

Albert Gnaegi Center for Health Care Ethics

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STAFF

Welcome to the Albert Gnaegi Center for Health Care Ethics (CHCE). You should refer to this Handbook to find out both those things that you need to know for your academic career with us, as well as those things you might want to know. This guide contains the policies and information that you will need to know in order to be successful at the CHCE. As such, it is your responsibility to know them. Please read them and consult them whenever you have questions. Please also refer to the CHCE calendar for information about upcoming events. If you are unable to access the calendar, please reach out to our staff.

VISIT OUR CENTER'S SITE:

<http://bioethics.sl .ed>

2. Medical Terminology
3. Statistics and Study Design

Generally, students complete these competency requirements in the following ways: (1) the library database skills competency is completed through pre-arranged library workshops during a student's first semester of coursework, (2) the medical terminology competency is completed through study of a text book and a short test, recommended to be completed before the student takes HCE 6150: Practicum or HCE 6110: Medicine for Ethicists, whichever comes first and, (3) the statistics and study design competency is completed through study of a text book and a short test, recommended to be completed before the student takes HCE 6040: Interdisciplinary Methods.

2. Core Competencies (see section 2)
3. Degree Program (see section 3)
4. Other Degree (see section 3)

ADDITIONAL COURSEWORK REQUIREMENT FOR STUDENTS ENTERING DIRECTLY FROM BACCALAUREATE STUDIES

Students entering the PhD Program directly from baccalaureate studies additionally complete 12 hours of coursework.

- HCE 6050: Philosophical Foundations of Ethics (3) - or an equivalent 3-credit hour graduate-level foundations of ethics course
- HCE 6060: Psychological Foundations of Ethics (3) - or a suitable 3-credit hour graduate-level applied ethics course available in another department
- HCE 6070: Cultural Foundations of Medicine (3) - or a suitable 3-credit hour graduate-level applied ethics course available in another department
- CMHC 502: Ethics in Public Health (3) - or a suitable 3-credit hour graduate-level applied ethics course as available in another department
- And 1 elective ethics elective either within HCE or another department.

Note: This lists 5 courses; however, one of the first 3 courses listed is required as a selective for all PhD students and does not count toward the additional 12 hrs. required.

1.B. Curriculum: Dual Degree Programs

JD/PHD CURRICULUM

Students begin their dual degree studies at the School of Law as traditional first-year students. In their second and third years of study, students are primarily law students but take six hours of courses at the Center for Health Care Ethics. In addition to the six hours at the CHCE, students enroll in a three-hour directed research course that is cross-listed by both programs. The directed research project is supervised

3. Free credit hours of the following Health Care Law classes: *replaces T&S

- LAW 8010- HC Finance & Business Planning (1-3)
- LAW 8035- Disability Law (3)
- LAW 8030- FDA Law and Policy (2-3)
- LAW 8040- Elder Law (2)
- LAW 8045- HIPAA Privacy Law (1)
- LAW 8050- Innovation & Emerging Technologies in Medicine (2)
- LAW 8065- Fraud, Abuse & HC Regulation (2)
- LAW 8075- Health Care Compliance & the Law (3)
- LAW 8080- Legal Issues in Long Term Care (3)
- LAW 8085- Child Protection, Child Health & Law (3)
- LAW 80 0 1058C

Required Course in Philosophy

- 12 Credit Hours of Philosophy
 - Ancient (3)
 - Medieval (3)
 - Modern (3)
 - Ancient OR Medieval OR Modern (3)

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specifically including a thesis statement. The Board will give feedback based on the following criteria: scope, normativity, argument, originality, relevance. Up to three abstracts can be reviewed by the board. Once either (a) three abstracts have been reviewed or (b) fewer than three abstracts have been reviewed, but the student feels comfortable proceeding, the student will

2.B. Comprehensive Exams: Application Policy and Form

To be considered for comprehensive examinations a student must apply formally to the PhD Director using this form.

Application Date _____

Student's Name _____

Banner ID _____

Requested Date for Exams: (Note: there *must* be a **minimum** of 4 weeks between the written and oral exams.)

Written Examination _____

Oral Exam (give a 1-2 week window) _____

A. LIST OF REQUESTED FACULTY EXAMINERS

Please note that the faculty examiners will be appointed at the discretion of the graduate faculty of CHCE. Input from the students will be included in this process.

1. _____

2. _____

3. _____

4. _____

5. _____

B. PROVIDE THE FOLLOWING ITEMS ON SEPARATE SHEETS

1. A written exam abstract (150-300 words) for faculty feedback
2. A list of all courses completed in the PhD program
3. A list of all readings required in these courses

2.C. Comprehensive Exams: Faculty From Other Specialties

EXTERNAL FACULTY EXAMINERS FROM OTHER SPECIALTIES FOR COMPREHENSIVE EXAMS

The board of each comprehensive exam shall consist of five faculty examiners. Because of the interdisciplinary curriculum in the PhD program in health care ethics, some examiners may be from a related specialty (e.g. Health Law, Philosophy, Public Health).

