

# PHIL 235

## Biomedical Ethics

### Section EC

### Winter 2025

**This syllabus is subject to change and any changes will be posted in the Announcements section of your eConcordia portal.**

**Disclaimer: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.**

#### About this Course

**Instructor: Dr. Anna Brinkerhoff**

**Instructor Contact Information:** [anna.brinkerhoff@concordia.ca](mailto:anna.brinkerhoff@concordia.ca)

This email address allows you to contact the Professor directly. However, the majority of your questions need to be addressed to your Teaching Assistant (not the professor), including questions about your performance in the course, your understanding of the course material, and insight or clarification about your grades. Your TA's email address can be found on the contact page on our course site. If you have general questions or concerns about the course, or if there is a delay in hearing back from your TA (more than 2 business days), you may email the professor directly. When emailing the professor, make sure to indicate your group number, your TA's name, and your student ID. **If you need to request an extension on a quiz or assignment, please contact the professor directly (not your TA).** Please note that, due to the size of the course, the professor is not able to accommodate student requests for re-grades or individualized feedback on quizzes or assignments. The professor is also unable to predict or boost your final grade.

**Note: You may ask your TA to clarify course content, discuss feedback in quizzes, or request Zoom meetings with them. Please allow for a two-business-day response time (Monday-Friday except university holidays) and plan your communication accordingly.**

#### Course Description

Most commonly understood as an offspring of philosophical ethics (that is, as one branch of *Applied* Ethics), biomedical ethics is also importantly rooted in biomedical research, legal debates, professional and governmental policy debates, international organizations and their policies and activities, public health policy and programs, and the everyday situations encountered

by Health Care Professionals. In fact, since the 1970s, Bioethics has developed vibrant social debates around questions of rights, autonomy, distribution and rationing of care, professional ethics, and how to deal with rapid advances in biomedical and technological research. That these debates now occur in a more interdisciplinary setting is a significant indication of the influence and importance of bioethics.

In this course, you will learn how to think *critically* about the evolving place of medicine and medical technology in our lives, always with an eye toward the ethical aspects of these debates and situations. We will explore this emerging field in several ways. The first unit will provide both a foundation in ethical reasoning from the philosophical tradition and a grounding in the predominant set of “principles” that have emerged in biomedical ethics. We will then examine the role of Bioethics at the clinical level, where the role of traditional ethical theories is central to decision-making and to the formation of relationships in the clinical setting. The third unit of the course shifts our focus to the particular (and particularly contentious) issues of abortion and euthanasia/physician-assisted suicide. The final unit explores the ethical implications of emerging genetic technology and research involving human subjects. Each unit includes required readings and required audio lectures. You will also be presented with additional “thinking further” materials for consideration or discussion, and several tutorials to help you with the graded components of the course.

### Course Objectives

- To gain a solid understanding of the key concepts and major positions within the field of Biomedical Ethics, and in Moral Philosophy more generally.
- To develop and practice the important skills of “critical” reading, writing, and thinking.
- To learn how to recognize morally significant aspects of situations or issues, and to be able to approach them with an open attitude.
- To gain valuable practice and skills in being able to navigate difficult ethical situations (such as when the duties of autonomy and of beneficence conflict).
- To think carefully about the role of individual autonomy and the structure of the community in light of the value and place of health care in our lives.

### Course Materials

All materials will be available through the course website and are included in the cost of the course. This includes access to the following materials:

- 1) **Course Textbook:** Fisher, Johnna, 3rd ed. *Biomedical Ethics: A Canadian Focus*. Oxford University Press: Canada, 2018. : ( 180 days access)
- 2) You will purchase the electronic book automatically when registering for the course; no need to purchase it separately. **Video Lectures**, are available for streaming, along with the transcripts.
- 3) **Assigned Readings:** sometimes students will be provided with readings outside of the Textbook; those readings are available on the course website.
- 4) **Podcasts**, designed to help you review the units and help you with the graded components of

the course. Please note that they are locked, and can be unlocked after the student finishes all the course video lectures in the relevant unit.

