SYLLABUS

AI 299/SNC 220/MPH 515: Ethical Issues in Biomedicine & Health
I. Course Number, Title, and Credit Allocation

SNC 220: Ethics in Biomedicine & Health, 4 credits

II. Prerequisites

None.

III. Course Developer

Mark Robinson, Ph.D., School for New Learning, DePaul University

IV. Course Location / Meeting Dates

Location: Loop Campus, 14 E. Jackson, Room 608
Thursdays, 5:45pm-9:00pm
Office Hours: Mon/Thu - 12pm-3pm (by appt).

V. Course Instructor

Mark Robinson, Ph.D.
Mrobin54@Depaul.edu (Email communication is preferred)
312.362.6486

VI. Course Description

Should parents be allowed to genetically “engineer” designer babies? Given the rapid pace of developments in genetic engineering, this capacity is eminent. Emerging technological capacities in a variety of arenas are creating a host of social questions and potential ethical implications: What are the ethical issues associated with accelerating accumulation of health data? Do pharmaceutical companies have a moral obligation to expand global access to life-saving AIDS drugs? Given our ever-unfolding understanding of the human brain, what regulatory concerns ought to accompany the rollout of new, powerful brain-based biotechnologies? Which methods and approaches are needed to make sense of the impact of science and technology on people's lives worldwide?
This course is both an introduction to bioethics, -- an area concerned with moral questions related to health, medicine and society -- as well as a reflection upon the ethical and social implications of rapidly emerging technological and scientific capacities. In this course, learners will learn and use ethical theories to consider and analyze general bioethical issues with special attention paid to the unique challenges that emerge as a result of rapid advancements in scientific and technological knowledge. This course will also require students to deploy and hone critical thinking skills, writing-related capacities as well as reasoning skills.

While this course is housed in the School for New Learning (SNL), it is also cross-listed with DePaul University’s department of public health. For graduate students taking this course for credit, there is an additional assessment required, in that the two reflection papers must be at least 5 pages long instead of 2 pages long.

VII. Course Competencies

Despite these course objectives and competencies, learners may vary in their competency levels in relation to the desired competencies. Thus, competency is achieved through the successful completion of all course activities, adherence to course policies, regular class attendance as well as successful completion of the course expectations.

A-4: Can analyze a problem using two different ethical systems.

- Identified and describes an ethical issue of problem
- Describes the distinctive assumptions of two different ethical systems
- Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

*Students demonstrate this competence by applying two ethical systems to a particular issue or problem that permits substantial ethical examination. Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.*

A-3-E: Can compare substantially different theological or philosophical systems.
- Identifies two theological or philosophical systems
- Determines the basis for meaningful comparison between these two systems.
- Articulates key assumptions and ideas of both systems as they apply to a particular issue.

Students demonstrate this competence by identifying and comparing the key assumptions and ideas of two substantially different systems of thought. These systems of thought should have distinct interpretations of the human experience in relation to the universe. Philosophical and theological ideas inform certain practices and rituals but are not completely explained by them, so therefore a comparison of religious practices alone would not fulfill this competence.

H-5: Can analyze issues and problems from a global perspective.

- Analyzes one or more global issues, problems, or opportunities facing the human race.
- Explains how these issues affect individuals or societies in both positive and negative ways.

Students demonstrate competence by discussing such issues as how local communities (in the U.S and elsewhere) deal with global concerns such as hunger, health, education, welfare, illiteracy, environmental issues, or infectious diseases. Or they might explore the impact of science and technology on people's lives worldwide. Students can fulfill the competence through courses and independent learning pursuits that analyze one or more aspects of global competence. Global connections affect our lives in many ways. Many local issues have worldwide implications, and none are merely matters of science or of economics or of politics. Some may have cultural or ethical or religious components as well. This competence invites students to explore and demonstrate these connections bearing in mind that if an issue is big enough to cross geographical borders, it is complex enough to cross disciplinary borders.

S-3-X: Written by student/faculty

This competence allows students to create statements that meet their specific learning needs.

VIII. Overarching Course Objectives
At the end of this course, students are to be able to complete the following:

- Critically consider and analyze potential bioethical challenges brought about specifically through emerging scientific and technological innovations.