Any student who wishes to request a faculty examiner from another specialty must petition the Chair of Health Care Ethics in writing explaining why this is necessary given the scope of the anticipated questions.

The final decision about this petition will be made by the other CHCE faculty on the student's examination Board.

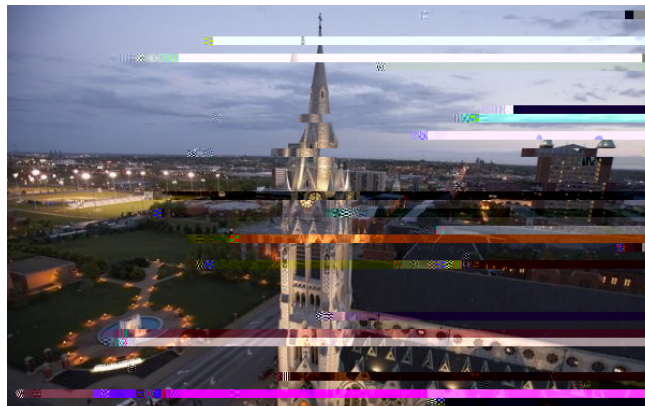
3.A. Dissertations: Process

After a student has successfully passed comprehensive exams, the student will progress to the dissertation stage of the PhD program, which consists of three main components: (1) preparation of the dissertation prospectus, (2) writing the dissertation and (3) defending the dissertation. The student should contact SLU's Doctoral Candidacy Advisor for the University's process and policies on dissertation completion and degree conferral.

In consultation with the PhD Program Director, each student will select a dissertation Chair (Chair) and two readers (Readers), which comprise the student's Dissertation Committee (Committee). For further guidance on the roles and expectations of the dissertation committee, see the document "PhD Dissertation: Expectations for Students, Readers and Chairs" which can be accessed via the secure student website or by asking the PhD Program Director.

PREPARING THE PROSPECTUS

The student will work closely with the dissertation Chair to select a dissertation topic and plan the dissertation prospectus in a timely fashion. In the dissertation prospectus, the student must present substantial evidence of the ability to develop and sustain an extended normative project on a



bioethics topic. General guidelines for the structure of the prospectus are included below. However, please note that the requirements of the student's Chair may differ from this format and should take precedence over any general Center guidance.

I. Title

II. Problem

- a. Purpose: To provide a concise explanation of the thesis
- b. Recommendations:
 - i. Explain how your problem/thesis is original
 - ii. Explain how your problem/thesis is important
 - iii. Akin to proposal for comps paper (1/2 to 1 page)

III. Review of Related Literature

- a. Purpose: To demonstrate that you are sufficiently familiar with the background literature for your thesis
- b. Recommendations:
 - i. Summarize related literature that forms the background for your dissertation
 - ii. Organize by disciplinary area so different readers can focus on their area of expertise
 - iii. Include any preceding interdisciplinary work (people asking the same or similar questions)
 - iv. Focus less on being complete and more on covering the foundational and/or influential texts in the area.

IV. Narrative Outline

- a. Purpose: To provide a plausible organizational structure for your dissertation
- b. Recommendations:
 - i. Summarize each chapter, including:
 1. The thesis for each chapter
 2. How you are going to address the thesis of each chapter
 3. How each chapter connects to the overall thesis of the dissertation

4. How each chapter builds from the ones before and sets the stage for the ones after
- ii. Use citations (from Literature review) to show where different sources will play a role in the dissertation

V. Outline/Table of contents

VI. Competencies (optional)

- a. Purpose: To justify you have the practical skills to carry out your project (1/2 to 1 page)
- b. Recommendations
 - i. For an empirical dissertation: you have done sufficient preliminary work to carry out your study (ie. IRB approval, reliable contacts at your research site, preliminary data, etc.)
 - ii. For a dissertation utilizing a discipline outside of CHCE faculty expertise: you have a reader or readers with this expertise on your committee
 - iii. For dissertation focusing on a particular area (theology, research ethics, empirical): you have taken sufficient coursework to do a dissertation in this area

VII. Bibliography

Once the Chair is satisfied with the prospectus, it will be sent to the two faculty readers for their comments. It is at this stage that the readers are expected to influence the general outline of the dissertation. The student will then address the comments of the readers and submit a revised prospectus to the Chair. This process may be repeated until the Chair, Readers and student are satisfied with the prospectus.

WRITING THE DISSERTATION

Once the prospectus is approved by the student's Committee, the student will begin writing the dissertation. During this stage, the student will prepare drafts of dissertation chapters and submit them to their Chair and Readers for substantive feedback. This stage will likely involve several cycles of revisions and will result in a completed dissertation draft (usually between 150-400 pages).