### **Course Website**

The course website can be accessed at [www.econcordia.com](http://www.econcordia.com)

Your eConcordia account will be valid until the end of the term for which you are registered. Your account will allow you to access the online course material, all graded course components, useful links, readings and more resources from the course website for the duration of the term.

***Please note that it is basic to your enrolment in this course that you register with eConcordia to gain access to the course – this is the first thing one should attempt to enable right at the start. Please also sign up to receive notifications from eConcordia by email, so when an announcement is posted you will be notified.***

### **Optional Zoom Sessions**

The professor will host optional Zoom sessions four times throughout the semester, from 1:30P – 2:30P on the Monday before each of the four quizzes: Monday February 3; Monday March 3; Monday March 24; and Monday April 14. Attending Zoom session is **totally optional**. They are intended to be open office hours for students to ask the professor any questions they may have about course material before the quiz. The link for the Zoom sessions can be found under the Zoom Sessions tab on our course site on Moodle.

### **Q&A Forum**

The Q&A Forum allows students to post questions or thoughts about the course material. Other students, the professor, and TAs are able to respond to posted questions. The Q&A forum allows students to interact with each other virtually. Posting on the forum is totally optional.

### **Updated Assignment Structure**

The assignment structure for this iteration of the course has been changed since the lecture videos and podcasts were recorded. Because of this, some of the discussion of the assignments in the lecture videos and podcasts is outdated. For example, you will not be writing a philosophy paper for this course. Quiz 4 will be a multiple choice quiz (not a case study), and your final assignment will be a case study (not a philosophy paper). You will also be writing a real world reflection. The accurate updated information about assignments is found on this course outline.

### **Generative AI Policy**

The use of generative AI (e.g., ChatGPT) to help write answers to your quizzes, or to help you write your case study or reflection, is strictly prohibited; any suspicion that AI has been used will be promptly reported and investigated. If a student is found to have illicitly used AI to generate answers or written work on a quiz or the case study, they will receive a 0 for the relevant assignment.

## Limitations on Feedback

Due to the sheer number of students in this course and the limited number of TAs, extensive individualized feedback on quizzes and assignments is not feasible. Because of this, feedback on your work will be limited. You may ask your TA for insight and clarification into your grades, but TAs are not obligated to provide with you large amounts of additional feedback. Please also note that the professor is unable to accommodate individual student requests for feedback or regrades.

## Rubrics

Your reflection will be graded in accordance with the real world reflection rubric, and your case study will be graded in accordance with the case study rubric. Your answers to short answer questions on quizzes 2 and 3 will be graded in accordance with the short answer question rubric. Both rubrics can be found under the Rubrics tab on Moodle. Make sure you read over each rubric carefully before completing the relevant quiz/assignment.

## **\*\*Final Grades Are Curved\*\***

Final grades in this course will be curved, and standardized across TA groups. Your recorded final grade will be the lower of either (i) your unweighted grade or (ii) your grade as calculated by the following grading scheme:

Top 3% A+  
Top 3.1%-10% A  
Top 10.1%-20% A-  
Top 20.1-30% B+  
Top 30.1%-40% B  
Top 40.1-50% B-  
Top 50.1%-62% C+  
Top 62.1%-74% C  
Top 74.1%-86% C-  
Remaining: lower of (i) unweighted grade or (ii) D+

Because final grades are curved, the grades you see on Moodle are not reliably indicative of the final grade you will receive in the course. For example, if your final grade on Moodle is 75.4%, but, relative to the grades of other students in your TA group, your grade is in the top 45%, your recorded final grade will be a B-.

Curving final grades has several benefits:

- This course has nearly 600 students, divided among multiple TA groups. Although all TAs grade by the same standardized rubrics, some discrepancies in grading will inevitably arise – some TAs are a bit more lenient, some a bit harsher, in how they apply the grading standards on the rubric. Curving final grades standardizes grades across TA groups.
- Curving final grades ensures that high academic standards are upheld, despite the increasing amount of grade inflation in universities, which is especially common in large introductory courses like this one. According to university and departmental grading

standards, A-range grades should be reserved for “outstanding” – this is work that, literally, stands out in comparison to its peers. Giving As to only the top 15% of grades ensures that As are reserved for truly outstanding work. Similarly, giving only the top 50% of grades B-range grades ensures that Bs are reserved for “very good work” – this is, work that is, at the very least, better than average.

