

DOCTORAL PROGRAM IN BIOETHICS

Case Western Reserve University

Web site: <http://www.case.edu/med/bioethics/bioethics.htm>

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For more information consult the *Case Western Reserve University General Bulletin* (available from The School of Graduate Studies, 216-368-4390)

I. General Information

Department of Bioethics

The Department of Bioethics began as a Center in 1985, and became a department within the School of Medicine in 2002. Graduate programs in the Department are administered through the School of Graduate Studies

The Mission of the Department of Bioethics is fourfold:

- To provide excellent education in bioethics to students and professionals in the School of Medicine and throughout the University;
- To contribute outstanding research and scholarship to the world literature in bioethics;
- To provide local, regional, and national service to health professionals, policy makers, and the public;
- To promote international dialogue about Bioethics through research collaborations, training programs, and institutional partnerships.

School of Medicine

Since its founding in 1843, the Case Western Reserve University School of Medicine has been at the forefront of medical education and research. In the 1800s, it was one of the first medical schools in the country to employ instructors devoted to full-time teaching and research. Six of the first seven women to receive medical degrees from accredited American medical schools graduated from Western Reserve University (as it was called then) between 1850 and 1856.

The School of Medicine initiated the most advanced medical curriculum in the country in 1952. The curriculum integrated the basic and clinical sciences, focusing on organ systems and featuring an introduction to patients in the first year. Many other medical schools followed suit.

The Case School of Medicine is the largest biomedical research institution in Ohio, as measured by funding received from the National Institutes of Health. The medical school receives more NIH funding than all other Ohio medical schools combined, and is in the top tier of medical schools nationally. *U.S. News and World Report* has repeatedly ranked the Case School of Medicine as one of the top overall medical schools in the country.

Case Western Reserve University

Case Western Reserve University is one of the nation's leading independent research universities. It is the largest private research university in Ohio, with undergraduate, graduate, and professional programs in the arts and sciences, engineering, medicine, dentistry, nursing, law, management, and social work. Although it was founded in 1826, the present form of the University is the result of the 1967 federation of Case Institute of Technology and Western Reserve University. The two institutions had shared adjacent campuses since the late 19th century, and were involved in cooperative efforts for many years. Its academic excellence is reflected in the thirteen Nobel Prize winners who have connections to CASE as current or former faculty or as alumni, including physics professor Albert A. Michelson, who in 1907 became the first American to win the prize in the sciences. In 1989, the University became the nation's first college campus to develop an all fiber-optic computer network. Case is the only Ohio school named to the list of top 50 national universities by *U.S. News and World Report*

The University's 128-acre campus is located in the heart of Cleveland's University Circle, home to a multitude of cultural, medical, educational, religious, and social service institutions.

II. Ph.D. Degree Program in Bioethics

Over the past 30 years, biomedical ethics has developed and matured into a major area of scholarly inquiry. Professionals from philosophy, medicine, public health, nursing, the life sciences, law, social work, management, public policy, the social sciences, religious studies, and other areas have contributed to the biomedical ethics literature in important ways. The application of conceptual analytical techniques to ethical issues in science and medicine and the emergence of empirically-based scholarship in ethics have helped to help inform the practice of medicine and to test traditional philosophical tenets of bioethics. To meet the need for scholars with the interdisciplinary training required for such research, the CWRU School of Medicine's Bioethics Department created the nation's first Ph.D. program in Bioethics in 2004. The program's mission is to train researchers to conceptualize, design, and conduct both normative ethical analyses and empirical research on bioethics issues.

The goal of the PhD program is to train scholars skilled in the conceptualization, design, and conduct of interdisciplinary research on bioethical issues. This means that each candidate will learn how to integrate their previously mastered disciplinary skills with other scholarly approaches to produce multi-dimensional analyses of bioethical research problems. In addition, each candidate will learn how to lead and fund the collaborative research teams such analyses require. The doctoral program in bioethics has two primary objectives:

- To train scholars who have specific expertise in the conceptualization, design, and conduct of research on bioethical questions using the methodologies of normative bioethical analysis.
- To train scholars who have specific expertise in the conceptualization, design, and conduct of empirical research on bioethical questions, as well as competency in normative bioethical analysis.

Candidates may enter the program from any discipline. All doctoral students will become familiar with the ways in which bioethical scholarship employs concepts and methods from the humanities, social sciences, clinical research, jurisprudence, and health policy. The program's curriculum is organized around four core areas:

- Normative and social science theory and methods
- Research ethics
- Clinical ethics
- Public health ethics

Special concentrations are available to students interested in: 1) problems in genetics and genomics; 2) stem cell research and regenerative medicine; 3) research ethics and public health ethics; 4) clinical ethics.

