

## **Appendix 1: Committee Membership**

Ad Hoc Committee on Bioethics and Healthcare Policy  
Nov. 2008 – Aug. 2009

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## **Appendix 2: Bioethics Sub-Team Vision Statement**

### **HUMAN DIGNITY AND THE COMMON GOOD: CATHOLIC PRINCIPLES OF BIOETHICS AND HEALTH POLICY**

The Task Force on Bioethics and Health Policy is charged with exploring how the University of Notre Dame can achieve preeminence in these fields. Our deliberations have raised serious questions about the prevailing de facto standards in the field, both in regard to scholarly excellence and as applied to institutions with a uniquely Catholic viewpoint. We have agreed that Notre Dame has a unique opportunity to embody a robust Catholic vision based on the principles of human dignity and the common good, and to engage the rest of the field from this perspective. At the suggestion of Fr. Tim Scully, the following paragraphs are an attempt to articulate these principles.

In *Evangelium Vitae*, Pope John Paul II reaffirmed a list of offenses against human dignity first enumerated in *Gaudium et Spes*: “Whatever is opposed to life itself, such as any type of murder, genocide, abortion, euthanasia, or willful self-destruction, whatever violates the integrity of the human person, such as mutilation, torments inflicted on body or mind, attempts to coerce the will itself; whatever insults human dignity, such as subhuman living conditions, arbitrary imprisonment, deportation, slavery, prostitution, the selling of women and children; as well as disgraceful working conditions, where people are treated as mere instruments of gain rather than as free and responsible persons. . . .” This list indicates, by way of negation, the rich and comprehensive conception of human dignity affirmed by the Catholic tradition. The scope of this conception distinguishes the Catholic tradition from social and religious movements which make much narrower appeals to human dignity.

No single list of components of the common good complements the list of violations of human dignity, but several recurrent features appear in papal and conciliar documents. These include the principles of solidarity and subsidiarity; the good of each individual as a necessary component of the good of the whole yet not reducible to the good of the whole; and a careful attempt to relate duties and rights without compromising either. The Catholic conception of the common good affirms respect for human dignity in all its forms as a necessary condition of the common good, insists on the inseparability of the good of each individual and that of society, and draws from a long tradition of philosophical and theological reflection on the human good. In all three of these respects it differs from prevailing conceptions of justice and the good, which tend to focus on individual liberty and social utility in abstraction from broader considerations of just order and human flourishing.

It is clear from a Catholic perspective that our society is deeply torn between many competing political visions, none of which are animated by the richest and fullest understanding of human dignity and the common good. It is perhaps not surprising that the world of Catholic bioethics and health policy is similarly divided among such competing approaches, but it should be disconcerting. As the premiere Catholic university, the University of Notre Dame is positioned to be an academic laboratory and a public voice for a Catholic vision that combines and integrates the principles of human dignity and the common good in their strongest and most comprehensive forms. There is presently no institutional embodiment of this vision anywhere in the field of bioethics and health policy. While that is surely to the detriment of the Church’s entire mission in the fields of health care, it is also a major opportunity for Notre Dame.

**Appendix 3:**  
**Bioethics External Data Collection Overview**

Bioethics Sub-Team  
External Data Collection  
Feb. 2, 2009

Consolidated List of Key People and Institutions for Consultations

1. Individuals

Thomas Berg, Westchester Institute  
Lisa Cahill, Boston College  
Jorge Garcia, Boston College  
Andrew Lustig, Davidson College  
Gilbert Meilaender, Valparaiso University  
Edmund Pellegrino, Georgetown University  
David Smith, Yale University  
Daniel Sulmasy, New York Medical College

2. Institutions

The Markkula Center, Santa Clara University  
The Stritch School of Medicine, Loyola University,  
The Kennedy Institute, Georgetown University

## **Proposed Consultant/Resource List**

### **(1) individuals who have some experience setting up bioethics centers.**

- David Smith, Yale [MR]
- Ed Pellegrino, Georgetown and President's Council on Bioethics (Chair) [DS]
- Gilbert Meilaender, Valparaiso [DS]
- Jorge Garcia, Boston College [DS]
- Father Thomas Berg, Westchester Institute [PK]
- Carl Schneider, U Michigan Law School [CS]
- Yuval Levin, Ethics and Public Policy Center [CS]
- Leon Kass, AEI & U Chicago [CS]
- Dan Callahan, Hastings Center [CS]
- John Haas, National Catholic Bioethics Center [CS]

