

## Instructor Guide:

# *Brain Donation and Bioethics*

### Estimated Lesson Timeline:

**55 minutes total + 20 minute optional add-on**

- 5 minutes: Introduction
- 30 minutes: What it means to donate your brain to science
- 20 minutes: Bioethics policy evaluation activity
- (Optional) 20 minutes: Debate on policies of expressed vs. presumed consent

**Prior knowledge needed:** This lesson does not require a background in biology in order to complete it. This lesson is suitable for students from a variety of disciplinary backgrounds including philosophy, psychology, science and technology studies, and any of the life sciences.

### Learning Objectives:

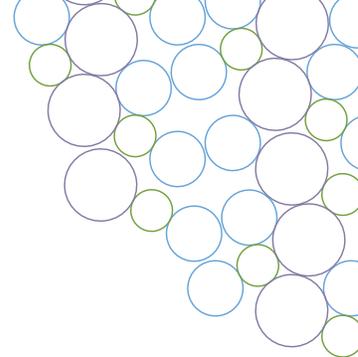
- Students will reflect on the importance of bioethics within biomedical research
- Students will describe the process of both living and post-mortem brain donation, and how these types of donations provide different biological data
- Students will appreciate and be able to articulate why some people may choose to not donate their brain to science
- Students will articulate the importance of neurodiversity within brain science
- Students will reflect on the ethical implications of policies of expressed vs. presumed consent
- Students will articulate the importance of consent within biomedical research

### Using this lesson:

There are two (suggested) ways that this lesson can be used in your classroom.

1. Independent assignment: This lesson can be assigned to students for them to complete outside of class on their own. If you chose to use the lesson as an individual assignment, students can download the lesson and fill it out on their own as-is.

2. Classroom setting: If you chose to use this lesson in class rather than independently assigning it to students, you can choose to facilitate a class debate between the bioethics policies of presumed consent vs. expressed consent. See a suggested guide for how to facilitate this debate below.



# Optional Add-On: Bioethics Policy Debate

**Step 1:** Divide the class into two groups.

**Step 2:** Group 1 will take on the position of supporting the model of “presumed consent.” Group 2 will take on the position of supporting “expressed consent.”

**Step 3:** Each group will take 15 minutes to research their assigned position as a team and fill in their activity sheet. The table students will fill out in their worksheets is featured below.

	A policy of presumed consent	A policy of expressed consent
Pros		
Cons		



**Step 4:** Suggested structure for a 20 minute debate

<i>Debate: A policy of expressed vs. presumed consent</i>	
<b>3 minutes</b>	Group 1 opening remarks
<b>3 minutes</b>	Group 2 opening remarks
<b>2 minutes</b>	Group 1 rebuttal/response
<b>2 minutes</b>	Group 2 rebuttal/response
<b>3 minutes</b>	Group 1 asks questions to Group 2
<b>3 minutes</b>	Group 2 asks questions to Group 1
<b>2 minutes</b>	Group 1 closing remarks
<b>2 minutes</b>	Group 2 closing remarks

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