

2027-01-28 · 80 minutes

Wk2 CER: Bioethics: who owns a body?

Your goal: Defend a bounded position on studying donated bodies using supplied facts, a reason, and a fair counterargument.

One product: One CER paragraph with a counterargument and response.

Question: Under what conditions would you support a teaching program using donated bodies?

Start the work

An honest starting record helps you choose a useful next step.

1. Read the definitions and three supplied evidence cards.
2. Read the fictional program proposal and the separate worked example.
3. Plan a claim, evidence, reasoning, and counterargument.
4. Write one paragraph and check that it answers the actual proposal.
5. Submit one response in the named HBS Schoology assignment.

If the assignment will not open, keep your paper or saved paragraph and tell Mr. Mendoza what is blocked. No separate board post or screenshot is required by this original discussion.

Words you will use

anatomy

The study of body structures.

specimen

A material examined in study; here, donated human remains.

body donation

Providing a body after death for a program's stated uses.

authorization

Permission through the process that applies to the program.

informed consent

Agreement based on understanding the proposed use and its conditions.

dignity

Respect owed to a person, including how their remains are treated.

ethical claim

A position about what should be done and why.

evidence

A supplied fact used to support or challenge a claim.

reasoning

An explanation of how the evidence supports the claim.

counterargument

A serious reason someone could give against your claim.

CER

Claim, evidence, and reasoning, three parts of an argument.

benefit

A useful result or advantage that a choice may provide.

Read facts and values separately

A fact describes what a source says or what a scenario supplies. An ethical judgment explains what should be done. Two readers can agree on a fact and give different weight to its consequences.

For this task, weigh learning benefit, meaningful permission, and respect for the donor and family. These are the discussion criteria. They are not a legal checklist.

The next cards summarize one real program's public FAQ. They do not describe every body-donation program or prove that donated bodies teach better than models.

Evidence card E1: educational purpose

UCSF describes body donation as supporting medical education and scientific research. This states the program's purpose. It supplies no comparison of learning outcomes from bodies and models.

Evidence card E2: permission process

UCSF permits adults to register before death. If someone dies without registration, its FAQ allows the stated representative or legal next of kin to sign the forms. It also describes a donor's written request to withdraw a gift. These are UCSF program details.

Evidence card E3: what families can expect

UCSF says it cremates remains and scatters them at sea after study. It does not return remains or provide families with reports of medical findings or study details. These conditions are relevant to a decision about participation.

Scenario S1: a fictional program proposal

A fictional anatomy program proposes using donated bodies alongside models. Its proposal includes supervised, respectful handling and a clear explanation of planned use and what happens afterward. It would check authorization through its own approved process before accepting a body.

No results comparing the two teaching methods are supplied. No actual donor or family appears in this scenario. Decide whether you support this proposal, oppose it, or would wait for specific information.

You may use E1 to E3 to explain which questions matter. Do not assume that the fictional program has UCSF's exact rules. Separate the scenario's promises from facts about UCSF.

A counterargument you can use independently

Possible objection: Models avoid using human remains, so the program should show why adding donated bodies is worth its costs and concerns.

Possible reply to a blanket rejection: The proposal includes permission checks and respectful handling; rejecting every use may overlook a properly authorized educational purpose.

Choose the objection that most seriously challenges your own position. You may write quietly using these statements. No partner, public speech, personal donation choice, or family story is required.

Worked example: a different teaching decision

This invented example concerns paper anatomy models, not body donation. A school has a reusable paper torso model. A worksheet asks learners to show where its parts fit. The model has no texture or movement.

Claim: Use the paper model for the placement task. Evidence: The worksheet asks where parts fit, and the model shows those positions. Reasoning: The model represents the information needed for this task.

Counterargument: It cannot show tissue texture. Response: That limit matters for a texture task, but this worksheet asks only about placement.

Notice the method: match evidence to the actual claim and answer a real limitation. Use this method for your own decision; do not copy its conclusion.

Try the decision

S1 proposes donated bodies alongside models, with permission checks and respectful handling. No comparison of learning outcomes is supplied. Which statement offers a bounded position?