### **(2) individuals who embody essential aspects of a Catholic vision of bioethics and/or can help us explore what role ND could play in both teaching and research.**

- Ed Pellegrino, Georgetown and President's Council on Bioethics (Chair)
- Gilbert Meilaender, Valparaiso
- Jorge Garcia, Boston College
- Father Thomas Berg, Westchester Institute
- Alfonso Gomez-Lobo, Georgetown [CS]
- John Keown, Georgetown [CS]
- Paul McHugh, Johns Hopkins University [CS]
- Robert P. George, Princeton University [CS]
- Mary Ann Glendon, Harvard University [CS]
- John Haas, National Catholic Bioethics Center
- Stanley Hauerwas, Duke University [CS]
- Jean Bethke Elshtain, U Chicago [CS]
- Lisa Cahill, Boston College [GM]
- Daniel Sulmasy, Mt. Sinai [GM]
- Andrew Lustig, Davidson College [GM]
- Donald Landry, Columbia University Dept. of Medicine (Chair) [CS]
- Fr. Kevin Fitzgerald, Georgetown [CS]
- F. Daniel Davis, formerly of Georgetown [CS]
- Richard Doerflinger, US Conference of Catholic Bishops [CS]

### **(3) important bioethics centers that are not in universities with medical schools.**

### **(4) medical centers or organizations that are potentially interested in partnerships with ND.**

- Loyola (Chicago) Stritch School of Medicine [PK]

**(4) bioethics centers not in academic setting**

- National Catholic Bioethics Center [CS]
- Center for Bioethics and Human Dignity [GM]
- Center for Bioethics and Culture [CS]
- Hastings Center [CS]

**(5) centers that do an excellent job in educating undergraduates and the public.**

- Markkula Center, U Santa Clara [MR]

## Academic Bioethics Centers

Elite Schools:

[University of Chicago McLean Center for Clinical Medical Ethics](#) – Focus on ethics of clinical research, doctor-patient relationship, ethics of medical innovation and end of life issues.

[Columbia University Center for Bioethics at](#) -Site has a blog, job listing, journals, case studies and tutorials, training opportunities and specific subject topics

[Brown University Center for Biomedical Ethics](#). The Center for Biomedical Ethics exists as a resource for [Brown Medical School](#), [Brown University](#) and the greater Providence community. Our primary responsibility is for the education in areas of medical ethics of the Brown medical students and residents in [affiliated programs](#). Medical professionals must be aware of the ethical dimension inherent in all medical interactions and must have the tools and resources to both recognize and address this ethical component. Brown medical students receive instruction in a seminar format in each of their required clinical clerkships. In addition, the Center has supported the formation of the Ocean State Ethics Network, a collaborative group that brings together members of the ethics committees of area hospitals to discuss current topics in medical ethics. It is also developing a public forum for discussion of issues of interest to the lay public in biomedical ethics. ([http://www.brown.edu/Departments/Center\\_for\\_Biomedical\\_Ethics/](http://www.brown.edu/Departments/Center_for_Biomedical_Ethics/)).

[Vanderbilt University Center for Biomedical Ethics and Society](#). The mission of the Center is to provide leadership in education, research, and clinical service at VUMC concerning the ethical, legal, and social dimensions of medicine, health care, and health policy. The Center is committed to multi-disciplinary exploration of the individual and social values, cultural dynamics, and legal and professional standards that characterize and influence clinical practice and biomedical research. The Center aims to be a catalyst for collaboration in teaching, research, and practice at Vanderbilt and to contribute to scholarship and policy making from the local to the international level. (<https://medschool.mc.vanderbilt.edu/cbmec/index.php>).

[Emory University Center for Ethics](#) - This site includes material on health policy and scientific integrity. The Program in Health Care and Science Ethics focuses on education of Emory students, research in health care and bioethics-related issues, and connecting with communities.

[Harvard University Program in Ethics and Health](#) – The program focuses on ethical issues in population and global health, clinical care and human subjects research. The site lists other resources. Also, Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics (<http://www.law.harvard.edu/programs/petrie-flom/index.html>).

