

# BIOMEDICAL ETHICS

Oregon State University  
Winter 2021

PHL/REL 444/544  
MW 4-5:50

CRN 37990/37992  
4 credits

**Instructor:** Courtney S. Campbell, Ph.D.

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**Office Hours:** M 12-1, F 2-3, or by appointment over Zoom

## COURSE DESCRIPTION

Application of ethical principles and decision-making processes to selected problems in medicine, health care, and biotechnology. Special attention given to end-of-life choices, reproductive rights and technologies, organ transplantation, research ethics, genetic engineering, and allocating scarce resources. An interdisciplinary focus that draws on social, legal, economic, and scientific issues in ethical decisions in medicine.

*PHL/REL 444 fulfills the OSU Baccalaureate requirement in Science, Technology, and Society. The course also fulfills a core requirement for the Certificate in Medical Humanities and is an elective option for the major in Religious Studies.*

## COURSE CREDITS

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits. The detailed class schedule below provides approximate weekly learning hours.

## COURSE OVERVIEW

Biomedical ethics (or “Bioethics”) examines ethical issues in medicine and the healing professions, biomedical research, and public policy. The course has five major thematic areas:

- Introduction: Biomedical Ethics and COVID-19 – focusing on resource allocation and vaccines
- Ethical Issues in Physician-Patient Relationships – focusing on honesty and confidentiality
- Ethical Issues in Life Beginnings – focusing on vaccines, and repro-genetic technologies
- Ethical Issues in Life’s Quality – focusing on research ethics, gene editing, and social justice issues
- Ethical Issues in Ending Life – focusing on abortion, determining death, organ transplantation, NICU ethics, and termination of treatment

The class structure includes two weekly synchronous meetings that emphasize reading analysis and case study breakout discussions.

## LEARNING RESOURCES

Learning Resources for the course – including readings, videos, and cases – are provided by links on the Canvas course page.

## **Student Learning Outcomes**

### **Course Learning Objectives**

The principal learning goal of the course is to provide you with skills so you can participate as an informed citizen on vital ethical issues in biomedicine of life, health, and death. As a result of your participation in this class, you will cultivate skills in:

1. **Moral perception**-- seeing the moral aspects of a problem;
2. **Moral imagination and empathy** --understanding the world and moral choices from the experience of others;
3. **Moral deliberation** – applying methods of reasoning critically in moral decision-making);
4. **Moral responsibility** -- assuming ownership and accountability for your decisions and recommendations;
5. **Moral respect** -- learning to live with ambiguity and agreeing to disagree with civility.

### **Baccalaureate Core Difference, Power and Discrimination Learning Outcomes**

PHL/REL 444 fulfills the **Science, Technology, and Society** requirement in the Baccalaureate Core. The learning outcomes for the STS category include:

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

## **ASSIGNMENT DETAILS**

The following provides a brief overview of the course assignments. These are described in further detail on the Canvas course pages and in the module weekly task lists.

### **Citizenship:**

Citizenship is comprised of attendance and participation in synchronous Zoom class sessions on Mondays and Wednesdays. You should prepare for class sessions by reading the assigned materials, practice active listening during class, participate in class discussions prompted by important cases, and engage in small group learning.

### **Discussion Forum Posts:**

Each week will include a CANVAS discussion board assignment. With the exception of the initial introduction assignment, each of these discussion board assignments will be comprised of a short response to a prompt question based on a case study.

In addition to the Week 1 “Personal Introduction” post (10 points), you need to submit **five** discussion posts from the remaining **nine** prompts in Weeks 2-10.

In each of the Discussion Board assignments, you will be asked to:

1. **Respond to the discussion prompt question. Your initial response must be 100-125 words in length.** Your response should be comprised of two parts (1) begin with a one-sentence statement that specifically answers the discussion prompt question and effectively summarizes your overall response, and (2) defend your position or recommendation statement based on ethical values and insights integrated from the readings. Your post should be well-organized, support your position statement or recommendation, and be free from grammar and spelling errors.
2. **Comment on the post of at least one other student. Your comments must be at least 3 sentences long.** Responses should go beyond the perfunctory, "I agree!" or "That's interesting!" It is fine if you do agree with your classmates or find their ideas interesting, but please explain why you feel this way. The best comments pose additional questions and challenge the original poster to fine-tune their point or see a new perspective.
3. **Submission Deadline:** The date for submission is indicated in the course schedule below, and on the Canvas weekly task lists. The time for submission is 2pm in order to allow me to review them and integrate them into our class discussions.
4. **Points:**
  - The Introductory post is worth 10 points.
  - The five additional posts are each worth 20 points, or 100 points total.

