Best Practices for Trauma-informed Bioethics
Developed in Collaboration with Administrators and Students

Alexandra Bradner
Department of Philosophy
Kenyon College

with
Holly Baker, Associate Director of Counseling, Kenyon College
Samantha Jones Hughes, Civil Rights/Title IX Coordinator, Kenyon College

Thursday, November 10, 2022

The Challenge

Bioethics courses typically cover a number of sensitive topics, including the ethics of abortion, elective surgery, hookup culture, sexual perversion, euthanasia, physician-assisted suicide, human enhancement, IVF, and international adoption, among many other topics.

The Challenge

Students have always entered our classrooms with their own personal experiences of these issues. But, due to recent cultural shifts:

- Students are sharing more with their institutions about their experiences;
- Institutions are offering broader accommodations to students;
- Faculty are learning more, from our culture’s increasingly public conversations, about experiences they have never had themselves.

The Challenge

“70% of adults in the U.S. [223.4 million people] have experienced at least some type of traumatic event at least once in their lives…. 90% of sexually abused children, 77% of children exposed to a school shooting, and 35% of urban youth exposed to community violence develop Post Traumatic Stress Disorder.”

Trauma: “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual’s functioning and physical, social, emotional, or spiritual well-being.”

Situations that can be traumatic

- Physical or sexual abuse
- Abandonment or neglect
- Grief from death or loss of a loved one
- Experience with racism or microaggressions
- Automobile accidents or other serious accidents
- Life-threatening illnesses in the student or caregiver and/or painful medical procedures
- Witnessing or experiencing violence, domestic or otherwise: war, fighting, shootings, stabbings, robberies.
- Witnessing police activity or having a close relative incarcerated
- Bullying
- Life-threatening natural disasters
- Acts or threats of terrorism (viewed in person or on television)
- Living in chronically chaotic environments: housing and financial resources not consistently available

Universal Design for Learning (UDL) is a pedagogical approach that aims to give all students an equal opportunity to succeed.

UDL draws from the Ethics of Care, an approach to normative ethics in which equity is secured not by treating everyone equally, but by fulfilling the particular needs of the people (non-human animals, et al) close to you.

In the case of physical challenges, this might involve providing notetakers or PDF readers.

In the case of emotional challenges, this might involve adopting trauma-informed pedagogies, such as advance warnings and assessment options.
UDL requires some **moral imagination** on the part of faculty members, as no faculty member has personal experience or professional training with every possible population and learning challenge.

One of the standing objections to the Ethics of Care is that caregivers must **determine the needs** of those cared for, in order to provide good care. But there are barriers in any caregiver’s **epistemic access** to the needs of those for whom they care.

Faculty hope to offer a **maximally inclusive** classroom experience. So faculty hope to accurately **anticipate** every student’s needs. Faculty then hope to **accommodate** those needs. Faculty also hope to accommodate those needs while continuing to convey the **canonical texts, topics, and practices** of their discipline.

**Principles of UDL**

- **Provide multiple means of engagement:** Stimulate interest, motivation, and persistence in learning. Just as students learn more effectively when they are engaged and motivated, their performance on assessments can be enhanced by increasing engagement.

- **Provide multiple means of action and expression:** Offer different methods for students to demonstrate what they are learning such as through writing, multimedia, or demonstration.

- **Provide multiple means of representation:** Consider the ways in which the items are presented (e.g., text, graphs, charts, images, videos, demonstrations, objects to manipulate) and if they create barriers for students.

[http://udloncampus.cast.org/page/assessment_udl](http://udloncampus.cast.org/page/assessment_udl)
Principles of trauma-informed pedagogy

- Maintain routines and deadlines, warn students well in advance of changes
- Increase your level of support and encouragement
- Create trust, make yourself a trustworthy person, validate students’ lived experiences
- Be mindful of power dynamics
- Guard students’ confidentiality
- Give students choices, affirm their agency, empower them
- Actively prevent retraumatization: anticipate which course materials, in-class discussions, and environmental features might retraumatize students
- Set clear limits and consequences for inappropriate or inhumane classroom behavior
- Protect traumatized students from their peers’ curiosity and mistreatment
- Refer students to appropriate campus professionals. Don’t take on a counseling role.
- Seek help with your own traumas and practice self-care

Adapted from: https://www.nctsn.org/resources/suggestions-educators-helping-traumatized-children-school and https://barnard.edu/trauma-informed-pedagogy

Bioethics

The desiderata above are difficult to fulfill in a bioethics class.

Philosophy, as traditionally practiced, asks students to question their beliefs, in the spirit of unearthing the reasons for them.

Questioning one’s beliefs can be uncomfortable, especially when those beliefs have been shaped by a personal experience. An attack on the reasonableness of the belief can be received as a personal attack on one’s understanding of or reaction to the difficult experience.

