



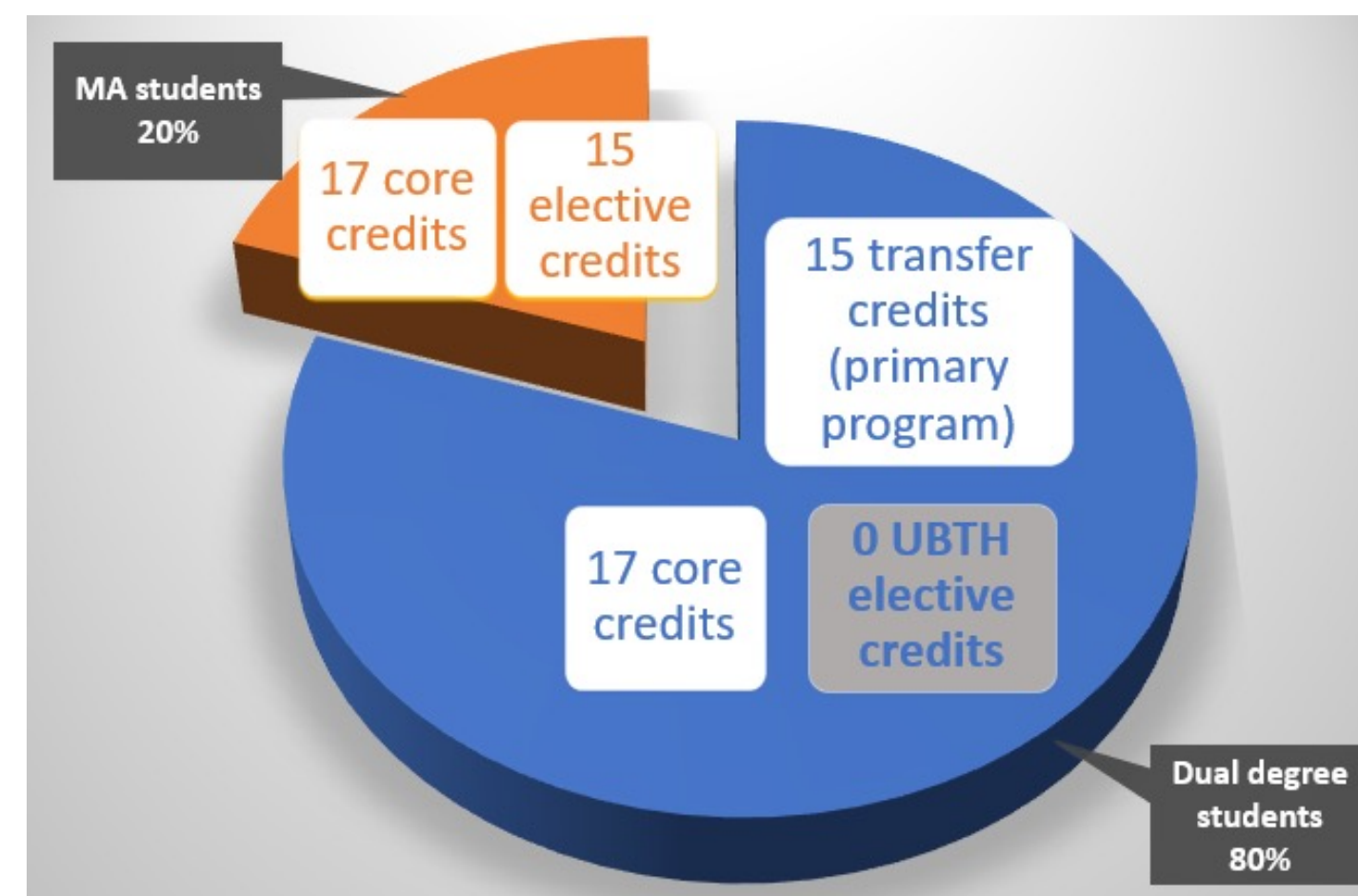
## Introduction

Urban Bioethics is an interdisciplinary graduate program housed in an academic medical center with a student body of ~130.

**Problem 1:** Our core faculty are responsible for most of our teaching, but affiliated faculty want more teaching opportunities.

