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|  | | | ***Electives in Medicine***  ***2020-2021*** | | **EMED.# *Course*** |
| *1.1.Elective Course Title* | | | ***Bioethics and Movies*** | | |
| *2.1. Name of course instructor* | | | ***Yesim Isil Ulman*** | | |
| *2.2. Names of co-instructors (if present)* | | | ***-*** | | |
| *3.1. Brief course description This course aims to enhance ethical reasoning skills through movies Robots, farm animals, human clones, disabled individuals, and genetically ideal persons star in a collection of movie screenplays that may attract attention to university students more highly than a classical teaching method. This is an innovative way in teaching ethics and to raise ethical sensitivity through this tool.*  *Movies are useful medium to narrate ethical issues in science and medicine, and to detect main issues of bioethics in a narrative backdrop. As put by Miksanek, “Films can provide vivid and emotionally engaging illustrations of philosophical issues” that may serve the students to raise awareness, to perceive the ethical dilemma in a particular situation or case, and to develop ethical reasoning skills through the plot analysis.*  *Some of the examples to these movies are as follows: I, Robot; Soylent Green; Wit; Talk to Her, The Sea Inside, and My Life Without Me; Ikiru by director Akira Kurosawa; Gattaca; Million Dollar Baby and so on(Bowman,2005).* | | | | | |
| *4.1. Course Objectives / Learning Outcomes*   * *To utilize self-directed learning hour by turning the movie watching into an enjoyable educative practice* * *To detect an ethical dilemma at a given case, namely the film scenario.* * *To develop ethical reasoning skills by handling the story for class discussion* * *To learn from others both by working in couples before the class and by initiating class discussion.* * *To raise awareness about the different perspectives and viewpoints of peers in the Class and with her/his mate.* * *To develop critical thinking and bioethical insight.* | | | | | |
| *5.1. Supported EME Course Basic Objective(s)*  (Please, mark the supported EME Course basic objective(s) and explain briefly.)   |  |  |  |  | | --- | --- | --- | --- | | **No.** | **EME Course Basic Objectives** |  | **Explanation** | | **1** | Self-directed learning |  | Students will be able to benefit leisure to watch movies autonomously picked from a particular list of movies. | | **2** | Collaboration and Productivity / Team work |  | Students will work as couples at every phase of the course, watching, discussing, deliberating, reasoning and preparing a class presentation. | | **3** | Understanding and using the basic principles of evidence-based scientific approaches |  | Students will be provided with a methodology of ethical analysis to carry out handling with the film narrative. | | **4** | Expressing him/herself (oral and written) |  | Students will have the opportunity to present & discuss their work in the Class, and write a report about it. | | **5** | Project development implementation and evaluation |  | Students will be able to and enjoy how daily life conflicts harbour ethical dilemmas by means of a movie screenplay. | | **6** | Being aware and taking of the social and ethical responsibilities |  | Students will be able to develop a moral and social insight into the dilemmas, carry this skill on real world conflicts and develop an ethical approach to resolve them. | | | | | | |
| *6.1. Minimum number of participants* 8 | | *6.2. Maximum number of participants*  10 | | *6.3. Year(s) and Semester(s) Offered ( )*   |  |  |  | | --- | --- | --- | | *Years /Semesters* | ***Fall*** | ***Spring*** | | ***First*** |  |  | | ***Second*** |  | ***x*** | | ***Third*** |  | ***x*** | | |
| *7.1. Prerequisite of the course*  **To have finished the 1st year at medical education** | | *8.1. Planned Product(s) of the course* (At the end of the course students should create a product as a research report, presentation, and so on.)  **At the end of the course students should have skilled in detecting an ethical dilemma at a specific situation i.e. in a film scenario, and in navigating an ethical analysis.** | | | |
| *9.1. Assessment and evaluation plan* (This plan will be announced in the form of the course description.)  Class presentation (50% Midterm Exam) and short report (50% Final exam) conducted by clearly written task assignment. | | | | | |
| **10.1. THE WEEKLY PLAN (2020-2021 Spring, Online, Virtual Class)** | | | | | |
| **Weeks** | **Activities** | | | | |
| **1** | Short presentation of introduction and Aims, | | | | |
| **2** | Students are encouraged to determine the content and dynamic of by brainstorming, freedom to choose | | | | |
| **3** |  | | | | |
| **4** | Grup 1 Class Presentation and Discussion | | | | |
| 5 |  | | | | |
| **6** | Grup 2 Class Presentation and Discussion | | | | |
| **7** |  | | | | |
| **8** | Grup 3 Class Presentation and Discussion | | | | |
| **9** |  | | | | |
| **10** | Grup 4 Class Presentation and Discussion | | | | |
| **11** |  | | | | |
| **12** | Grup 5 Class Presentation and Discussion (Optional if the Class is composed of 8 people) | | | | |
| **13** |  | | | | |
| **14** | Wrap up, Feedback and concluding remarks (Paper submission deadline) | | | | |

**Suggested Reading:**

* Jan Helge Solbakk, Movements and Movies in Bioethics: The Use of Theatre and Cinema in Teaching Bioethics, In: Bioethics Education in a Global Perspective, edited by Henk ten Have, 2015: 203-221.
* James Bowman, Bioethics at the Movies, JSTOR; Centre for the Study of Technology and Society, 2005, 8: 93-100.
* Silviya Aleksandrova-Yankulovska, An innovative approach to teaching bioethics in management of healthcare, Nursing Ethics, 2016, 23(2): 167–175.
* Tony Miksanek, Bioethics at the Movies. JAMA. 2009;301(11):1180–1181. doi:10.1001/jama.2009.329

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