[Duke University](#) – Trent Center for Bioethics, Humanities, and History of Medicine (<http://csmeh.mc.duke.edu/>). Aims to promote excellence in scholarship and teaching in medical ethics and the medical humanities. The Center creates an interdisciplinary forum where physicians and scholars can examine important questions at the intersection of

medicine, ethics, and the humanities. Through its work, the Center hopes to play a vital role in informing discussions about critical issues related to medical ethics and the humanistic aspects of medicine as well as to serve as a model for training.

[Northwestern University Medical Humanities and Bioethics Program](#) - the Medical Humanities and Bioethics Program has a 25-year history of interdisciplinary research and teaching at every level of medical education. Begun as a way of encouraging reflection on values issues in medicine, the program has expanded to promote and support interdisciplinary work in bioethics, the medical humanities, and the values-oriented social sciences. The faculty includes scholars in bioethics, literature, law, history, religion, sociology, and philosophy. They are leaders in the areas of the culture of ethics, including religious worldviews, in the epistemology of medicine, and in disability ethics. Dedicated to education, research and scholarship, and community service, the Medical Humanities and Bioethics Program continues its commitment to the values of the humanities and ethical decision-making. (<http://bioethics.northwestern.edu/>).

[Georgetown University - Kennedy Institute of Ethics](#) - Is devoted to research and teaching in biomedical ethics and other areas of applied ethics. The Institute also houses the National Reference Center for Bioethics Literature, produces bibliographic citations relating to bioethics for the online databases at the National Library of Medicine and conducts regular seminars and courses in bioethics.

[Center for Clinical Bioethics](http://clinicalbioethics.georgetown.edu/) (<http://clinicalbioethics.georgetown.edu/>). The Center provides university-based ethics resources for individuals that shape and give health care. We are committed to the dynamic interplay between theory and practice, experience, and reflection. Center scholars bring expertise in theology, philosophy, basic science, and clinical practice to today's ethical challenges. We seek to promote serious ethical reflection and discourse in pursuit of a just society and health care that affirms the dignity and social nature of all persons

[Johns Hopkins - The Berman Institute of Bioethics](#) - Page provides resources on the ethics of stem cell research, international research ethics, and updated news bulletins.

[University of Michigan Bioethics Program](#) – Focuses on education and research in health policy, economics and management, culture race and gender, research ethics and integrity, decision making and communication and other topics

[University of Minnesota- Center for Bioethics](#) - Dedicated to advancing the understanding of bioethics, the Center provides online access to media links featuring faculty comments and articles, summaries and in-depth publications on current topics, and information on education and research in bioethics at the University of Minnesota.

[University of Pennsylvania - Center for Bioethics](#) - Sponsors *bioethics.net*. Site also provides a departmental newsletter, press releases, and information on academic programs.

[Stanford Center for Biomedical Ethics](#) – Provides newsletter, description of research and interest group areas and links to topical resources.

[Yale University's Interdisciplinary Center for Bioethics](#). Yale's Interdisciplinary Bioethics Center focuses its attention on *bios* or life, and the way we have helped, broken and abused

it. Our primary focus has been, and will continue to be, biomedical ethics, but we are increasingly putting time and resources into issues related to ecology, environmental ethics, and care for nonhuman animals. Some current projects relate to research and treatment for Post Traumatic Stress Disorder and problems faced by IRBs and the whole IRB system. We have strong interests in questions of health policy, cost containment and justice. We are dedicated to the teaching of ethics and mean to support and improve it in any way possible. Our main sources of support are the Office of the Yale Provost, the Institute for Social and Policy Studies, and The Patrick and Catherine Weldon Donaghue Medical Research Foundation. (<http://www.yale.edu/bioethics/index.shtml>).

University of Virginia – Center for Biomedical Ethics and Humanities. The mission of the Programs in Biomedical Ethics is to advance education, research, and service concerning moral values in health care. Our faculty works both individually and in research teams on problems in clinical ethics, the ethics of research involving human subjects, ethics and genetics, health care organization ethics, and the history of bioethics. (<http://www.healthsystem.virginia.edu/internet/bio-ethics/>). Institute for Practical Ethics and Public Life. The Institute for Practical Ethics and Public Life, which was formally established in November, 2000, seeks to facilitate interdisciplinary exploration -- in education, scholarship, and service -- of ethical dimensions of individual and social choices in professional roles and activities and public policy.

UCLA Center for Society and Genetics. (<http://www.socgen.ucla.edu/Vision.html>).