Bioethics

There are two kinds of readings in bioethics that are controversial right now:

1) Dated one-off articles, like Peter Singer’s 1974 “All Animals Are Equal,” which, in the spirit of opposing the killing of non-human animals for experimentation and food, asks readers to compare the capacities of some people with disabilities, whom we would not kill for experimentation and food, to non-human animals, which we would kill for experimentation and food, in order to highlight that inconsistency.

People with disabilities have argued this work is dehumanizing, because it temporarily entertains the eating of people with disabilities.

We can eliminate these articles from the canon, just as we might remove racist writings by Kant, for example.

Bioethics

Harder cases include:

2) Papers on up-to-the-minute topics such as physician-assisted death in Belgium and the Netherlands for children with depression; abortion; hookup culture on college campuses; and the ethics of elective surgery.

These topics can be distressing or triggering for students with related experiences. But these topics are valuable, educational, and engaging for students who have not had such experiences. Several of these topics—such as abortion and physician-assisted death—are also foundational to the discipline of bioethics.
Bioethics

Is there a way to offer bioethics, as typically taught, without negatively impacting students who have had personal experiences with, for instance, suicide, rape, abortion, or disability?

I don't think so.

Suggestions follow for how one might teach a rigorous bioethics course that remains inclusive by making it possible for students, who have experienced trauma or abuse, to avoid topics that are unhealthy for them.

A. Pre-registration

Before registering, students should have access to a complete description of the current faculty member’s version of the course on the books—not just the catalog description.

A. Pre-registration

Typical catalog description:

“Bioethics considers the ethical principles and values relevant to life, and their application to the use of technology (particularly medical technology) to maintain, extend, and even produce human life.”

A. Pre-registration

(In better) Instructor description:

“In this discussion-based philosophy course, we will study contemporary ethical debates in medicine and biotechnology as they arise in four of our shared human life experiences: birth, illness, sex, and death. We will discuss readings about international and embryonic adoption, prenatal screening, abortion, public oversight of CRISPR-Cas9 and human enhancement, vaccine hesitancy and distribution, human and non-human animal experimentation, informed consent and patients’ rights, caregiving, elective surgery, recreational drug use, hookup culture, sexual perversion, the concept of sex and atypical sexual characteristics, prostitution, sex trafficking, euthanasia, killing in war, immortality, and the meaning of life.

“Throughout the course, we will consider the background role played by the distinction between the natural and the unnatural, and whether the distinction is an artificial one, wielded by social powers in the name of science as a weapon against populations that are new, marginalized, or perceived as foreign or threatening.

“To succeed in this course, students should have strong reading comprehension, argumentative writing, and oral discussion skills. The final course grade will be based upon several 2-3-page argumentative response papers, in-class engagement, and the presentation of a final paper in an in-class conference.”
In this discussion-based philosophy course, we will study contemporary ethical debates in medicine as they arise in four of our shared human life experiences: birth, illness, sex, and death. We will discuss readings about international and embryonic adoption, prenatal screening, abortion, public oversight of CRISPR-Cas9 and human enhancement, vaccine hesitancy and distribution, human and non-human animal experimentation, informed consent and patients' rights, caregiving, elective surgery, recreational drug use, hookup culture, sexual perversion, the concept of sex and atypical sexual characteristics, prostitution, sex trafficking, euthanasia, killing in war, immortality, and the meaning of life.

Throughout the course, we will consider the background role played by the distinction between the natural and the unnatural, and whether the distinction is an artificial one, wielded by social powers in the name of science as a weapon against populations that are new, marginalized, or perceived as foreign or threatening.

To succeed in this course, students should have strong reading comprehension, argumentative writing, and oral discussion skills. The final course grade will be based upon several 2-3-page argumentative response papers, in-class engagement, and the presentation of a final paper in an in-class conference.
**Attendance**

“In recognition of this, every student can miss four class sessions of this twice-weekly class without penalty and without telling me why. There is no attendance requirement for this class, but there is an engagement grade. Students will want to attend class to process the material, contribute to class discussion, and find community. But students can earn an ‘A’ engagement grade by making the most of their presence when they are in attendance, even if they miss four class sessions.”

“Students can request the recording of a class on occasion in the case of any kind of absence.”

---

**In-class discussion**

“Students who might be negatively impacted by our course materials can skip the class sessions on those materials, thus protecting themselves, to some extent. But philosophical discussions are, by their nature, open, probative, and uncomfortable. In every philosophy class, we aim to raise objections against both our personal beliefs and socially accepted ways of thinking, in order to unearth reasons for those beliefs and develop better alternatives.”

---

**Assessment structure**

“Students will be assessed in four, short critical responses—one for each of our four units: birth, illness, sex, and death. These responses will serve as scaffolding for the end-of-term group conference and final paper. Students may choose on which readings to write their responses. Please keep in mind that you will select one of your four responses to revise, submit to peer review, and present to the class.