# Assessments

## Graded Assessments

Components	
Four Unit Quizzes	55%
Real World Reflection	15%
Case Study	30%

### ***Unit Quizzes (55%)***

The course is divided into four units, and there is a required online unit quiz at the end of each unit.

- Unit 1 Quiz is worth 10% of your course grade – it will consist of a mix of multiple choices and true/false questions
- Unit 2 Quiz is worth 20% of your course grade – it will consist of four short answer questions
- Unit 3 Quiz is worth 15% of your course grade – it will consist of a mix of multiple choice, true/false, and short answer questions
- Unit 4 Quiz is worth 10% of your course grade – it will consist of a mix of multiple choice and true/false questions

These unit quizzes are closed-book and closed-note, and they must be taken on the specific day as indicated on the Course Agenda. Once you begin the quiz, you will have a strictly limited amount of time to complete the test, so be sure to pay attention to how much time you have remaining. The short answer questions on quizzes 2 and 3 will be graded in accordance with the short answer rubric, which can be found under the rubrics tab on Moodle.

### ***Real World Reflection (15%)***

The Real World Reflection ***is worth 15% of your course grade. See the reflection rubric under the Rubrics tab on Moodle for details and instructions. It is due on Tuesday February 11.***

You will submit a short reflection towards the middle of the term. Reflections should be around 500 words, but no more than 800 words. The goal of this reflection is to bridge theory and practice by critically reflecting on some aspect of the course material from the first part of the course (specifically, material from lessons 1-5) and linking it to a personal lived experience, current event, or pop culture. First, you will choose some aspect from the relevant course material – a topic, idea, view or argument – that resonated with you. Second, you will explain how this aspect applies to a real-world issue. For example, you might discuss how your chosen aspect from the course material (a) gives you insight into or makes you rethink a personal experience; (b) is relevant to a

real life controversial social or political issue; (c) relates to a current event or topic in the news; (d) shows up in movie, TV show, or book; (e) influences pop culture; (f) plays out in daily life; (g) has practical implications for real people; (h) changes how you act in real life circumstances. Real world reflections are worth 15% of your course grade.

### **Case Study (30%)**

The Case Study ***is worth 30% of your course grade. See case study rubric under the Rubrics tab on Moodle for details and instructions. It is due on Friday April 4.***

As one of the “applied ethics,” Biomedical Ethics is neither simply a theory to be learned in philosophy books nor a set of codes to be learned in a technical training course. Rather, it is a discipline that straddles between theory and practice. Thus, one of the key methodologies in Biomedical Ethics is the method of analyzing “Case Studies.” This approach requires a careful foundation in ethical theories and concepts, and a careful exploration of the ethically relevant facts of the case at hand. Your major written assignment for this semester will be an analysis of a case. The length is limited to 1000-1200 words, meaning that you will have to work carefully to be both thorough and concise! In your case study you will be expected to outline clearly the morally relevant aspects of the case, to present arguments for both sides of the issue, and to defend a recommendation given the arguments and information you provide. Additional information will be available as part of **Podcast #3 “How to Study a Biomedical Ethics Case,”** as well as in the Case Study Instructions (which will be posted as indicated on the Course Agenda).