The Department of Bioethics provides PhD students with a multi-disciplinary learning environment, with faculty representing the fields of philosophy, social science, public health, law, medicine, and nursing. Doctoral students are part of a fully integrated educational program within the department that includes undergraduate courses, a Master's program in bioethics, medical school teaching, international student exchanges, and postdoctoral training.

Graduates from the first cohort of the Department's doctoral program have successfully competed for academic positions, NIH funding, AND NSF funding, and have published articles in peer reviewed journals.

Requirements: Candidates should have a strong background in one of the social and behavioral sciences, public health/health services research, legal/health policy research, or philosophy and related humanities disciplines. A Master's degree in a relevant discipline is preferred.

Candidates are required to submit the following:

1. Completed application forms, Parts A and B, with the nonrefundable application fee of \$50.00.
2. Official transcripts of all previous undergraduate and graduate courses taken for credit.
3. Graduate and/or undergraduate degree verification, which can be posted on the academic transcript or certified by the academic institution from which the degree(s) has been awarded.
4. Three letters of recommendation.
5. GRE scores--verbal, analytic, and quantitative sections. Scores will be considered in relation to the applicant's other credentials. Applicants may submit scores of other standardized tests in addition to the GRE. The GRE must have been taken within the past three years.
6. A letter to the admission committee detailing the applicant's interest in the field of bioethics and future goals.

An overall grade point average of 3.3 out of 4.0 (at the undergraduate level) is preferred. Applicants must demonstrate competency in the English language.

Support: Graduate assistantships are available for two years. Tuition will be covered by a full scholarship for four years. Students are expected to seek funding for dissertation support.

Application Deadline: Applications for the fall semester of 2010 will be accepted until February 1, 2010. You are encouraged to submit an application as soon as possible.

Send materials to:

Patricia Marshall, PhD
Professor of Bioethics
Director, Doctoral Program in Bioethics
Department of Bioethics
School of Medicine
Case Western Reserve University
10900 Euclid Ave.
Cleveland, OH 44106-4976

A. Educational Tracks in the Doctoral Program

Doctoral students must choose a track of study focusing on specific bioethics issues. The doctoral program offers four educational tracks:

1. Concentration on Ethical Issues in Genetics and Genomics

Under this concentration, doctoral students will be able to work with faculty affiliated with the Center for Genetic Research Ethics and Law, the Center for Human Genetics, and the Law/Medicine Center at CWRU to explore ethical and conceptual issues in the design and conduct of genetic research and the delivery of genetic services.

The CWRU Center for Genetic Research Ethics and Law (CGREAL) is one of six “Centers of Excellence for Ethics Research” recognized and funded by the National Institutes of Health, and supports a broad array of research projects on the ethical and social issues flowing from the translation of genome research into clinical, public health, and commercial interventions. Doctoral students in this concentration will be integrated into the intellectual life of the Center and benefit from involvement in these projects before preparing an independent research project for dissertation work.

Requirements in addition to the core doctoral program courses:

- BETH 412 Seminar on Ethical Issues in Genetics and Genomics: A semester-long seminar taken as a doctoral program elective.
- CGREAL Works in Progress Series: A monthly series of faculty and trainee research presentations on issues in genetics and genomics
- Clinical practicum within the Center for Human Genetics and the CWRU Genetic Counseling Training program

Mentoring Faculty:

Eric T. Juengst, Ph.D., Director, Center for Genetic Research Ethics and Law
Patricia Marshall, Ph.D., Professor of Bioethics
Aaron Goldenberg, MPH, Ph.D., Assistant Professor of Bioethics
Michelle McGowan, Ph.D., Assistant Professor of Bioethics

Resource Faculty:

Maxwell Mehlman, JD, Director, Law/Medicine Center
Georgia Wiesner, MD, Professor of Human Genetics
Anne Mathews, Ph.D., Director, Genetic Counseling Training Program
Richard Sharp, Ph.D., Director of Research, Cleveland Clinic Department of Bioethics
Marvin Natowicz, MD, Cleveland Clinic Department of Pediatrics

2. Concentration on Ethical Issues in Stem Cell Research and Regenerative Medicine

In this concentration, doctoral students will focus on major issues in the science, ethics, and politics of stem cell research and regenerative medicine. Over the past decade, embryonic stem cell research has emerged as one of the world’s most controversial areas of biomedical research. While new forms of stem cell research have emerged recently that appear to sidestep the debate over the use of human embryos, they raise a host of problems in their own right. Furthermore, as stem cell research marches toward clinical applications for patients, the scientific and ethical issues will continue to evolve in more complex directions.