- Support the proposal conditionally, while checking its permission and handling commitments in practice.
- Endorse any use of a donated body because a donation removes all further concerns.
- Oppose every use because models have been proved to teach equally well.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–8 minutes	Read the target and choose written or discussion participation.
8–23 minutes	Identify one program fact and one limit.
23–35 minutes	Mark the claim, evidence, reasoning, objection, and response.
35–48 minutes	Complete the first two planning fields.
48–60 minutes	Write a fair objection and response.
60–73 minutes	Combine the argument into one paragraph.
73–80 minutes	Check evidence, revise, and submit or retain a copy if blocked.

Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

Claim for the proposal

State whether you support S1, oppose it, or need more information. Name the condition or concern that matters most.

Make a claim about the fictional program, not about your own body or every program.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Evidence and its limit

Select one fact from E1, E2, or E3 and one detail from S1. Record their labels. Explain what each contributes and what neither proves.

The cards are about UCSF; S1 is a fictional proposal. Neither provides a measured comparison of learning outcomes.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

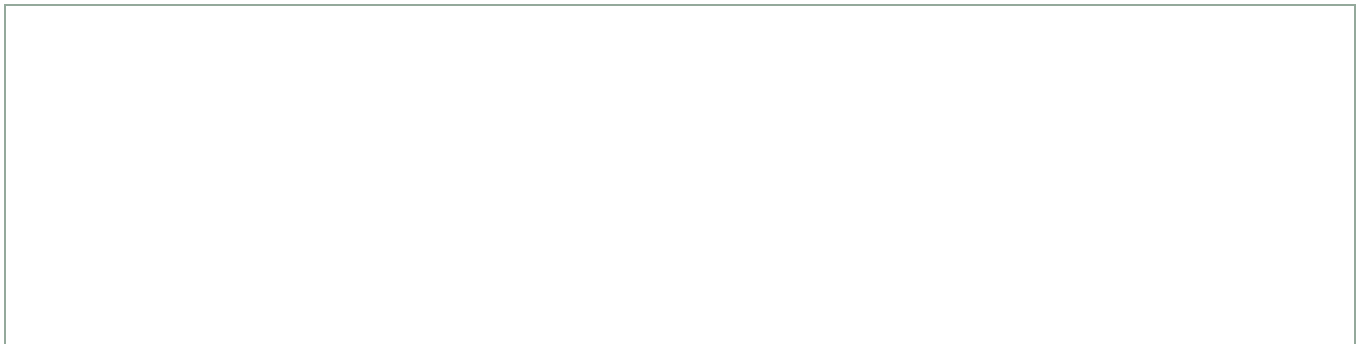


Counterargument and response

Write the strongest objection to your claim and a response that addresses it.

Use one of the supplied objections if working alone. Acknowledge a valid limit instead of dismissing the other position.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Your CER paragraph

Combine your claim, labelled evidence, reasoning, counterargument, and response into one paragraph.

Explain why the condition you chose matters. If you would wait, name the missing information and how it could change your decision.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Check your product

- Answer the fictional proposal with a clear position.
- Use a labelled source fact and a scenario detail accurately.
- Explain why that evidence matters to the claim.
- Address a serious counterargument and keep the conclusion within the evidence.

Keep the limit: This is an original course discussion. It cannot determine universal law, prove one teaching method is better, authorize body use, or complete an official PLTW activity.

Turn in your work

Submit your one CER paragraph in Wk2 CER: Bioethics: who owns a body? in your HBS Schoology section. Include the counterargument and response in that paragraph.

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[Section 1292: Wk2 CER: Bioethics: who owns a body?](#)

[Section 6792: Wk2 CER: Bioethics: who owns a body?](#)

Carry forward

State the benefit, check the conditions, and answer the strongest objection.

Keep claims tied to evidence when you explain how a body system works. Which observation would support your explanation of how the system works?

Sources and resources

[Open today's page](#)

ucsf-faq · Frequently Asked Questions: Willed Body Program

UCSF Medical Education

<https://meded.ucsf.edu/frequently-asked-questions-willed>