UCLA Health System Ethics Center

(<http://www.uclahealth.org/body.cfm?id=156&oTopId=44>). The center's mission is to provide education, service and research to enhance the practice of medicine for patients, families, professionals and the public. In service to that mission, the center hopes to advance the ethics debate and examine the vexing ethical conundrums that complicate everyday medicine.

All Programs:

Baylor College of Medicine - [Center for Ethics, Medicine and Public Issues](#) - The sites includes a bibliography of staff publications

◆ [Boston University School of Public Health - Department of Health Law, Bioethics and Human Rights](#) - Web site provides links to health law cases, research resources, publications, and academic programs.

◆ [University of British Columbia - The W. Maurice Young Centre for Applied Ethics](#) - An interdisciplinary center that conducts research, trains investigators and consults for private, public, and not-for-profit institutions and groups. Site describes research foci and includes working papers.

◆ [University of Buffalo Center for Clinical Ethics and Humanities in Health Care](#) - This site provides information on research ethics, teaching bioethics, and specific topic resources as well as links to other bioethics on-line services and organizations.

◆ [Department of Bioethics \(DB\)](#) of the Walter Grant Magnuson Clinical Center - Conducts research on ethics of research with human subjects; ethics of health policy; and ethical issues in genetics. It provides ethics-related services for the Clinical Center, as well educational courses and seminars. The DB serves the NIH

◆ [University of Chicago McLean Center for Clinical Medical Ethics](#) – Focus on ethics of clinical research, doctor-patient relationship, ethics of medical innovation and end of life issues.

◆ [Columbia University Center for Bioethics at](#) -Site has a blog, job listing, journals, case studies and tutorials, training opportunities and specific subject topics

◆ [Cleveland State University - The Bioethics Center](#) -- Established to enhance the visibility of topics in bioethics -- health care ethics, protection of human subjects in health research, health law and policy -- for research, training, and development across disciplines on campus and across professional associations in the community.

◆ [Dalhousie University - Health Law Institute](#), An interdisciplinary Institute of the Faculties of Law, Medicine, Health Professions, and Dentistry. Site includes information on training and on specific projects, e.g. neuroethics, patient safety and end of life.

◆ [Emory University Center for Ethics](#) - This site includes material on health policy and scientific integrity. The Program in Health Care and Science Ethics focuses on education of Emory students, research in health care and bioethics-related issues, and connecting with communities.

◆ [Harvard University Program in Ethics and Health](#) – The program focuses on ethical issues in population and global health, clinical care and human subjects research. The site lists other resources.

◆ [Georgetown University - Kennedy Institute of Ethics](#) - Is devoted to research and

teaching in biomedical ethics and other areas of applied ethics. The Institute also houses the National Reference Center for Bioethics Literature, produces bibliographic citations relating to bioethics for the online databases at the National Library of Medicine and conducts regular seminars and courses in bioethics.

◆ [Indiana University - The Association for Practical and Professional Ethics](#) - Has a listing of electronic networking opportunities, a discussion (chat) service, newsletter, and ethics education activities

◆ [Indiana University - The Poynter Center for the Study of Ethics and American Institutions](#) - Includes their course book with cases and workshop information on Teaching Research Ethics

◆ [Indiana University Center for Bioethics](#) - The Center's mission is to provide leadership to advance the academic and public understanding of bioethics; to inform the development of social and public policy in health, research, and related fields; and to provide support for the provision of ethics services at Indiana University hospitals.

◆ [Johns Hopkins - The Berman Institute of Bioethics](#) - Page provides resources on the ethics of stem cell research, international research ethics, and updated news bulletins.

◆ [University of Houston - Health Law and Policy Institute](#) - Provides *HealthPathfinder*, a web directory containing hundreds of links for health policy, law, and general health information, research publications, and updated health law news.

◆ [Loyola University](#): The Neiswanger Institute for Bioethics and Health Policy- site provides information on ethics news and events and educational materials. Features materials for skill building in cultural competency and in case consultation as well as resource links.

◆ [McGill University Biomedical Ethics Unit](#) – The Clinical Trials Research Group investigate ethical issues in clinical trials.