In order to fully appreciate the ethical and policy issues at the cutting edge of stem cell and regenerative medicine, one needs a sound grasp of the science of stem cell research. In this concentration, doctoral students will be able to work with faculty affiliated with the Case Center for Stem Cell and Regenerative Medicine.

Requirements in addition to the core doctoral program courses:

- BETH 425: Stem Cells – Ethics and Policy
- Science elective in stem cell biology
- Research ethics practicum with the CWRU Stem Cell Research Oversight Committee, the CWRU Institutional Review Board, and the CWRU Animal Care and Use Committee.

Mentoring Faculty:

Insoo Hyun, Ph.D., Associate Professor of Bioethics
 Patricia Marshall, Ph.D., Professor of Bioethics
 Eric Juengst, Ph.D., Professor of Bioethics
 Aaron Goldenberg, MPH, Ph.D., Assistant Professor of Bioethics
 Michelle McGowan, Ph.D., Assistant Professor of Bioethics

Resource Faculty:

Stuart Youngner, MD, Professor and Chair, Department of Bioethics
 Stanton Gerson, MD, Director, CWRU Comprehensive Cancer Center
 Paul Tesar, Ph.D., Department of Genetics
 Horst Von Recum, Ph.D., Assistant Professor, Department of Biomedical Engineering
 Debra Grega, Ph.D., Executive Director, Center for Stem Cell and Regenerative Medicine
 Jessica Berg, JD, MPH, Professor of Law and Bioethics
 Max Mehlman, JD, Professor of Law and Bioethics, Director, Center for Law-Medicine
 Robert Binstock, Ph.D., Professor of Political Science and Bioethics

3. Concentration on Public Health Ethics and Research Ethics

In this concentration, students will be introduced to theoretical and practical aspects of ethics and public health and ethical concerns that arise in the design and conduct of national and international research. Doctoral students will develop the analytical and research skills necessary to address ethical issues related to public health policy and public health prevention, treatment, and research. Doctoral students will learn philosophical approaches embedded in the design and conduct of scientific research, the historical and contemporary context of national and international health research, and the principles, standards, and policies that have been promulgated for conducting research.

Doctoral students will be able to work with faculty affiliated with the Center for Research Ethics and Law, the Center for Global Health, the Center for Reducing Health Disparities, the Case Center for Stem Cell and Regenerative Medicine, the Ireland Cancer Center, and others working in areas that are relevant to a student's interests.

Requirements in addition to the core doctoral program courses:

- BETH 414 International Research Ethics
- BETH 417 Public Health Ethics
- BETH 420 Research Ethics
- Research ethics practicum with the UH/CWRU Institutional Review Board

Mentoring Faculty:

Patricia Marshall, Ph.D., Professor of Bioethics
 Aaron Goldenberg, MPH, Ph.D., Assistant Professor of Bioethics
 Eric Juengst, Ph.D., Professor and Director, Center for Genetic Research Ethics and Law
 Jessica Berg, JD, MPH, Professor of Law and Bioethics
 Nicole Deming, JD, Assistant Professor of Bioethics
 Insoo Hyun, Ph.D., Associate Professor of Bioethics

Mark Aulisio, Ph.D., Associate Professor of Bioethics

Resource Faculty:

Stuart Youngner, MD, Professor and Chair, Bioethics

Robert Binstock, Ph.D., Professor of Political Science and Bioethics

Ash Sehgal, MD, Professor of Medicine and Director, Center for Reducing Health Disparities

Sana Loue, JD, PhD, MPH, Professor, Department of Epidemiology and Biostatistics

Max Mehlman, JD, Professor of Law and Bioethics, Director, Law-Medicine Center

Richard Sharp, Ph.D., Director of Research, Cleveland Clinic Department of Bioethics

4. Concentration in Research in Clinical Ethics

In this concentration, students will focus on research into ethical problems that arise in the context of clinical medicine—e.g., reproduction (IVF, surrogacy); end-of-life decisions (DNR, palliative care); organ transplantation (selection of donors and recipients); innovative and invasive medical technologies (deep brain stimulation, stomach reduction surgery for obesity); medical errors and how they are handled.