### **Term Essay:**

You will develop a 6-page term essay paper for submission on Friday, March 12. There are several documents on the "Term Paper" assignment page on Canvas that you should review to help you develop a polished paper and your best work. These include:

1. "Ten Steps to An 'A' Paper" -- a process for developing, researching, and submitting your paper
2. "Term Paper Options" -- read over this document to determine which kind of paper you want to write: argumentative, conceptual exposition, historical analysis, comparative, case study analysis, critical textual reading.
3. "Term Paper Topics" -- an overview of numerous subject essays you could explore.
4. "Model Papers" -- review "A" papers from a recent class to get a clearer understanding of your end goal.
5. "Process Papers" -- These short prompts should help you write your paper over the course of the term. There are six process papers, due from weeks 5-10, each worth 5 points.

**Note: I would like to schedule a 10-15 minute Zoom conversation with you on either January 18 or 19 in lieu of class. Please see the instructions on the Week 2 and Week 3 Task Lists.**

### **Mid-Term Exam:**

I use open-note, book, classmate exams from the conviction that this method helps you better process philosophical material and gives you a fairer opportunity to demonstrate your proficiency and learning skills. The mid-term exam will include a mix of multiple choice, fill-in-the blank, short answers, puzzles, and essay questions. Important course concepts will be posted weekly to help you prepare for the exam. The mid-term will be distributed by Monday, February 1, and is due on Monday, February 8.

## Evaluation of Student Performance

Citizenship: 5 points each week = 50 points

Discussion Board Posts = 110 points

- Personal Introduction (Required) = 10 points
- 5 posts x 20 points each = 100 points

Term Essay = 130 points

- 6 Process papers x 5 points each = 30 points
- Essay = 100 points

Mid-Term Exam = 110 points

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400 points total

### GRADING SCALE

Letter Grade	Points	Percent
A	372-400	93%+
A-	360-371	90-92%
B+	348-359	87-89%
B	328-347	82-86%
B-	320-327	80-81%
C+	304-319	76-79%
C	288-303	72-75%
C-	280-287	70-71%
D+	264-279	66-69%
D	248-263	62-65%
D-	240-247	60-61%
F	<240	<60%

## DETAILED CLASS SCHEDULE

### WEEK 1: INTRODUCTION: BIOETHICS and COVID-19

#### MONDAY, JANUARY 4

**READ: (approx. 1 hour)**

- Jordan Kisner, "What the Chaos in U.S. Hospitals is Doing to Physicians" (30 min)
- ABIM, ACF, EFIM, "Medical Professionalism in The New Millennium: A Physician Charter" (5 minutes)
- CASE Study: The Real Headache

**LEARNING ACTIVITIES: (approx. 1 hr. 45m)**

- Participate in Zoom class, Monday, January 4, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

#### WEDNESDAY, JANUARY 6

**SUBMIT: (approx. 15 minutes)**

- Discussion Board Post 1: Introduction (submission by Wednesday class)

**READ: (approx. 2 hours)**

- National Academy of Science, Engineering, and Medicine, "Framework for Equitable Allocation of COVID-19 Vaccine" (5 min)
- Ezekiel J. Emanuel, et al., "An Ethical Framework for Global Vaccine Distribution"
- Sarah Elizabeth Richards, "Who is really "First in Line" for the Vaccine?"
- CASE: Rationing Crisis Care in Oregon

**LEARNING ACTIVITIES: (approx. 2 hours)**

- Participate in Zoom class, Wednesday, January 6, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

### WEEK 2: ETHICS in the PHYSICIAN-PATIENT RELATIONSHIP

#### MONDAY, JANUARY 11

**READ: (approx. 1.5 hours)**

- Thomas McCormick, "Principles of Bioethics"
- Abraham Verghese, "Treat the Patient—Not the CT Scan"
- Sandeep Jauhar, "When Doctors Need to Lie"
- CASE: The Doctor's Dilemma

**SUBMIT: (approx. 1 hour)**

- Discussion Board Post 2: "The Doctor's Dilemma" (submission by 2pm)

**LEARNING ACTIVITIES: (approx. 3 hours)**

- Participate in Zoom class, Monday, January 11, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