In submitting your Case Study, please keep in mind the expectations for all written work regarding academic integrity. That is, we expect that you are submitting *your own* work. In this and all other courses, you are expected to acknowledge each source that you use following standard academic conventions. Anything else may be considered plagiarism, a form of cheating, and all suspected cases of plagiarism will be checked against available sources and reported to the Academic Integrity Office for further review. Please ensure that you are aware of Concordia’s policy regarding plagiarism as outlined in **Concordia's Code of Conduct**. To reference your sources in this course, you may use APA, MLA, or Chicago Manual citation systems, but in all cases please be sure to also include page numbers for your citations or quotations. I highly recommend that you unlock and listen to **Podcast #4 “What and When to Cite Sources.”**

**Should you encounter a technical issue while completing a quiz, contact [helpdesk@econcordia.com](mailto:helpdesk@econcordia.com). This means, do not email your TA or Professor, since only the eConcordia helpdesk staff can help you with technical difficulties.**

### **Grades**

Final grades for this course will be curved, and standardized across TA groups. For details, see the final grade policy above. Your final letter grade for the course will be posted in your Student Hub at the end of the term. Unfortunately, there is no way to view or predict your final grade before the end of the term. Quizzes and assignments will be graded in accordance with the following standards.

## Letter Grade Conversion Chart

Grade	%	Grade	%	Grade	%	Grade	%	Grade	%
A+	90-100	B+	77-79.9	C+	67-69.9	D+	57-59.9	F	0-49.9
A	85-89.9	B	73-76.9	C	63-66.9	D	53-56.9		
A-	80-84.9	B-	70-72.9	C-	60-62.9	D-	50-52.9		
Outstanding		Very Good		Satisfactory		Marginal Pass		Poor/Fail	

## Philosophy Department Statement Regarding Grades and Grade Distribution

1. The Undergraduate Calendar 16.3 specifies that As, Bs, and Cs are for “outstanding,” “very good” and “satisfactory” work, respectively. The Philosophy Department interprets this to mean that: Cs are awarded for work that is adequate, yet in some way fails to completely meet all expectations and requirements; Bs are awarded for work that fully meets all expectations and requirements; As are reserved for outstanding work that exceeds expectations and requirements by, e.g., demonstrating outstanding rigour, clarity, or insight.
2. In 200 & 300 level courses with over 30 students, it is normally expected that: the grade average will be in the C+ to B- range; there will be no more than 25% As.

### My Interpretation of these Policies:

Drawing upon the interpretation of these policies used by the current Chairperson of the Philosophy Department, here is my understanding of these policies. The TAs in this course will be instructed to adhere to the following interpretation. **The key point for you to note in the above policy is that quizzes and assignments that fully meet expectations and requirements will be awarded a grade in the B range.** Grades in the A range are reserved only for the work that exceeds expectations and requirements.

- **An “A” assignment is outstanding.** It meets all expectations and requirements, but exceeds them in significant ways. For instance, a case study of this quality may do one or more of the following: is exceptionally well-composed, well-argued and rigorous; demonstrates exceptional rigour or an exceptional understanding of the wider questions and scholarly significance of the issues discussed; shows sharp philosophical insight and ability, or independent thinking; represents substantial insight or is the result of careful reflection and research. Generally, a paper will not receive an “A” if it contains mistakes/flaws/errors in writing.
- **A “B” assignment is very good.** It fully meets all the expectations and requirements with regard to deadlines, length, content, presentation, documenting references, argumentation,



and so forth. It shows that the student has developed a very good understanding of the assigned readings, of the lectures, and of the specific task of the assignment.

- **A “C” assignment is satisfactory.** It generally meets the expectations of the assignment and demonstrates adequate knowledge of the course material, but falls short in crucial respects. For example, the author does not demonstrate very good understanding of the material; key concepts or aspects are not mentioned; an argument lacks coherence or logical structure; the paper just gathers points without showing their relation or putting them together in a cohesive form, or developing lines of argument, reasoning, or exposition; the work is not well written and/or displays too many grammar and spelling errors, and so on.
- **A “D” assignment is marginal.** It does not meet the general expectations and requirements of the assignment. While it endeavours to meet the specific criteria, it shows flaws and gaps in knowledge of the course material that prevent it from being coherent or from taking into account relevant sources, ideas, and arguments.
- **An “F” assignment is poor/failing.** Work that receives an “F” makes no serious attempt to meet the formal and substantial requirements, or was not headed in at all. The flaws and gaps in understanding are so grave that the reader cannot detect a concerted effort to appropriate and use the course material
- **Policies: Late Submissions and Extensions**