Students will be able to study problems in clinical settings at three Medical School affiliated hospitals—University Hospitals, MetroHealth Center, and the Cleveland VA. The Department of Bioethics has developed extensive ties with these hospitals and they are used for the Master’s students’ clinical practicums.

Requirements in addition to the core doctoral program courses:

- BETH 422 Clinical Ethics: Theory and Practice
- BETH 512 Clinical Ethics Practicum
 - All PhD students are required to do this 3-credit elective. However, students in the clinical ethics track will arrange special clinical rotations in their areas of interest.

Mentoring Faculty:

Mark Aulisio, PhD, Associate Professor of Bioethics

Stuart J. Youngner, MD, Professor and Chair, Bioethics

Resource Faculty:

Barbara Daly, MSN, PhD, Professor of Nursing and Bioethics

Alfred Connors, MD, Professor of Medicine, Chief, Division of Pulmonary, Critical Care

Eric Kodish, MD, Director, Cleveland Clinic Department of Ethics

Michael Lederman, MD, Professor of Medicine, Pathology, Mol Biology/Microbiology, Bioethics

Nicole Deming, JD, Assistant Professor of Bioethics

Ash Sehgal, MD, Professor of Medicine and Bioethics, Director, Center for Reducing Health Disparities

Kurt Stange, MD, Professor of Family Medicine, Epidemiology & Biostatistics, Sociology and Oncology

B. International Opportunities for Doctoral Students

1. International Education Programs for the Department of Bioethics

Around the world, ethical issues in medicine and the life sciences are addressed in different ways, reflecting different cultural traditions and social systems. Gaining an appreciation for this international diversity is critical to students of bioethics around the world, and can be an illuminating intellectual experience.

To help address this need, the Department of Bioethics at Case Western Reserve University in Cleveland, Ohio (USA) has developed study abroad partnerships with a number of academic

institutions in other countries. Our goal is to expose our students to diverse perspectives on bioethics through our partners, and to provide our partners' students with intensive experiences with U.S. approaches to bioethics in Cleveland, Ohio. Currently, courses are offered in the following countries: Argentina, Belgium, Costa Rica, India, the Netherlands, and Spain. These 3-credit courses are open to all undergraduate and graduate students from Case Western Reserve University and other universities that will allow the Case credits to transfer. No prerequisite courses are required.

Michelle Champoir, M.A, the Director of the International Education Programs for the Department of Bioethics, can be reached at (216) 368-5377 or mln10@case.edu.

2. Global Alliance of Biomedical Ethics Centers Project (GABEX)

Doctoral students will have access to this alliance to facilitate scholarship and exchange between centers of excellence across the globe. This alliance was established under the auspices of the University of Tokyo's Center for Biomedical Ethics and Law (CBEL) with a grant (\$7 million) from the Japanese government's "Centers for Excellence" program. The 3 main goals of the project are: (1) the establishment of an international fellowship program; (2) organization of an international alliance through academic meetings; promotion of international research in bioethics. GABEX will support, among other things, an annual member meeting, exchange of scholars between participating Centers and CBEL for up to two months for particular research projects, and regular video conferences for members' research collaboration. In addition to Case's department of Bioethics, current participating centers of excellence include Oxford, Monash, University of Pennsylvania, Hastings Center, National Institutes of Health, Bergen University, and the National University of Singapore. GABEX membership is expected to expand in 2010.

3. Policy, Ethics and Life Sciences (PEALS), University of Newcastle, UK

The Department of Bioethics' Center for Genetic Research Ethics and Law enjoys a formal partnership with the Policy, Ethics and Life Sciences (PEALS) program at the University of Newcastle, in Newcastle-upon-Tyne, England. The PEALS program is the ethics unit for the Newcastle Life Sciences park, which is a major international center for human stem cell research and human genomic research. Our partnership provides opportunities for graduate student involvement in joint research projects, workshops, and student exchanges.

C. Curriculum

A minimum of 69 credit hours (51 hours of course work and 18 hours of dissertation research) is required for candidates with a Bachelor's degree. Students who hold a Master's degree can receive up to 9 waived credit hours toward this requirement. Because of the multidisciplinary nature of this degree, course requirements are divided into four categories:

- Theoretical/Normative Ethics
- Research Methods and Study Design
- Discipline Specific Theory
- Statistics

D. Bioethics Coursework

Thirty-three (33) credit hours are required from courses offered by the Bioethics Department. All students are required to take:

BETH 503 Research Hours

Each student is required to perform 125 hours of mentored research, which can be supervised by a faculty advisor or other faculty (advisors must be notified in advance). Research hours are designed to help students plan and conduct their dissertation research. Faculty who supervise research will complete the Student Research Evaluation Form to certify completion of this requirement. *(0 credit hours)*