- Identify and evaluate ethical questions in medicine, technology and the life sciences, with a view towards considerations of health.

- Identify classical ethical theories and principles as well as their underlying methodologies, and presuppositions.

- Articulate the relationship between cultural, sociopolitical contexts and ethical reasoning/moral decision-making.

- Apply ethical decision-making frameworks and social science reasoning to situations and topics involving biomedicine as well as questions in healthcare.

- Evaluate one’s own personal ethical system in relation to larger bioethical issues.

IX. Learning Outcomes

In this course, using multiple perspectives, students will address, critically think about, and analyze philosophical questions and problems.

In this course, using multiple perspectives, students will address, critically think about, and analyze philosophical questions and problems. The course focuses on several ethical and philosophical questions and problems surrounding new technological developments—while considering underlying philosophical problems and tensions as elucidated by philosophical writings and thinkers.

Students will evaluate philosophical questions, issues and/or problems using informed judgment.

In this course, students will evaluate philosophical questions during week 6 in which they are asked to put their new ethical knowledge into practice by conducting an ethical analysis as part of a group assignment.

Students will analyze and interpret the methods used by philosopher in addressing philosophical questions, issues, and/or problems.
Students will analyze and interpret the methods used by philosophers in addressing philosophical questions, issues, and/or problems. Early in the class, students will critically analyze the presuppositions and methods that inform the work of ethical theorists/theories and consider the challenges inherent in each approach.

Students will develop an understanding of the historical context of philosophical topics, figures, and texts.

In week 4 students will also critically consider the mechanics of ethical problematization—about the social and political contexts that help give rise to moral concerns. Students also evaluate the privileging of certain ethical questions and problems over others and the role of sociopolitical contexts in this privileging.

Students will write an analytic essay treating a philosophical question, issue and/or problem that forwards an identifiable thesis, argument, and conclusion.

Students will complete analytical essays treating philosophical questions, issues and problems that forward identifiable these, arguments and conclusions as part of their group project, which requires the writing of an analytical essay.

Students will address, critically think about, and analyze ethical issues, applying philosophical tools drawn from various ethical traditions to concrete cases pertinent to a variety of subject matters.

The ethical analysis assignment requires the application of philosophical tools drawn from various ethical traditions to concrete courses. The group project offers a second opportunity to apply philosophical tools to concrete real-life cases.

VIII. Required Materials

Selected web-based resources, articles, all locatable in D2L:

Books
IX. Teaching and Learning Methods

*Critical Reading*—Regular reading assignments are selected to motivate applications of critical thinking towards the issues covered in the course.

*Readings*—Selected chapters and articles are located within the Content section of D2L.

*Analytical Writing*—Writing assignments are designed to motivate students’ critical reflection and students’ development of skills in argument analysis and synthesis.

*Viewing of Film*—The instructor will provide films, film sections and other media to motivate synthesis of course material.

*Discussion*—Learners will contribute regularly to discussion fora and in-class discussion activities designed to offer learners opportunities to exchange ideas and formulate substantive responses and contributions to inquiry in the course.

*Feedback*—Students will receive regular feedback as it relates to course assessment areas, the course objectives as well as individual progress as measures against these objectives.

X. Grading

*Overall Course Grade*

The grade tables below presume regular course attendance. Students who have two or more unexcused absences from class will be unable to pass the class.

There is no extra credit is available in the course. All assignments are due at the time specified within D2L. All grades will be posted in D2L. Grades are returned on or by the 7th day after the submission of an assignment. For students in the School for New Learning, grades lower than a C- do not earn credit or competence. The following grading system will be used to determine the assignment of final grades:
### Letter Grade

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-900</td>
</tr>
<tr>
<td>B</td>
<td>899-800</td>
</tr>
<tr>
<td>C</td>
<td>799-700</td>
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<tr>
<td>D</td>
<td>699-600</td>
</tr>
<tr>
<td>F</td>
<td>599-000</td>
</tr>
</tbody>
</table>

All assignments and activities are to be submitted via D2L.