- Any request for an extension must be received before the deadline or it will not be accepted, or as soon as reasonably possible in the case of an emergency medical situation in fairness to all students, there will not be any exceptions to this policy.
- In the case of medical leave, you are expected to make up for your missed quiz and assignment within a week of returning to school. You must contact the professor via email to arrange an extension.
- It is your responsibility to take the quizzes on the quiz days. If you missed a quiz, you will lose the mark.
- It is your responsibility to ensure that if you are unable to complete your work by the deadline or complete an assignment on the assigned date, you must request an extension beforehand via e-mail to the professor.
- Extensions will be granted only to students who are able to provide a reasonable explanation or verifiable medical note. Medical notes must include dates within which you are excused from work/school. Please contact **the professor for extension requests.**
- In the case of emergencies, it is your responsibility to notify your Teaching Assistant and Professor via e-mail as soon as possible in order to determine the course of action required for the matter at hand.
- Organize your time effectively to ensure that you submit your work on time. Any work submitted after the deadline is considered late and will incur a penalty of 10% per day (weekends included) if applicable. An assignment is considered late if it is turned in at any point passed the deadline (including just a minute). For example, a case study that is turned in 1 minute after the deadline is considered a day late. A case study that is turned in 1 day and 1 minute after the deadline is considered two days late.

- Vacations and travel plans (work-related or otherwise) are not considered valid reasons for late submissions of or an inability to complete assignments, and quizzes.
- Please note that you are responsible for the version of the work you submit to the website. If you upload the incorrect version of your work to the website, you can resubmit the correct version prior to the deadline. If you fail to meet the deadline, the version of your work located on the website is the one that will be graded.
- In addition, please note that it is your responsibility to ensure that your assignment is received before the deadline. Should you be unable to submit your work via the website you must submit your work via e-mail to your TA before the deadline. Please give yourself enough time for online submissions to send your assignments via e-mail should a technical issue arise.
- **Missed exam?** See: <http://registrar.concordia.ca/exam/faqdef.html>

### **Policies: Technical Issues**

- It is the responsibility of all students to ensure they save a copy of all work submitted through the system. This applies to any work sent via e-mail and uploads and textbox submissions (e.g., for the quizzes) to the course website.
- Should you encounter a technical issue while completing a quiz, contact [helpdesk@concordia.com](mailto:helpdesk@concordia.com). This means, do not email your TA or Professor, since only the eConcordia helpdesk staff can help you with technical difficulties.
- Timer on quizzes: sometimes the timer displayed in your Internet browser while taking quizzes can lag, and hence it will sometimes show that you have more time than you really do. **There is no fix to this issue**, since it can depend on a computer's browser, processing speed, reliability of Internet connection, etc. Regardless of what the timer displays, eConcordia's system will auto-submit your quiz once the allotted time is up. That is, it will auto-submit the quiz **when you have used all your *objectively calculated* time on the quiz, even if the timer's *apparent* time remaining has not run out.** There is a **simple way to avoid getting confused by this**: keep a watch or a phone at hand to help you keep track of time. So, don't worry about the timer, it has some issues but you're always getting all of your allotted time regardless of those timer issues; keep a watch handy to keep track of the time.

**Sexual Violence:** Concordia's [Policy Regarding Sexual Violence](#) defines sexual violence as "any violence, physical or psychological, carried out through sexual means or by targeting sexuality. This includes, but is not limited to sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, degrading sexual imagery, distribution of sexual images or video of a community member without their consent, and cyber harassment or cyber stalking of a sexual nature or related to a person's sexual orientation, gender identity and/or presentation."

The Policy further defines sexual assault and harassment.

- The Philosophy Department condemns sexual violence. The Department encourages all students to report sexual violence to the Department Chair, the Dean, or to the Office of Rights and Responsibilities.