BETH 504 Critical Readings in Bioethics

This course is designed to develop skills for reading the bioethics literature critically. Each week, a student presents a journal article from the bioethics literature. The articles represent a core issue in bioethics or are illustrative of various empirical approaches to bioethical issues. Articles are also illustrative of different empirical data collection methods and analytic strategies. Students are asked to analyze articles in terms of their theoretical underpinnings and, as applicable, adequacy of empirical design, statistical analysis, and validity of conclusions. Two faculty, each representing a different area of expertise, coordinate each class. *(3 credit hours)*

BETH 505 & BETH 506 Advanced Seminar on Normative Methods in Bioethics

These two courses build on the tradition of bioethics as a normative enterprise aimed at providing informed moral evaluations of biomedical practices and policies. Increasingly, the field has come to appreciate the importance of nuanced empirical research in providing the contextual information necessary for that task. Nonetheless, bioethicists still have to know how to analyze moral problems and mount moral arguments in order to be able to ask creative research questions and generate relevant hypotheses, as well as to be able to draw conclusions and recommendations from such descriptive research. This course is designed to give graduate students an intensive grounding in the modes of moral reasoning that have been adopted and adapted by contemporary bioethics, and the major critical perspectives that have been brought to bear upon them. *(Each course is 3 credit hours)*

BETH 507 & BETH 508 Empirical Research Methods and Design in Bioethics I & II

This course introduces students to social science research methods. The first semester focuses on qualitative methods (participant observation, direct observation, focus groups, open-ended interviewing, textual analysis, coding, and use of qualitative analysis software). The second semester introduces students to more structured (quantitative) data collection and analytic techniques, including survey design, scales, and quantification of textual data. Students are taught to match the research question with the best data collection techniques and the utility of multi-method approaches to data collection and analysis. *(Each course is 3 credit hours)*

BETH 511: Grant Writing

This course will teach students the fundamentals of writing a grant proposal. We will concentrate on NIH-style applications, although the principles of grant writing can be applied to any venue. In the process of working through the development of a research question and study design, students will be encouraged to think about their dissertation topic. In addition to applying theoretical and research design knowledge gained through their other core course work, the course will teach students how to complete application forms and a budget. We will also familiarize students with the peer review process. Each student will produce a draft grant application. The students will form a mock peer review section and critique the grants.

BETH 512 Clinical Ethics Rotation

The clinical rotation involves a total of 120 hours in clinical settings where the students observe, keep a journal, and meet with a clinical supervisor once a week to discuss their experiences. During this rotation, students also attend hospital ethics committee and animal protection committee meetings. Rotations take place in three clinical sites: MetroHealth Medical Center (a large county hospital); University Hospitals (an academic medical center); Hospice of the Western Reserve. Doctoral students may decide to structure their clinical experiences to coincide more closely with their particular research interests. For example, a student whose research interests include public policy or public health ethics may design a clinical rotation in a public health department, state or federal agency, or a community organization. Students will be required to keep a journal of their clinical bioethics observations and assessments. (*Course is 3 credit hours*)

BETH 520 Foundations in Bioethics I & BETH 521 Foundations in Bioethics II

The courses cover ten basic topic areas. The fall semester course topics include: death and dying; health professional-patient relationship; method and theory in bioethics; ethics and children; organ transplantation. The spring semester course includes the following topics: concepts of distributive justice in health care; defining health care needs; research ethics; reproduction and fertility; genetics and the human future. The class meets twice per week for seminar sessions. These courses provide an introduction to medical ethics in the clinical environment, exposing students to clinical cases as they arise, hospital ethics committees and ethics consultation programs, Institutional Review Boards (IRBs), and the many ethics policies that currently exist in hospitals—such as "do not resuscitate" orders (DNR), the use of advance directives, withdrawal of artificial feeding, organ procurement and transplantation, and "medical futility." Students will write two papers (10 – 15 pages each) each semester. (*Each course is 3 credit hours*)

TBA Introduction to Statistical Methods and Data Management

This required Statistical Methods course will focus on basic concepts of distribution of random variables, point and interval estimation, statistical hypotheses, correlation and regression, and survey of statistical methods in analysis of variance, categorical data analysis, survival data analysis, non-parametric methods, generalized linear model, and multivariate techniques. Students will also be introduced to data management strategies and computer applications in database management. (*3 credit hours*)

Students who plan to conduct empirical research in the social/behavioral sciences or public health will be required to enroll in at least one additional statistics course.