### **WEDNESDAY, JANUARY 13**

#### **READ: (approx. 1.5 hours)**

- David Orentlicher, "The Physician's Duty to Treat During Pandemics"
- Francis Bakewell, et al., "Ethical Considerations of the Duty to Care and Physician Safety in the COVID-19 Pandemic"
- Case: The Duty to Treat

#### **LEARNING ACTIVITIES: (approx. 2 hours)**

- Participate in Zoom class, Wednesday, January 13, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

#### **PREPARE:**

- Set up Zoom appointment with me for January 18 or 19 to discuss term paper

### **WEEK 3: PHYSICIAN-PATIENT RELATIONSHIPS MONDAY, JANUARY 18, TUESDAY, JANUARY 19**

#### **SCHEDULE:**

- Zoom appointment to discuss Term paper
- Review "Term Paper Process," "Term Paper Options," "Term Paper Topics"

### **WEDNESDAY, JANUARY 20**

#### **VIEW (approx. time: 1 hour)**

- PBS Video: "The Vaccine War"

#### **READ: (approx. time: 1 hour 30 minutes)**

- Danielle Ofri, "My Patient Doesn't 'Do' Vaccines"
- AAP Committee on Bioethics, "Responding to Parental Refusals of Immunization of Children"
- Dorit R. Reiss, Arthur L. Caplan, "Considerations in Mandating a New COVID-19 Vaccine in the USA for Children and Adults"
- Case Study: "Treating Children Whose Parents Refuse to Have Them Vaccinated"

#### **SUBMIT: (approx. 1 hour)**

- Discussion Board Post 3: "Treating Non-Vaccinated Children" (submission by 2pm)

#### **LEARNING RESPONSIBILITIES (approx. time: 2 hours)**

- Participate in Zoom class, Wednesday, January 20, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

## WEEK 4: ETHICAL ISSUES IN REPRO-GENETICS

MONDAY, JANUARY 25

**VIEW: (approx. time: 15 minutes)**

- “Breeding Out Disease”

**READ: (approx. time: 1 hour)**

- Paul R. Brezina, Yulian Zhao, “Ethical, Legal, and Social Issues Impacted by Modern Assisted Reproductive Technologies”

**LEARNING RESPONSIBILITIES (approx. time: 2 hours)**

- Participate in Zoom class, Monday, January 25, 4pm

WEDNESDAY, JANUARY 27

**VIEW: (approx. time: 10 minutes)**

- “Gender Selection of Babies is a Growing Trend”

**READ: (approx. time: 1.5 hours)**

- Erika Check Hayden, “Would You Edit Your Children’s Genes?”
- American Society of Reproductive Medicine, Ethics Committee, “Use of Reproductive Technology for Sex Selection for Non-Medical Purposes”
- Harry J. Lieman, MD, and Andrzej K. Breborowicz, “Sex Selection for Family Balancing”
- Case Study: It Would Be Perfect

**SUBMIT: (approx. 1 hour)**

- Discussion Board Post 4: “It Would Be Perfect” (submission by 2pm)

**LEARNING ACTIVITIES: (approx. 2 hours)**

- Participate in Zoom class Wednesday, January 27, 4pm
- Review and utilize “Moral Deliberation Process” worksheet

## WEEK 5: ETHICAL ISSUES IN RESEARCH

MONDAY, FEBRUARY 1

**VIEW: (approx. time: 30 minutes)**

- Video: “The Belmont Report”

**READ: (approx. time: 2 hours, 30 minutes)**

- Christine Grady, “Ethics of Vaccine Research”
- Brigitte A. Keller, “Bioethics in a Pandemic: Vaccine Research and Clinical Trials”
- Franklin G. Miller, “Ethics of Placebo Controls in Coronavirus Vaccine Trials”

**LEARNING RESPONSIBILITIES (approx. time: 2 hours)**

- Participate in Zoom class, Monday, February 1, 4pm
- Mid-Term distributed

### **WEDNESDAY, FEBRUARY 3**

#### **READ: (approx. time: 1 hour)**

- Beth Baker, "The Ethics of Changing the Human Genome."
- John Harris, Marcy Darnovsky, "A Debate: Gene Editing the Human Embryo"
- R. Alta Charo, "Who's Afraid of the Big Bad (Germline Editing) Wolf?"
- CASE: "This Disease Ends With Me"
- Process Paper 1

