

# DOCTORAL PROGRAM IN BIOETHICS

Case Western Reserve University

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

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## Department of Bioethics

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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. in Bioethics in 2004. The program's mission is to train researchers to conceptualize, design, and conduct both normative ethical analysis and empirical research on bioethical 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, and each will learn how to lead and fund 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, but all doctoral students will become fluent 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 methodology
- 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; and 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.

Through their training students in the Department's doctoral program in bioethics will also learn how to compete for academic positions, NIH funding, NSF funding, and publish articles in peer reviewed journals.

### **A. Educational Tracks in the Doctoral Program**

Doctoral students must choose a track of study focusing on specific bioethics issues. The doctoral program offers the 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, 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 Excellences for Ethics Research" recognized 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 of their own for their 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 with the Center for Human Genetics and the CWRU Genetic Counseling Training program.

#### ***Mentoring Faculty:***

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, the 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 which appear to sidestep the debate over the use of human embryos, these new forms of stem cell research 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 evermore 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. Under this concentration, doctoral students will be able to work with faculty affiliated with the Case Center for Stem Cell and Regenerative Medicine and the Case Stem Cell Ethics Center.

***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, Director, Stem Cell Ethics Center  
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:***

Stuart Youngner, 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, 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 for addressing 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

Jessica Berg, JD, MPH, Professor of Law and Bioethics

Nicole Demining, 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 research into ethical problems that arise in the context of clinical medicine. This could include topics ranging from reproduction (IVF, surrogacy), to end-of-life decisions (DNR, palliative care), to organ transplantation (selection of donors and recipients), to innovative and invasive medical technologies (deep brain stimulation, stomach reduction surgery for obesity) to the problem of medical error and how it is 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, where the Department of Bioethics has developed extensive ties and where graduate students in the Department do clinical practicum.

***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 tract will arrange special clinical rotations in their area 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, France, 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 mil USD) 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, and 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 member's 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 in 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 partnerships 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 Methodology and Study Design
- Discipline Specific Theory
- Statistics and Discipline Specific Research Methods

### D. Bioethics Coursework

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

#### **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 chosen represent a core issue in bioethics or that 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 of whom will represent a different area of expertise, coordinate each class. *(3 credit hours)*

#### **BETH 505 & BETH 506: Advanced Seminar on Philosophical 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, 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, bioethicists still have to know how to analyze moral problems and mount moral arguments. *(Each course is 3 credit hours)*

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

These two empirical research courses will introduce students to theoretical and methodological approaches in the design and implementation of empirical research on topics in bioethics. Students will be provided with a comprehensive and robust exploration of empirical models for the development of bioethics research and the skills for critically assessing the optimal methods for designing studies relevant to ethical issues in biomedicine. The first semester introduces students to quantitative data collection and analytic techniques, including survey design, scales, and quantification of textual data. The second semester focuses on qualitative methodologies (participant observation, direct observation, focus groups, open-ended interviewing, textual analysis, coding, and use of qualitative analysis software). *(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 devising a research question and study design, students will be encouraged to use this as an opportunity 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 also teach students about how to complete application forms and to create 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 will 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 in bioethics including: death and dying; health professional-patient relationship; method and theory in bioethics; ethics and children; organ transplantation, 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, to hospital ethics committees and ethics consultation programs, to Institutional Review Boards (IRBs), and to the many ethics policies that currently exist in hospitals covering matters such as "do not resuscitate" orders (DNR), the use of advance directives, withdrawal of artificial feeding, organ procurement and transplantation, and "medical futility." Students are to write two papers (10 – 15 pages each) each semester. (*Each course is 3 credit hours*)

### **Introduction to Statistical Methods and Data Management**

Doctoral students in bioethics will take 3 credits of basic statistical methods as part of their required curriculum in empirical research methods. This introductory course will focus on basic concepts of distributions 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 may consider the following introductory courses in statistics (this is a general guide which may vary in availability each semester):

NURS 532 Basic Statistics: Fundamentals for Analysis

MPHP 405 Statistical Methods in Public Health

EPBI/MPHP/BIOL/ANAT 431 Statistical Methods in Biological and Medical Sciences I (this course is part of a 2-semester series and would be appropriate for students who know they intend to use statistical methods in their dissertation research)

### **Electives**

Twelve (12) credits of elective courses will be selected by the student with the guidance and permission of his or her 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 be reasonably 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.