Electives

Twelve (12) credits of elective courses will be selected by the student with the guidance and permission of his or her advisor. Electives are classified as type A or type B. Elective A: Students are required to take a series of non-departmental courses in Statistics, Methods, and Social Science Theory. Students can choose from within blocks of these courses to fulfill this requirement. Elective B: Students are free to choose any course with the permission of their advisor.

Electives must enhance an understanding of issues in the field of bioethics and must be relevant to the student's academic interests and goals. The following partial list is intended to give students an idea of the variety of courses that could reasonably be considered for elective credit. Each student should review the *CASE General Bulletin* for courses of interest and check the *Schedule of Classes* each semester to determine when these courses are offered. It may be necessary for students to make arrangements with the faculty member teaching the course to gain enrollment approval, especially for courses offered through CASE professional schools, such as the Schools of Law, Applied Social Sciences, Management, and elsewhere. These courses typically require approval from a dean of the appropriate school.

Statistics

In addition to the introductory statistics course required of all candidates, students who plan to conduct empirical research on ethics topics in the social/behavioral sciences or public health are required to take a minimum of three (3) credit hours of statistics; one course in multivariate statistics is required. Students can choose from among the following courses.

EPBI 441:	Biostatistics I (General Linear Models)
EPBI 442:	Biostatistics II (Non-Parametric Statistics)
EPBI 453:	Categorical Data Analysis
STAT 426:	Data Analysis II
EPBI 443:	Applied Multivariate Analysis
PSCL 407:	Research Design & Quantitative Analysis I
PSCL 408:	Research Design & Quantitative Analysis II
PSCL 417:	Multivariate data Analysis
MGMT 573:	Applied Multivariate Data Analysis
SOCI 509:	Problems of Data Analysis
MPHP 405:	Statistical Methods in Public Health

Methods and Study Design

A minimum of three (3) credit hours in methods and study design from outside the department are required. Courses can be chosen from the following:

EPBI 447:	Survey Sampling
EPBI 460:	Health Services Research Methods I
EPBI 461:	Health Services Research Methods II
EPBI 463:	Methods in Health Research
SOCI 406:	Sociological Research Methods I
SOCI 407:	Sociological Research Methods II

Students who plan on using qualitative methods in their dissertation research are required to take the following course:

BETH TBA	Advanced Qualitative Research Methods and Analysis
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Discipline-Specific Theory

Students will choose a minimum of six (6) credit hours of theory courses from a discipline outside the department. Students will be encouraged to take a coherent set of courses to develop a theoretical concentration in a particular discipline. Some examples of possible courses are listed below. Courses may require prerequisites from the departments listing the courses. Disciplinary-specific courses in the social and behavioral sciences, philosophy, public health, law, and other disciplines must be approved by a student's advisor.

PSCL 409:	Advanced Social Psychology
ANTH 462:	Contemporary Theory in Anthropology
ANTH 480:	Anthropology of Health & Illness I
ANTH 481:	Anthropology of Health & Illness II
ECON 421:	Health Care Economics
PHIL 302:	Modern Philosophy
PHIL 315:	Selected Topics – Evolution, Creation, and Science
PHIL 304/404:	Science and Engineering Ethics
PHIL 305/405:	Ethics
PHIL 314/415:	Animal Consciousness and Cognition

PHIL 325/425: Philosophy of Feminism
PHIL 334/434: Political and Social Philosophy
PHIL 363/463: Philosophy and Social Neuroscience
PHIL 365/465: Philosophy of Mind
SOC 400: Development of Sociological Thought
SOC 401: Contemporary Sociological Theory
SOC 443: Medical Sociology

Sample Schedule: Below is a sample schedule for a typical doctoral student.

Fall Year 1	Credits	Spring Year 1	Credits Total	
BETH 520: Foundations in Bioethics I	3	BETH 521: Foundations in Bioethics II	3	6
BETH 507: Empirical Research Methods and Design in Bioethics I	3	BETH 508: Empirical Research Methods and Design in Bioethics II	3	6
BETH 505: Methods in Normative Bioethics I	3	BETH 506: Methods in Normative Bioethics II	3	6
TBA: Introduction to Statistical Methods	3	Elective	3	6
		BETH 512 Summer Clinical Rotation	3	3
Total Credit Hours	12	Total Credit Hours	15	27
Fall Year 2		Spring Year 2		
BETH 511: Grant Writing	3	BETH 504: Critical Readings in Bioethics	3	6
Elective	3	Elective	3	6
Elective	3	Elective	3	6
Elective	3	Elective	3	6
Total Credit Hours	12	Total Credit Hours	12	24
Total credits for Two Years	24	Total credits for Two Years	27	51
Fall Year 3		Spring Year 3		
701 Dissertation Research	7	701 Dissertation Research	4	11
Total credits for Three Years	31	Total credits for Three Years	31	62
Fall Year 4		Spring Year 4		
701 Dissertation Research	4	701 Dissertation Research	4	27
Total credits for Four Years	35	Total credits for Four Years	35	70