- Concordia's [Sexual Assault Resource Centre \(SARC\)](#) is an important resource on campus for students needing support, accompaniment, resources or information about sexual violence. SARC may convene a Sexual Assault Response Team (SART) to support a survivor/victim reporting sexual violence. See the [Policy](#) for further details.
- Other resources include the [Centre for Gender Advocacy](#) and the [CSU Advocacy Centre](#).

The Philosophy Department welcomes Concordia's [Consensual Romantic Or Sexual Relationships Guidelines](#), which "strongly discourage all instructors from commencing or continuing any consensual romantic or sexual relationship with a student."

## Academic Integrity

Concordia University places the principle of academic integrity, that is, honesty, responsibility and fairness in all aspects of academic life, as one of its highest values.

Instructors, students and administrators are expected to be honest and responsible in their academic conduct and fair in their assessment of academic matters.

In Concordia's Academic Code of Conduct, plagiarism is defined as "the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement (Article 16)." --Concordia's Academic Code of Conduct

In simple words: ***Do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it!***

For example, if you copy& paste a paragraph from other's work into your own assignment without acknowledging it, pay someone else to do your work, submit the same essay to two similar courses, translate something from French to English without citing the source, these are all considered plagiarism and the consequences tend to be rather severe.

Since plagiarism can be intentional and unintentional, it is important to familiarize yourself with the Academic Code of Conduct <https://www.concordia.ca/content/dam/concordia/offices/provost/docs/Academic-Code-Conduct-2015.pdf>, so as to avoid committing plagiarism.

To understand what is plagiarism and how to avoid it, see

- What is Plagiarism <https://www.concordia.ca/students/academic-integrity/plagiarism.html>
- Here is a short YouTube video that helps you understand what is plagiarism and how to avoid it [https://www.youtube.com/watch?v=Ly\\_AeHI4t5M](https://www.youtube.com/watch?v=Ly_AeHI4t5M)

# Tutorial Companies

Please note that private tutorial companies, some of whom aggressively promote their services on and off campus, are not authorized by Concordia University to distribute flyers on University premises and may not use Concordia University facilities to promote or provide their services on some flyers.

Concordia University and its academic departments do not have any affiliation with these companies even though names such as JMSB, Concordia, or references to specific departments often appear in a visible way.

# Texidium

Texidium is an eReader platform that puts your eTexts at your fingertips on any device, anywhere, and at any time.

Available online and for all popular platforms (iOS, Android, Windows, and Mac OS), Texidium is designed with the student learning experience in mind and sets a new standard for accessibility and convenience.

To install the Texidium App and to register your Texidium account to enable printing of the electronic textbook, visit: <https://reader.texidium.com/dist/#/apps>.

## **Texidium Support Hours:**

- Monday to Friday, 6:00 am to 6:00 pm EST. This includes email, phone or chat support.
- Evening and night support is available via email only, from 6:00 pm to midnight.
- The communication channels for End-Users is available at <https://texidium.com/contact/>.
- Over the weekend, email support is from 8:00 am to midnight; however, it is a reduced team so response times may be a bit slower and prioritized by level of urgency.

# Important Information

Topic	Link
Academic Integrity	<a href="#">Academic Integrity</a>
Educational Technology Guidelines	<a href="#">Concordia Educational Technology Guidelines for Faculty and Students (the "Guidelines")</a>
Access Centre for Students with Disabilities	<a href="#">ACSD</a>
Concordia Library Citation & Style Guides	<a href="#">How to cite...</a>
Course Communication Tools	<a href="#">Communication</a>
eConcordia Policies	<a href="#">Policies</a>
Final Exams Information	<a href="#">Final Exams</a>
Helpdesk/Support	<a href="#">FAQ</a>
Refunds	<a href="#">Refunds</a>
Technical Requirements	<a href="#">Technical Requirements</a>
Tips for Studying Online	<a href="#">Studying Tips</a>
Tips on how to reach online learning goals (learning modules)	<a href="#">How to Succeed @ eConcordia</a>
How to install and use Zoom	<a href="#">Zoom Information</a>

# PHIL 235 - Biomedical Ethics

## Agenda

### Winter 2025

All deadlines indicated are on the due date listed by 11:59 p.m. unless otherwise indicated.