The following table provides additional detail about assignment values and grade distribution:
Assignments and Grade Distribution

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Final Project Proposal &amp; Presentation</td>
<td>10% (100 pts. Each)</td>
</tr>
<tr>
<td>1 Final Project</td>
<td>10% (100 pts. Each)</td>
</tr>
<tr>
<td>1 Written Assignment</td>
<td>10% (100 pts. Each)</td>
</tr>
<tr>
<td>5 Discussion Assignments</td>
<td>50% (100 pts. Each)</td>
</tr>
<tr>
<td>2 Reflection Papers</td>
<td>20% (100 pts. Each)</td>
</tr>
</tbody>
</table>

**Late Assignments**

Do not submit late assignments. Late assignments will be accepted on a case-by-case basis. However, advance communication is required for the submission of late assignments. Exceptions will be made for extenuating circumstances, provided that there is adequate communication with the instructor. Sanctions for late work could include partial or zero credit for the activity/assignment in question.
XI. Course Calendar: Themes and Materials

**Week 1  An Introduction to Bioethics**

This session focuses on an introduction to the course. Why are these issues important? What is bioethics? What are your personal beliefs? What are the origins of these beliefs?

**Objectives**

- Explore is the relationship between moral beliefs and actions
- Explore the relationship between ethics and a “just society”
- To preview the larger goals of the course in relation to personal and academic development

**Reading & Media:**

All readings and media are located in D2L.

**Assignments & Activities:**

Discussion Assignment #1 (and introductory discussion)

**Week 2  Ethical Theories I**

Ethical theories: Part I

**Objectives**

- Defining an ethical issue
- Explore specific theories:
  - Utilitarianism
  - Kantianism
  - Rossianism
Rawlsian Ethics
Natural Law Ethics and Moral Theology

- Define bioethics
- To provide an overview of the course
- Explore our own personal beliefs and those of others
- Consider the realities and implications of moral diversity
- Foundational concerns and issues in bioethics
- Compare and contrast ethical theory

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Discussion Assignment #2

Week 3  Ethical Theories II

Ethical theories: Part II

Objectives

- Analyze an ethical issue
- Explore specific theories & principles:
  - Major Moral Principles
  - Virtue Ethics
  - Care Ethics
  - Feminist Ethics
- Explore the tenets of feminist ethics, feminist philosophy and the epistemologies of classical ethical theories
- Compare and contrast ethical theory & evaluate ethical issues from multiple perspectives
- Understand the contexts and situations that inform bioethics
- Discuss notions of moral absolutism and moral relativism

Reading & Media:
**All readings and media are located in D2L.**

**Assignments & Activities:**

**Reflection Paper #1**

**Week 4 Ethical Theories in Application & The Construction of Ethics**

Introduction to ethical analysis; contextual challenges for bioethics

**Objectives**

- To understand the social and cultural construction of ethics
- Understanding ethical analysis
- Understand the analytical challenges of ethical theory
- Compare and contrast ethical theory
- Understand the institutionalization of bioethics
- To convey the history of the Tuskegee Syphilis Study
- To analyze the history of morality in the U.S.
- To consider the methodological challenges of trans-historical and cross-cultural analysis of ethics
- To analyze and interpret the methods that inform philosophical theories and interventions

**Reading & Media:**

All readings and media are located in D2L.

**Assignments & Activities:**

**Written Assignment #1**

**Week 5 Contemporary Challenges I**

Emerging Biotechnologies; Genetic Engineering
Objectives

- Understand the relationship between innovations in biological sciences and the prospects of genetic engineering
- Understand the interplay between bioethics and critical considerations of science and scientific knowledge
- To consider the notion and meanings attached to “life” and its sociomoral importance.
- To explore research ethics
- To explore the integration of philosophical perspectives and the insights from other disciplinary traditions

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Discussion Assignment #3

Week 6 Regroup + Final Project Proposal + Ethical Analysis

What have we learned thus far? What other emergent bioethical issues?