III. Admission Policy and Doctoral Requirements

A. Admission Policy

Admission policies conform to those of Case Western Reserve University's Office of Graduate Studies. Graduates with good academic records from fully-accredited universities and colleges may apply. Students come primarily, although not exclusively, from the social sciences, public health, and clinical areas.

Criteria for admission include (in no particular rank order):

- Academic training;
- Grades (at least an overall grade point average of 3.3 out of 4.0 (at the undergraduate or graduate level) are preferred;
- Three letters of recommendation;
- Commitment to the field of bioethics;
- Scores on the GRE verbal, analytic, and quantitative sections. Scores will be considered in relation to the applicant's other credentials. Applicants may submit scores of other standardized tests for consideration in addition to the GRE.
- A letter to the admission committee detailing the applicant's general interests in bioethics;
- Candidate interview
- Past training and current research interests.

B. Waiving coursework

Up to nine credit hours from another university can be waived toward the doctoral degree requirements but *only* with permission from the program director. Waived courses must be requested in the student's first academic year, and must be appropriate for the student's planned program of study. Doctoral dissertation credits may be waived.

C. Candidates Entering with a Master's Degree

Graduate students who enter the program with a Master's degree may be able to apply up to 9 credits of required coursework toward the PhD program. The coursework completed by candidates who enter with a Master's in Bioethics or other relevant degree will be evaluated. For example, it would be expected that the Foundations courses (BETH 520 and 521) would be waived for students with a Master's in Bioethics. Because of the interdisciplinary nature of the program, each candidate's past graduate coursework will be evaluated on entry into the program.

D. Curricular Requirements

Within the framework of these general regulations, it is expected that a relevant program of study will be planned for each doctoral candidate by the student and the faculty advisor or advisory committee. Such a program should include appropriate courses, work on the doctoral dissertation, and, where relevant, such experiences as field work or practicum.

E. Student Advising

Students will be assigned an academic advisor by the program director at the beginning of the first year. After the first year, students will be encouraged to choose a primary advisor based on their research interests. Each student will meet with his/her advisor *at least* twice a semester.

F. Dissertation Committees

The primary advisor will usually serve as the Chair of the student's dissertation committee, although the chair and advisor may be separate individuals. In this instance, the advisor will be a member of the dissertation committee. A minimum of four faculty will constitute this committee. Three committee members will be drawn from the Bioethics faculty (either primary or secondary appointments) and one from outside the Bioethics Department. The Chair will work with the student to choose at least two other committee members from Bioethics and one outside reader.

G. Residency Requirement

The doctoral residency requirement is intended to ensure a period of intensive academic interaction with faculty and peers, as well as sustained independent research. Graduate students are considered to be in residence when they are fully engaged in academic work. As resident students, they may teach at the university, take graduate courses, assist in course development, and engage in research or other scholarly activities at the university. Regardless of the nature of the work, the student's regular presence at the university is expected.

H. Advancement to Candidacy

Students will be advanced to candidacy upon the completion of all coursework and the comprehensive examination. The comprehensive examination is divided into two parts: theory and methods. The examination materials will be drawn from the core courses offered from within the Department. Students will not be able to defend their oral dissertation proposals until they pass the comprehensive examination. Advancement to candidacy allows the student to enter the dissertation research phase of the degree program; this occurs after all coursework and exam requirements are satisfied.

This handbook has the limited purpose of providing information concerning the programs of the Department of Bioethics. The Department of Bioethics is under Graduate Studies, and these rules and regulations are in addition to those in the Graduate Studies guidelines. The handbook should not be construed as the basis of an offer or contract between the Department of Bioethics and any present or prospective student. The Department has the right to amend, add, or delete any information in the handbook, including any course of study, program, policy, or regulation. Such changes are announced routinely within the University.