### **Advanced Quantitative Methods**

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) additional credit hours of statistics; one course in multivariate statistics is required. Students may consider the following courses (this is a general guide which may vary in availability each semester).

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
- NURS 630: Advanced Statistics: Linear Models
- SOCI 509: Problems of Data Analysis
- MPHP 405: Statistical Methods in Public Health

### **Advanced Qualitative Methods**

Students who plan on using qualitative methods in their dissertation research are required to take the a course on advanced qualitative research methods. Courses can be chosen from the following (this is a general guide which may vary in availability each semester):

- ANTH 439: Ethnographies and Qualitative Research Methods
- SOCI 406: Sociological Research Methods I
- SOCI 407: Sociological Research Methods II

### **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 course. 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
- SOCI 400: Development of Sociological Thought
- SOCI 401: Contemporary Sociological Theory
- SOCI 443: Medical Sociology

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

<b>Fall Year 1</b>		<b>Credits</b>	<b>Spring Year 1</b>		<b>Credits Total</b>		
BETH 520: Foundations in Bioethics I (or elective if student enters with equivalent course)	3	BETH 521: Foundations in Bioethics II (or elective if student enters with equivalent course)	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: Philosophical Bioethics I	3	BETH 506: Philosophical Bioethics II	3	6			
Introductory Course in Statistical Methods	3	Elective	3	6			
		BETH 512 Summer Clinical Rotation	3	3			
<b>Total Credit Hours</b>	<b>12</b>	<b>Total Credit Hours</b>	<b>15</b>	<b>27</b>			
<b>Fall Year 2</b>		<b>Spring Year 2</b>					
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			
<b>Total Credit Hours</b>	<b>12</b>	<b>Total Credit Hours</b>	<b>12</b>	<b>24</b>			
<b>Total credits for Two Years</b>	<b>24</b>	<b>Total credits for Two Years</b>	<b>27</b>	<b>51</b>			
<b>Fall Year 3</b>		<b>Spring Year 3</b>					
701 Dissertation Research	7	701 Dissertation Research	4	11			
<b>Total credits for Three Years</b>	<b>31</b>	<b>Total credits for Three Years</b>	<b>31</b>	<b>62</b>			
<b>Fall Year 4</b>		<b>Spring Year 4</b>					
701 Dissertation Research	4	701 Dissertation Research	4	27			
<b>Total credits for Four Years</b>	<b>35</b>	<b>Total credits for Four Years</b>	<b>35</b>	<b>70</b>			

### **III. Doctoral Requirements**

#### **A. 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.

#### **B. 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.

#### **C. Curricular Requirements**

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

#### **D. Student Advising**

Students will be assigned an academic advisor by the program director at the beginning of the first year. Soon thereafter, 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.

#### **E. Dissertation Committees**

The primary advisor will usually serve as the chair of the student's dissertation committee, although it is allowed for the chair and advisor to be two separate individuals. In this instance, the advisor will be a member of the dissertation committee. A minimum of four faculty members 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 reader from outside of the department.

#### **F. 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.

### **G. 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 proposals for the dissertation 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 Graduate Studies guideline. 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

#### **Insoo Hyun, PhD**

Director, Doctoral Program in Bioethics  
Associate Professor of Bioethics

#### **Michelle McGowan, PhD**

Co-Director, Doctoral Program in Bioethics  
Assistant 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**

Assistant 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, MA**

Assistant Professor of Bioethics

- *Law and Bioethics*
- *Research Ethics*
- *Informed Consent*

#### **Aaron Goldenberg, 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*

#### **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*

## **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 Associate 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*

### **Ashwani Sehgal, MD**

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

### **Michelle Champoir, MA**

Director, International Education Programs in  
Bioethics