Objectives

- A regroup of content learned thus far
- Decide potential final project topics
- Introduce ethical analysis

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Discussion Assignment #4
Week 7    Contemporary Challenges II

Brain science and bioethics

Objectives

- Understand the socio-cultural dimensions and contexts of health-related technologies
- To consider a specific case study in bioethics
- To analyze the difference between social implications and ethical consequences
- To consider the role practical realities such as regulatory structures and consumer behaviors in product development

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Final Project Proposal

Week 8    Contemporary Challenges III

How do we design innovations? Prosthetics, pharmaceuticals & bioengineering

Objectives

- Understand the concept of responsible innovation
- Introduction to Design Ethics
- Bioethics and prevention
- Introduction to neuroethics
- To explore the moral dimensions involved in science and technological development
- The ethics of scientific and technological questions
- To explore moral opportunity
• Technological Ethics

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Final Project Proposal

Week 9 — Ethical and Social Analysis

Issues in Ethical and Social Analysis

Objectives
• Understand the social and cultural dimensions of contemporary challenges brought about in biomedical ethics
• Understand ethical analysis and ethical decision-making processes

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Reaction Paper #2

Week 10 — Conclusion & Presentations

Next Steps & Presentations

Objectives
• Demonstrate a synthesis of the course concepts
• Reflection on becoming ethical subjects
Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

Final Project & Presentation

Week 11 Conclusion & Presentations

Next Steps & Presentations

Objectives

- Demonstrate a synthesis of the course concepts
- Reflection on becoming ethical subjects

Reading & Media:

All readings and media are located in D2L.

Assignments & Activities:

N/A

XII. Course Calendar: Assignment Due Dates and Times

Dates designate weeks that go from Mondays at midnight Central Time (CT) to Sundays at 23:59 PM CT. Students are free to submit assignments earlier; the dates and times below designate the latest time by which assignments will be accepted for evaluation.

- Written Assignments and Papers are due **Sundays by 11:59 PM CT**.
- The Final Project is due **Sunday by 11:59 PM CT during Week __**.
- The Final Project Presentation is due **Sunday by 11:59 PM CT during Week __**.
- The Final Project Proposal is due **Sunday by 11:59 PM CT during Week __**.
- The Reflection Paper is due **Sunday by 11:59 PM CT during Week __**.
• Discussion Forum postings are due as follows:
  ✓ Initial Posts are due **Wednesdays by 11:59 PM CT**.
  ✓ Peer Responses are due **Sundays by 11:59 PM CT**.

XIII. Policies

The following sections articulate various policies related to the course administration and instructor expectations.

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Dean of Students Office](#)

See additional information pertaining to the grade designations for [undergraduate grades](#).
See [Pass/Fail Grading Options](#).

**Attendance**

Students who have two or more unexcused absences from class will be unable to pass the class.

The instructor is required to take attendance by multiple university stakeholders. As a result, course attendance is required. While much of the content of the course is online, students cannot be successful or pass this course without dutiful attendance. While exceptions can be made for a missed class session, learners must contact the instructor well in advance of the expected absence. The instructor takes attendance during every class session. The grade tables below presume regular course attendance.

**Workload Expectation**

Learners are expected to spend at least two-three hours each week in work related to the course material beyond the attendance of class sessions. This translates to at least six
hours of work/commitment each week. This number of hours comes from standardized recommendations regarding the number of credit hours attached to a given course. It is imperative that learners set aside an adequate amount of time to be able to successfully navigate the course requirements.

**Adult Student Services**

DePaul University’s Office of Adult, Veteran and Commuter Student Affairs has created a suite of resources specific to the needs of adult students. Learners can visit the Adult Student Center, 11017 DePaul Center (Loop). The office phone number is as follows; phone: 312-362-6216

**Office Hours**

Given the diversity of work schedules and needs for SNL learners and DePaul students in general, the preferred means of communication is via email. However, in-person meetings are also welcomed and scheduled adjacent to the course meeting times. For online courses, phone meetings are arranged according to learners’ schedules. Nevertheless, learners must know that the course instructor is available to learners in the course each week. The instructor has availability to meet with learners no matter the modality of the course (face-to-face, online, or blended). In the case of on-ground/face-to-face courses, the instructor is available during the course breaks and during times adjacent to the course meeting. For online courses, instructor availability is made much more flexible in response to learner needs. All meetings with the instructor must be scheduled in advance via email.