DEFENDING THE DISSERTATION

Once the Committee is satisfied with the student's dissertation draft, the student will schedule the oral defense of the dissertation. The student should contact the Doctoral Candidacy Advisor for specific requirements regarding the University's process and policies for scheduling a defense, formatting the dissertation for publication and degree con-

ferral.

Typically, the oral defense happens in an open, public forum before the interdisciplinary faculty and students of the CHCE. The student's Chair will preside over the defense, which will last approximately 90 minutes and will be divided into two parts: a 30-minute presentation of the dissertation by the student, followed by 60 minutes of questions and discussion, beginning with the Committee, then the

regarding dissertations written in the PhD Program in Health Care Ethics that incorporate original empirical research: (a) who may write such a dissertation, (b) the length of such dissertations, and (c) the way that such dissertations demonstrate competence in normative ethics.

Any student who has successfully completed a “Concentration in Empirical Research Methods in Bioethics” may write a dissertation that incorporates original empirical research. Other students may be allowed to write such dissertations only under extraordinary circumstances after demonstrating that they have the necessary competencies (e.g., they’ve entered the program with a PhD in the social sciences or have completed coursework equivalent to the Concentration).

Reflecting the extensive work that goes into gathering and analyzing original empirical data, such dissertations may be shorter than dissertations based solely on library research. Ordinarily, such dissertations should be approximately 150 pages, although the dissertation committee reserves the final determination of what page length is appropriate for a specific dissertation.

Such dissertations must demonstrate competence in normative, and not simply descriptive, ethics. This should be done in three ways: (i) by demonstrating mastery of the relevant ethical debate in the literature review, (ii) by explaining the need for the original empirical study in order to answer key ethical questions, and (iii) by highlighting in the concluding chapter the normative implications that the original research

4.B. Courses: Registration for Part-Time Students

POLICY ON COURSE REGISTRATION FOR PART TIME STUDENTS

The PhD Program proposal approved by the Board of Trustees was for full-time students.

“2.C. ESTIMATES OF STUDENT ENROLLMENT AND GRADUATES. The program will accept only full-time students, though the inclusion of part-time students may be considered at a later time.”

In Fall 1996 the Department Chair received approval to admit part-time students into the program. Part-time students are required to register minimally for two courses each semester (Fall and Spring).

SUBSEQUENT MEMO ON IMPLEMENTATION

At a faculty meeting the faculty agreed to enforce the part-time policy requiring such students to register minimally

Student is enrolled in academic work for a term and may not

5.A. Mentoring: Plenary, Registration, Comprehensive Exams, Dissertation

MENTORING STUDENTS

Every member of faculty has the responsibility to mentor

comprehensive exam they will be expelled from the program. Students may appeal decisions of the Center using mechanisms described in the Graduate Education Catalog of the University.

AUTHORSHIP GUIDELINES

1. Faculty and students in CHCE should familiarize themselves with standard guidelines on authorship (e.g., those of the American Psychological Association [APA] or the International Committee of Medical Journal Editors [ICMJE])¹ and should follow the guidelines most appropriate for their manuscripts.²
2. At the outset of a scholarly project intended for publication, individuals should clarify with any collaborators who might potentially qualify for either authorship or acknowledgement, e.g., research assistants or mentors, (a) what their role will be and (b) whether authorship or acknowledgement will be attached to their role. While a renegotiation of roles and attributions is often appropriate or even necessary across the life of a project, initial discussions remain important.

6.C. Policies: Academic Accommodations

Students who believe that, due to the impact of a disability,

MENTORING AND RESEARCH LUNCHES

Attendance at monthly Mentoring and Research lunches is required for students in pre-comprehensive exam coursework. Mentoring lunches cover topics related to the professional development of graduate students and Research Lunches feature research presentations by Center-affiliated faculty.

CLASSROOM ATTENDANCE

Ordinarily, students are expected to attend all scheduled sessions for their enrolled courses. Please see syllabi for specific details.

6.G.

CONFIDENTIALITY, OWNERSHIP, AND PROTECTION OF DATA AND PRODUCTS

GAs should assume that they do not own the products they produce as GAs, including data and databases. They have duties to respect the confidentiality of such products. If they wish to use such products, they must seek written permission from their mentors. GAs also have duties to back up their data and products. In general, data and products should be securely backed up online, e.g., on a project worksite (e.g., a GoogleSite) or a personal back up system such as Mozy. *Note:* An external hard drive suffers from many of the same vulnerabilities as your computer, being subject to theft or damage from fire and water. The best systems will back up your data automatically. Loss of data or products due to inadequate efforts to protect them is very serious and may be grounds for termination.

GAs ASSIGNED TO MORE THAN ONE MENTOR

In some cases, students will be assigned to more than one faculty mentor. Ordinarily, this will mean that the GA will work for each mentor for 10 hours/week. However, special circumstances