Academic and Research Faculty and Areas of Interest

Directors of Doctoral Program in Bioethics

Patricia A. Marshall, PhD

Co-Director, Doctoral Program in Bioethics
Professor of Bioethics

Insoo Hyun, PhD

Co-Director, Doctoral Program in Bioethics
Associate Professor of Bioethics

Department of Bioethics Faculty/Interest Areas

CHAIR: Stuart J. Youngner, MD

Professor and Chair, Department of Bioethics
Professor of Medicine
Professor of Psychiatry
• *End-of-Life Decision Making*
• *Organ Transplantation*
• *Clinical Ethics Consultation*
• *Definition of Death*

Mark Aulisio, PhD

Associate Professor of Bioethics
Director, Clinical Ethics Program
Director, Master's Program in Bioethics
• *Intersection of Political Philosophy and Bioethics*
• *Clinical Ethics Consultation*
• *Principle of Double Effect*

Jessica W. Berg, JD, MPH

Professor of Law
Professor of Bioethics
• *Informed Consent*
• *Law and Bioethics*
• *Reproduction Ethics*
• *Research Ethics*

Nicole Deming, JD

Assistant Professor of Bioethics
• *Law and Bioethics*
• *Research Ethics*
• *Informed Consent*

Aaron Goldenberg, MPH, PhD

Assistant Professor of Bioethics
• *Public Health Ethics and Genomics*
• *Ethics of Newborn Screening*
• *Health Inequalities and Ethnically Diverse Communities*

Insoo Hyun, PhD

Associate Professor of Bioethics
• *Stem Cell Research*
• *Informed Consent and Ethnically Diverse Patients*
• *Inequalities of Health Care Access and Outcomes*

Eric T. Juengst, PhD

Professor of Bioethics
Director, Center for Genetic Research Ethics and Law
• *Ethical Issues of Human Genetics*
• *Concepts of Health and Disease*
• *History and Philosophy of Biology*

Patricia A. Marshall, PhD

Professor of Bioethics
Associate Professor of Anthropology
• *Multi-cultural Applications of Bioethics Practices*
• *National and International Research Ethics*
• *Genomics, Health Inequalities, and Communities*
• *Informed Consent*
• *HIV/AIDS*

Michelle McGowan, PhD

Assistant Professor of Bioethics
• *Ethical Issues in Reproductive Health*
• *Science and Technology Studies*
• *Ethical Issues in Stem Cell and Regenerative Medicine*

Michelle Champoir, MA

Director, International Education Programs in Bioethics

Joint Faculty in Bioethics/Interest Areas

Robert H. Binstock, PhD

Professor of Bioethics
Professor of Aging, Health and Society
Professor of Political Science
Professor of Sociology
Professor of Nursing
• *Aging and Public Policy*
• *Health Policy*

Barbara J. Daly, PhD, RN, FAAN

Associate Professor of Bioethics
Associate Professor of Nursing
Associate Professor of Medicine
• *Clinical Ethics Consultation*
• *Treatment Withdrawal*
• *Health Care Allocation Issues*

Dena Davis, JD, PhD

Professor of Law, Cleveland State University
Adjunct Professor of Bioethics
• *Genetics*
• *Reproductive Technology*
• *Research Ethics*
• *End-of-Life Decisions*

Atwood D. Gaines, PhD, MPH

Professor of Anthropology
Professor of Bioethics
Professor of Psychiatry
• *Culture, Health, and Ethics*
• *Professional Medicine*
• *Ethno psychiatry*

Nahida H. Gordon, PhD

Professor of Nursing
Professor Bioethics
Professor of Oncology

Professor of Surgery

- *Survival Analysis*
- *Mixture Distributions*
- *Long-term Cancer Survivor*
- *Socioeconomic Status and Cancer*
- *Environmental Pollution and Cancer*

Eric D. Kodish, MD

Director, Cleveland Clinic Department of Bioethics
• *Pediatric Ethics*
• *Clinical Research*
• *Informed Consent*
• *Oncology and Transplantation*

Sana Loue, PhD, JD, MPH

Professor Epidemiology and Biostatistics
Professor of Bioethics
Professor of International Health
• *HIV and AIDS*
• *Bioethics and Research*
• *Cross-Cultural Issues*

Max Mehlman, JD

Professor of Law and Bioethics,
Director, Law-Medicine Center
• *Biomedical Enhancement*
• *Genetics, Ethics and Law*
• *Health reform*

Ashwini Sehgal, MD

Professor of Medicine
Director, Metro Center for Reducing Health
Disparities
• *Nephrology*
• *Health Inequalities between population groups*
• *Public health ethics*