**Instructor Response Time**

Given the diversity of learners needs, the number of students enrolled in multiple courses in a given quarter and the large number of mentees assigned to each SNL resident faculty member, it is a common occurrence for instructor response times to reach 36 hours. Please re-contact the instructor if no response is received 36 hours after the initial communication.

**Guidelines for Learner Expectations Regarding Feedback**
By design, I typically offer comments on learners’ progress and activities throughout the course’s duration. This feedback is often provided online via D2L’s grading and commenting function. The instructor aims to provide feedback within 6 business days after the initial submission of work.

**Technical Support**

The following is taken from SNL's description of SNL: “DePaul uses a learning management system called Desire2Learn (D2L). Learning management systems are web-based applications that deliver and support online and campus-based courses. To enroll in training, view online tutorials and download D2L Quick Start Guides, visit Desire2Learn. To log in to DePaul's Desire2Learn website, visit [http://D2L.depaul.edu](http://D2L.depaul.edu).

**Online Writing Support**

SNL has organized a suite of resources for learners seeking support regarding various writing-related issues. Such issues include organizing ideas, grammar, style issues, avoiding plagiarism, etc. SNL’s Writing Center also provides sample SNL assignments as well as additional resources. Learners can access the Writing Guide for SNL Students at the link below. For on-campus and online tutoring, see the DePaul University Writing Centers at [http://condor.depaul.edu/~writing/](http://condor.depaul.edu/~writing/). [In addition, consider adding the Writing Centers’ syllabus supplement available here](http://condor.depaul.edu/~writing/html/fac/supplements.html)

**University Center for Writing-based Learning**

**SNL Writing Guide**

**Support Services for Students with Disabilities**

The following is taken from [http://studentaffairs.depaul.edu/csd/facultystaff.html](http://studentaffairs.depaul.edu/csd/facultystaff.html)

“DePaul provides a range of accommodations for learners with documented disabilities and Center for Student Disabilities staff observations in their direct work with students. Students access their accommodations at their discretion during the term and may select just some of them for your particular class. In fulfilling accommodation needs, Center for Student Disabilities staff work collaboratively with faculty, staff and students. Faculty and
staff should readily consult with Center for Student Disabilities staff to discuss strategies for facilitating accommodations as well as effective instructional strategies with students. Following is information to assist your understanding of key accommodations that students may utilize during the term.”

Accordingly, any student with disabilities must first contact CSD. CSD will contact the instructor of this course with requisite information. The instructor of this course works collaboratively with CSD to support the needs of students with disabilities. Please access CSD’s website by going to the following link: http://studentaffairs.depaul.edu/csd/facultystaff.html

See also Accommodations Based on the Impact of a Disability

Announcements

Check D2L regularly for announcements that are provided regularly within the course website. Announcements and course communications will occur through D2L. It is imperative that learners frequently and interactively check the D2L site. Learners should check the D2L site at least 3 to 4 times per week.

Holidays

Due to the diversity of learner needs and commitments, the syllabus does not include holidays within the online course calendar. Given the large body of work placed online in this course, learners are afforded the flexibility to manage their own schedules appropriately, including any accommodation regarding Holidays. Any requests above and beyond the university calendar should be submitted to the instructor in writing well in advance of the Holiday(s) in question.

Communication

The official means of communication for the course will be within the D2L learning management system, designated course forums, DePaul.edu-based e-mail, and (when needed) telephone. It is imperative that learners use the instructor’s DePaul email for all communication.

General Knowledge Sources
Be cautious regarding the use of dictionaries, encyclopedias (including Wikipedia), and other reference as it relates to scholarly work.

