas: Research ethics; neuroethics; or genetic ethics.
- Be better able to critically read and evaluate the literature in these areas.
- Be equipped to continue exploration of these areas, and to branch off into related bioethics topics.
- Be able to engage in constructive dialog in these areas with others who may disagree.

**Resources and Faculty Development**

- Faculty will be drawn from the Center for Ethics and Humanities in the Life Sciences, or other MSU Departments, resources permitting.
- Without additional resources, it may be difficult to offer more than one course a year.
- Videoconferencing facilities may need to be augmented in the Center for Ethics and in some CHM communities.
- Faculty time for course development will be necessary.