#### **SUBMIT: (approx. 1.25 hours)**

- Discussion Board Post 5: "This Disease Ends With Me" (submission by 2pm)
- Term Paper: Process Paper 1: "Purpose" (submission by mid-night)

#### **LEARNING ACTIVITIES: (approx. 5 hours)**

- Participate in Zoom class Wednesday, February 3, 4pm
- Review and utilize "Moral Deliberation Process" worksheet
- Work on Mid-Term Exam

### **WEEK 6: JUSTICE and HEALTH CARE RIGHTS**

#### **MONDAY, FEBRUARY 8**

#### **SUBMIT: (approx. 3 hours)**

- Mid-Term Exam (submission by mid-night)

#### **VIEW: (approx. time: 1 hour)**

- Video, "Sick Around the World"

#### **READ: (approx. time: 1.5 hours)**

- Lawrence O. Gostin, "Five Values to Guide Health System Reform"
- Atul Gawande, "Is Health Care a Right?"

#### **LEARNING RESPONSIBILITIES (approx. time: 2 hours)**

- Participate in Zoom class, Monday, February 8, 4pm



## WEDNESDAY, FEBRUARY 10

### VIEW: (approx. time: 1 hour)

- Video, "Sick Across America"

### READ: (approx. time: 1 hour)

- Rebecca Dresser, "Priority-Setting in Biomedical Research"
- Leslie P. Scheunemann, Douglas B. White, "The Ethics and Reality of Rationing in Medicine"
- Case: Tragic Choices in Oregon

### SUBMIT: (approx. time: 1.50 hours)

- Discussion Board Post 6: "Tragic Choices in Oregon" (submission by 2pm)
- Term Paper: Process Paper 2: "Research Overview" (submission by mid-night)

### LEARNING ACTIVITIES: (approx. 2 hours)

- Participate in Zoom class Wednesday, February 10, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

## WEEK 7: RACIAL JUSTICE IN MEDICINE

### MONDAY, FEBRUARY 15

### READ: (approx. time: 2 hours, 30 minutes)

- Cynthia M. Jones, "The Moral Problem of Health Disparities"
- White Coats for Black Lives, "#Black Lives Matter: Physicians Must Stand for Racial Justice"
- Michele K. Evans, "COVID's Color Line – Infectious Disease, Inequity, and Racial Justice"
- Schmidt, et al., "Is it Lawful and Ethical to Prioritize Racial Minorities for COVID-19 Vaccines?"
- "University of Pittsburgh School of Medicine Class of 2024 Oath"

### LEARNING RESPONSIBILITIES (approx. time: 2 hours)

- Participate in Zoom class, Monday, February 15, 4pm.

## WEDNESDAY, FEBRUARY 17: ABORTION ETHICS

### READ: (approx. time: 2 hours)

- Sallie Tisdale, "We Do Abortions Here"
- Bonnie Steinbock, "Abortion"
- Barack Obama, "Finding that Common Ground"
- Guttmacher Institute, "Induced Abortion in the United States"
- Case: The Second Abortion

### SUBMIT: (approx. time: 1.50 hours)

- Discussion Board Post 7: "The Second Abortion" (submission by 2pm)
- Term Paper: Process Paper 3: "Paper Outline" (submission by mid-night)

### LEARNING ACTIVITIES: (approx. 2 hours)

- Participate in Zoom class Wednesday, February 17, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

## **WEEK 8: MORAL STATUS and PERSONHOOD**

### **MONDAY, FEBRUARY 22: SELECTIVE ABORTION AND CONSCIENTIOUS OBJECTION**

#### **READ: (approx. time: 2 hours)**

- Sara Zhang, "The Last Children of Down Syndrome"
- Ronit Stahl, Ezekiel J. Emanuel, "Physicians, Not Conscripts-Conscientious Objection in Health Care"

#### **LEARNING RESPONSIBILITIES (approx. time: 2 hours)**

- Participate in Zoom class, Monday, February 22, 4pm.

### **WEDNESDAY, FEBRUARY 24: PERSONHOOD and DEFINING DEATH**

#### **READ: (approx. time: 2 hours)**

- Robert M. Veatch, "A Short History of Brain Death"
- Rachel Aviv, "What Does It Mean to Die?"
- Michele Goodwin, "Implicit Bias and the Case of Jahi McMath"
- Case Study: Dying, Not Dead?