**Class Culture**

This classroom shall operate as a safe space. In order to achieve this goal, learners agree to adhere to the RESPECT paradigm as indicated here: [http://www.hrusa.org/closethegap/educator/tips.php](http://www.hrusa.org/closethegap/educator/tips.php)

Learner should also consult the DePaul Code of Student Responsibility The Code where one finds the minimum acceptable level of conduct to which DePaul students – and learners in this course – must adhere. This code includes issues such as respectful classroom behavior, harassment, discrimination, and/or assault behavior. Violations of this code may result in university disciplinary sanctions as well as classroom-specific sanctions. See the following site: [http://studentaffairs.depaul.edu/handbook/index.html](http://studentaffairs.depaul.edu/handbook/index.html)

**Citations and Quotations Policy**

Plagiarism constitutes a serious violation of academic integrity and also violates DePaul and SNL policies regarding academic honesty. One must be diligent and careful to always cite sources used in one's writing. Plagiarism includes but is not limited to the following: The re-presentation of content derives from any source or media, including written, media and verbal material. Citation must occur when there is the use of any material whether published or unpublished, utilized entirely or partially. Academic honesty also includes the copying of content from a source where there are minor modifications in language or syntax, even where there is citation of the original content.

It is imperative that learners avoid the impression among assessors of readers of said work that a learner's work merely re-presents someone else's original work, ideas or content as her or his own. As academic dishonesty this is a violation of university policy, any found instance of academic dishonesty can result in a sanction ranging from a grade of 0 for the assignment of dismissal from a course.

**Electronic Assignment Submission Policy**

Learners are ultimately responsible for the timely submission of activities and assignments to the learning management system associated with this course. Please one of the following formats for the submission of work online: (doc, docx, pdf, ppt, for example). Be sure to include a file extension. The instructor does not assume any
responsibility for late or missing work as the result of technical problems relates to submission through the D2L system where there is ample time to submit the work. The instructor does not guarantee that assignments submitted to D2L that cannot be opened because of file or formatting problems will be graded. The instructor has the discretion to apply the late policy articulated here in relation to such instances.

**Incomplete Policy**

The following is the institutional policy regarding incompletes: “Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.”

I work with students to do whatever possible to avoid Incompletes. Incompletes are often an obstruction for students and can regularly turn into an F given the difficulty of maintaining progress on a course in which a learner is no longer enrolled. Thus, it is imperative that those considering a request of Incomplete communicate with the instructor as soon as possible.

See also [Incomplete Policy](#)

**Protection of Human Research Participants**

Any student research activities that occur within the confines of this course occur only in relation to classroom-specific objectives. Any research involving data from living humans may not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons’ identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be
disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (http://research.depaul.edu) for additional information and guidance.

See Protection of Human Research Participants

Copyright Issues

In accordance with DePaul’s Acceptable Use Policy, learners agree that all materials, notes and content within SNL classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved. Learners also agree not to copy, redistribute any content from the course instructor. While the content in the course is for educational purposes only, the instructor may occasionally show course content, including student work to others for pedagogical purposes. Learners should alert the instructor if they don’t assent to this content being shared. Related to this, learners accept that this course includes a multitude of learning tools. Some tools such as Crocodocs are both outside of the LMS and include the sharing of content and student data.

Please note that all notes, slides, surveys, exams, quizzes, and exercises are copyrighted and are owned by Mark Robinson, Ph.D. For the duration of your enrollment in the course, you have permission to use such material on D2L and to make hard copies for your personal use. You DO NOT have permission to post any of this material in another form such as on another website or publication or to distribute the materials to anyone who is not enrolled in the class in the same term as you. Other materials linked to on D2L (articles, videos) are the property of their respective copyright holders. Such links are provided here only as a convenience. You may share hard copy notes and materials with other members of the current class. You MAY NOT post (shared, loan or sell) any materials related to class to an enduring website including (but not limited to) Study Blue, OneClass, CourseHero, Kno, Cram, Flashcardmachine, flashnotes, ThinkBinder, inclassapp, Versity, NoteUtopia, Notehall, pinterest, instagram, facebook, or similar sharing site. You MAY NOT share notes or assignments with anyone not enrolled in this class simultaneously with you.

About the Instructor
Mark Robinson serves as an Assistant Professor in DePaul’s School for New Learning. Mark Robinson’s work explores ethical implications and social dimensions of emerging technologies, with a special focus on the attendant implications that accrete for health. A native of Chicago, he received his Ph.D. from Princeton University. In addition to serving on the faculty of the School for New Learning, he also teaches health-related courses at other colleges within DePaul University.