Week 1 : January 13 - January 19	
	Review the Course Outline and Agenda
	<b>Lesson 1: Morality and Moral Decision-Making</b>
January 13	<b>Classes begin, Winter term</b>
January 13	<b>Q&amp;A Forum opens at 2 PM</b>
Week 2: January 20 - January 26	
	<b>Lesson 2: Self-Determination and Deciding for Others</b>
Week 3: January 27 - February 2	
	<b>Lesson 3: Management of Medical Information</b>
	<b>Podcast 1</b>
January 27	<b>Deadline to add winter-term courses</b>
January 27	<b>Deadline for withdrawal with tuition refund (DNE) from winter-term courses</b>
Week 4: February 3 - February 9	
	<b>Lesson 4: Gene Choices and Genetic Information</b>
February 4	<b>Unit One Quiz: (Multiple Choice and T/F, 15%): Covers Lessons 1, 2, and 3. (20 Minutes)</b>  <b>Posts at 6:00am and closes at 11:59pm on the test day. You can take it anytime throughout the day. Please note that all open quizzes will be automatically submitted</b>
Week 5: February 10 - February 16	

	Lesson 5: Reproductive Ethics (Part 1 of 2)
February 11	<b>Real-World Reflection Due by 11:59 PM</b>
Week 6: February 17 - February 23	
	Lesson 6: Reproductive Ethics (Part 2 of 2)
	Podcast 2
Mid-Term Break: February 24 - March 2	
February 24	<b>Reading week begins</b>
February 27	Last day to submit required documentation to register with the <a href="#">Access Centre for Students with Disabilities</a> and request exam accommodations for the Winter 2025 final examination period
February 28	<b>President's Holiday - University Closed</b>
March 02	<b>Reading week ends</b>
Week 7: March 3 - March 9	
	Lesson 7: End-of-Life Decision-Making
March 4	<p><b>Unit Two Quiz: (Short Answers): Covers Lessons 4, 5, 6. (45 Minutes)</b></p> <p>Posts at 6:00am and closes at 11:59pm on the test day. You can take it anytime throughout the day. Please note that all open quizzes will be automatically submitted at 11:59pm.</p>
	Last day to submit required documentation to register with the <a href="#">Access Centre for Students with Disabilities</a> and request exam accommodations for the fall 2024 final examination period
Week 8: March 10 - March 16	
	Lesson 8: Health Care Allocation
	Podcast 3
Week 9: March 17 - March 23	
	Lesson 9: Research with Human Subjects
Week 10: March 24 - March 30	
	Lesson 10: Public Health (Part 1 of 2)



March 25	<b>Unit Three Quiz: (Multiple Choice, T/F and Short Answers, 20%): Covers Lessons 7, 8 and 9. (45 Minutes)</b>  <b>Posts at 6:00am and closes at 11:59pm on the test day. You can take it anytime throughout the day. Please note that all open quizzes will be automatically submitted at 11:59pm.</b>
<b>Week 11: March 31 - April 6</b>	
	<b>Lesson 11: Public Health (Part 2 of 2)</b>
April 4	<b>Case Study is due by 11:59pm</b>
April 05	<b>Last day for instructor-scheduled tests or examinations</b>
<b>Week 12: April 7 - April 13</b>	
	<b>Lesson 12: A Global Perspective</b>
April 12	<b>Last day of classes, winter term</b>
April 12	<b>Last day for academic withdrawal (<u>DISC</u>) from winter-term courses</b>
<b>Examinations Period: April 15 - ?</b>	
April 15	<b>Unit 4 Quiz (Multiple Choice and T/F, 15%): Covers Lessons 10, 11, and 12. (20 minutes)</b>
April 18	<b>University Closed</b>
April 19	<b>University Closed</b>
April 20	<b>University Closed</b>
April 21	<b>University Closed</b>