**Problem 2:** We offer dual degrees and a standalone MA; only about 20% of our ~130 students pursue the standalone MA that requires electives.

In recent years, dual degree students have expressed interest in our elective offerings based on positive feedback from their non-dual degree peers.



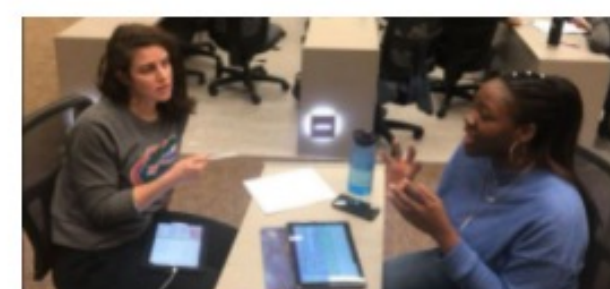
**Solution:** This mutual need created a unique opportunity to craft a new educational model through a program we call 'Bioethics Mini-Rounds.'

## Implementation

Gravity forms were developed on our program's WordPress site for management of faculty proposals & student applications.

*We are excited to announce a new MAUB program*

### Bioethics Mini-Rounds



Communications were sent via MailChimp for a more engaging look and to monitor open and click rates.

## Bioethics Mini-Rounds

Bioethics Mini-Rounds (BMR) were conceptualized as a free, non-credited supplemental educational offering consisting of 4 90-minute sessions over the course of a semester with a faculty member and no more than 5 students. This format was chosen with the following anticipated benefits in mind:

For Faculty	For Students
<ul style="list-style-type: none"> <li>Engaged group of fellow learners</li> <li>Chance to explore, describe, or develop research topic</li> <li>Test a new elective idea</li> <li>Autonomy of teaching with focus on dialogue, not assessment</li> </ul>	<ul style="list-style-type: none"> <li>Engaged group of fellow learners</li> <li>See how research and courses are developed</li> <li>Lower student-faculty ratio</li> <li>No additional cost</li> <li>Gain exposure to a topic with lower workload and time commitment</li> </ul>

All core and affiliated faculty were invited to submit a topic proposal for Spring 2021. Although the proposal form sent to faculty had space for anticipated session topics and possible texts, these were not required. Faculty were encouraged to focus on student learning and to see students as active collaborators by seeking student input on the meeting schedule, session topics, or texts (Postareff & Lindblom-Ylance).

Research in Students as Partners suggests seeking input from students and incorporating their interests and perspectives through collaborative partnership "require[s] and inspire[s] trust, attention, and responsiveness" (Cook-Sather et al: 2). Fostering relationships of trust that allow students to see the value of scholarly collaboration and the process of emerging research in action (in all its exciting uncertainty) creates space & conditions for deep, mutual learning to occur. For these reasons, BMRs would be limited to 5 students.

## BMR Roll-out

The Spring 2021 BMR launch had 2 proposals from 2 faculty – "Why is health so complex? Unraveling bioethics with systems thinking" and "Public health approaches to tackling the overdose epidemic" with 1 and 3 students applying to participate, respectively. We did not have to go to our lottery system to choose students as neither BMR hit capacity.

Faculty were given their students' contact information and they were responsible for coordinating the timing of the 4 sessions. One faculty ran his BMR with a syllabus, while the other ran hers as an iterative exploration, following student interest for subsequent sessions.

## Feedback & Assessment

Faculty de-brief sessions: Faculty positively highlighted the small group size, the limited number of sessions, the unique flexibility of the program, and the ability to learn with students and customize the topic to their interests as benefits. Faculty shared that logistics such as scheduling and sharing materials were not obstacles for them or participants.

From Student online feedback forms: Highlighted the exposure to unique topics and experts and the value of discussions. All students expressed a desire for more than 4 meetings. A fourth year MD/MA student shared:

*"This was really great, and truly the highlight of my semester."*

## Next Steps

"Autonomy and Embodiment" and "What Say You Solomon? A Closer Look at the Manifestation of Structural Racism in Philadelphia" BMRs were offered in the Summer and Fall 2021 sessions, and each received similar faculty and student positive evaluations. Our goals for the coming semesters include engaging more affiliated faculty in the BMR program and raising enrollment.