#### **SUBMIT: (approx. time: 1.50 hours)**

- Discussion Board Post 8: "Dying, Not Dead?" (submission by 2pm)
- Term Paper: Process Paper 4: "Draft Conclusion" (submission by mid-night)

#### **LEARNING ACTIVITIES: (approx. 2 hours)**

- Participate in Zoom class, Wednesday February 24, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

## **WEEK 9: RESCUING LIFE: TRANSPLANTS AND NICU ETHICS**

### **MONDAY, MARCH 1: ORGAN DONATION**

#### **VIEW: (approx. time: 7 minutes)**

- Video: "Gratitude"

#### **READ: (approx. time: 2 hours)**

- Albert R. Jonsen, "The Ethics of Organ Transplantation: A Brief History"
- President's Commission on Bioethics, "Organ Transplantation: Ethical Dilemmas and Policy Choices"
- Michele Goodwin, "The Veneer of Altruism"
- Case Study: Organ Recycling Policies

#### **SUBMIT: (approx. time: 1 hour)**

- Discussion Board Post 9: "Organ Recycling Policies" (submission by 2pm)

#### **LEARNING ACTIVITIES: (approx. time: 2 hours)**

- Participate in Zoom class, Monday, March 1, 4pm.
- Review and utilize "Moral Deliberation Process" worksheet

### **WEDNESDAY, MARCH 3: NICU ETHICS**

**Guest Speaker: Cassandra Brown, RN**

**READ: (approx. time: 2 hours)**

- Jennifer McGuirl, Alan Fleischman, "Neonatal Care"
- Brenda Barnum, "Benevolent Injustice: A Neonatal Dilemma"
- Jonathan Muraskas, Kayhan Parsi, "The Cost of Saving the Tiniest Lives"
- Case Study: The Nurse's Distress

**PREPARE: 1 question from the reading or case for our guest speaker**

**SUBMIT: (approx. time: 1 hour)**

- Term Paper: Process Paper 5: "Draft Introduction" (submission by mid-night)

**LEARNING ACTIVITIES: (approx. 2 hours)**

- Participate in Zoom class, Wednesday, March 3, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

### **WEEK 10: END-OF-LIFE ETHICS**

#### **MONDAY, MARCH 8**

**VIEW: (approx. time: 1 hour)**

- Video: "Being Mortal"

**READ: (approx. time: 2 hours)**

- Ezekiel J. Emanuel, "Why I Hope to Die at 75"
- Atul Gawande, "Letting Go"
- Case Study: Requests for Death

**LEARNING ACTIVITIES: (approx. 2 hours)**

- Participate in Zoom class, Monday, March 8, 4pm
- Review and utilize "Moral Deliberation Process" worksheet

#### **WEDNESDAY, MARCH 10**

**VIEW: (approx. time: 10 minutes)**

**READ: (approx. time: 2 hours)**

- Katrina Hedberg, "Oregon's Death with Dignity Act: 20 Years of Experience to Inform Debate"
- Courtney S. Campbell, "Mortal Responsibilities: Bioethics and Medical Assisted Dying"

**SUBMIT: (approx. time: 1 hour)**

- Discussion Board Post 10: "Requests for Death" (submission by 2pm)

**LEARNING RESPONSIBILITIES (approx. time: 2 hours)**

- Participate in Zoom class, Wednesday, March 10, 4pm.

#### **FRIDAY, MARCH 12**

**Submit**

- **Term Paper and Process Paper 6** (Submission by mid-night, March 12)

## **COURSE POLICIES**

### **Communication**

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24 hours. I will strive to return your assignments and grades for course activities to you within one week of the due date.

### **Late Work Policy**

Late work may be submitted up to one week past the original due date. Any assignment submitted after the due date is subject to late work penalties. A late work penalty equivalent to 10% of the assignment's total possible value will be assessed for each day the assignment is late, up to one week post-due date. Work will **NOT be accepted after one week past the assignment's original due date**, resulting in a zero grade for the assignment.

### **Incompletes**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final exam). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### **Statement Regarding Religious Accommodation**

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

### **Academic Integrity**

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

### **Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

### **Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Tutoring and Writing Assistance**

TutorMe is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Access TutorMe from within your Canvas course menu.

The Oregon State [Online Writing Suite](#) is also available for students enrolled in Ecampus courses.

### **Student Evaluation of Courses**

During Fall, Winter, and Spring term, the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