**Resources for support**

“Last, I have tried to provide resource links and phone numbers, when relevant, to support students who might be looking for personal assistance with our subject matter.”
### Faculty and student responsibilities

"In general, I consider it my responsibility to inform students ahead of time about the issues we will cover and when we will cover them, and to attentively guide class discussions.

"I consider it each student’s responsibility to determine which class sessions they might have to miss and whether the course is a good fit for them at this time."

### B. Syllabus statement

"After reviewing the syllabus, if you feel that you would have to miss more than four class sessions or that an open discussion about challenging topics would have a lasting negative impact on you, then this course is not a good fit for you right now.

"In the same spirit that an athlete might avoid taking organic chemistry when they are in season, a student who has experienced trauma or abuse might postpone bioethics to a time at which they could attend the suggested critical mass of class sessions without threatening their health."

### C. Schedule of readings

On the schedule of readings, under each topic and homework assignment, brief, one-sentence descriptions (a) alert students to the reading content and (b) list resources, where appropriate.

"The following readings address physical and mental health and the ethics of suicide. Calling 988 will connect you directly to the National Suicide Prevention Lifeline (https://suicidepreventionlifeline.org), which is staffed by trained crisis counselors 24/7, 365 days a year."
Virtues

In response to the demands of UDL and trauma-informed pedagogy, faculty have raised the concern that (1) it is unreasonable to expect faculty to be responsible for student comfort, especially when faculty cannot know—and should not know—their students’ psychological histories.

Faculty also feel strongly that (2) they should have the final say in determining what materials end up on their syllabi. This is the very point of the Ph.D., of expertise.

Virtues

This course design, through its syllabus statement, aims to accommodate those two faculty concerns by making explicit faculty and student responsibilities.

The responsibility for student comfort must be shared, as faculty do not—and should not—have epistemic access to the details of students’ backgrounds and psychological histories.

Objections

1. **Coverage** is sacrificed when students can opt out of certain readings.

2. Changes like this are part of the broader, consumerist approach to higher ed, in which education involves only the transaction of tuition for credentials. On this model, **structural power flows to students** (the consumers), as faculty are abandoned by their institutions.

Objections

1. **Coverage** is sacrificed when students can opt out of certain readings.

Material *is lost*. As we think more about what each student needs, we inch higher ed toward a plural, tutorial model, in which faculty conceptualize their task as the instruction of 25 individuals, instead of the instruction of a “class.”
2. ... **structural power flows to students** (the consumers), as faculty are abandoned by their institutions.

This course design preserves the faculty member as the final adjudicator of course content, while responding to the need for inclusivity.

**Unresolved issues**

**High-impact pedagogies**, such as peer-reviewed capstone conferences, in which students respond to one another’s work in public, are difficult to organize, when the instructor knows that students are trying to avoid certain topics, but does not know which topics and why.

**Unresolved issues**

Philosophical discussions must be open discussions, which means they can be unpredictable. Students can struggle with the ways in which their peers respond to particular topics in class discussion.

**Unresolved issues**

Institutions should clarify and update their **academic freedom policies** to align with new DEI and Title IX policies.

Because private institutions are permitted by law to honor both First Amendment freedoms of speech and academic freedom *at their discretion*, private institutions, especially, must announce explicitly whether faculty have final say in determining the form and content of their syllabi.
Suggestions for educators from the National Child Traumatic Stress Network:
https://www.nctsn.org/sites/default/files/resources//suggestions_for_educators.pdf

University of Michigan CRLT’s Equity-Focused Teaching Strategies:
https://docs.google.com/document/d/1UK3HFQv-3oMDNjYz3bPp3384pOL7hbgPEDJSY1Z8/edit#heading=h.5yxlphlmjs

“Keeping up with Trauma-informed Pedagogy” from the ALA:
https://www.ala.org/acrl/publications/keeping_up_with/trauma-informed-pedagogy

AAUP FAQ on academic freedom:
https://www.aaup.org/programs/academic-freedom/faqs-academic-freedom

AAUP report on trigger warnings:
https://www.aaup.org/report/trigger-warning

AAUP from 1940:

University of Chicago site on free expression and report from their committee on free expression:
https://freeexpression.uchicago.edu/

The American Philosophical Association appears not to have its own statement on academic freedom. Instead, the APA Code of Conduct endorses the AAUP Statement on Professional Ethics:
https://www.aaup.org/report/statement-professional-ethics
https://www.apaonline.org/page/codeofconduct#i

Cornell statement:

Pitt statement:
https://www.provost.pitt.edu/statement-academic-freedom

Bibliography on equity-focused teaching:
https://crlt.umich.edu/equity-focused-teaching/research-basis
References

Kenyon College's Counseling Center resource page:

Kenyon College's Civil Rights page with on- and off-campus resources:

Thank you

Thank you to Holly Baker and Samantha Jones Hughes, for contributing their professional expertise, and to Melissa Jacquart and Amanda Corris for organizing this session and bringing pedagogical content the PSA.

Contact: bradnera@kenyon.edu alexandrabrader@gmail.com