◆ [University of Miami Ethics Programs](#) - Site describes programs in Bioethics, Business Ethics, Genetics and Ethics, Geriatrics and Ethics, Health Research Ethics in the Americas with a focus on Latin American countries, and Health Information Privacy and Security and other areas. Includes links to other sites and information about featured events as well as curriculum.

◆ [Michigan State University Center for Ethics and Humanities in the Life Sciences](#) – Describes their international ethics program. Publishes a quarterly Medical Humanities Report with articles on bioethical issues.

◆ [University of Michigan Bioethics Program](#) – Focuses on education and research in health policy, economics and management, culture race and gender, research ethics and integrity, decision making and communication and other topics.

◆ [University of Minnesota- Center for Bioethics](#) - Dedicated to advancing the understanding of bioethics, the Center provides online access to media links featuring

faculty comments and articles, summaries and in-depth publications on current topics, and information on education and research in bioethics at the University of Minnesota.

◆ [Centre for Bioethics of the Clinical Research Institute of Montreal](#) - Programs include filmed cases and discussions, publications, research and consultation. A focus is on emerging ethical issues in telehealth.

◆ [University of North Carolina Academic Integrity](#) – Provides resources for teaching integrity

◆ [Oregon Health Sciences University Center for Ethics in Health Care](#) – Site provides education and resource materials on preparing for death and dying.

◆ [University of Otago Bioethics Centre](#) – Site describes activities and research areas such as quality of life of patients with advanced cancer, end of life issues, protection of rights of vulnerable groups, euthanasia, rationing high cost medicine, ethics and genetics. The site lists current grants to study areas such as medical ethics in China, ethics of social engineering in China, and perceptions of Maori and Pakeha of emerging technologies.

◆ University of Pennsylvania - [Center for Bioethics](#) - Sponsors *bioethics.net*. Site also provides a departmental newsletter, press releases, and information on academic programs.

◆ University of Pittsburgh - [Center for Bioethics and Health Law](#) - Site provides a comprehensive listing of academic institutions involved in bioethics.

◆ [Stanford Center for Biomedical Ethics](#) – Provides newsletter, description of research and interest group areas and links to topical resources.

◆ [SUNY Upstate Medical University](#) – Center for Bioethics and Humanities- Provides links to resources and information about ongoing research.

◆ [University of Toronto Joint Centre for Bioethics](#) – Site includes archived seminars, key research areas, an e-newsletter and resource links in research, education and consultation.

◆ [University of Texas Southwestern Medical Center - Program in Ethics in Science and Medicine](#) - This site provides case studies, course information, and links to news sites, academic institutions, and search programs.

◆ [University of Utah Division of Medical Ethics and Humanities](#)– Includes responsible science course, news, cases and links to resources.

◆ [University of Washington Ethics in Medicine](#) – This site provides resources identified in a Bioethics Education Project. It also provides tools for research and case analysis methodologies and links to other organizations as well as information on specific topics.

## Bioethics in Non-academic settings

- Ethics and Public Policy Center
- Witherspoon Institute
- Westchester Institute
- Center for Bioethics and Human Dignity
- Center for Bioethics and Culture
- American Enterprise Institute
- Heritage Foundation
- Center for American Progress
- The Hastings Center
- National Catholic Bioethics Center
- Pontifical Academy for Life
- Genetics and Public Policy Center

## **Appendix 4: Select National Bioethics Centers**

### **University of Chicago McLean Center for Clinical Medical Ethics**

*Dr. Mark Siegler, MD, Director*

#### **Overview & Highlights**

*Focus on ethics of clinical research, doctor-patient relationship, ethics of medical innovation and end of life issues.*

- Est. 1984- nation's first program devoted to clinical medical ethics
- In the three years that U.S. News and World Report ranked U.S. ethics programs, the MacLean Center was chosen in each year as the #1 ethics program in the United States.
- Fellowship Program (200 graduates)
- Hospital-wide ethics consultation services for medical-ethical dilemmas (2000 cases)
- Medical Student and Undergraduate curriculum
- Conferences and workshops offered annually
- 1 Director, 3 Associate Directors, 23 faculty, 21 PhD Senior Scholars, Active Advisory Board

#### **Degrees or Programs Offered**

##### **One-year Part-time Fellowship**

- Designed for clinicians who are interested in gaining training and experience in medical ethics
- Structured ethics curriculum including Topics in Clinical Ethics, Conceptual Foundations of Health Law, Analytic Philosophy, and research-in-progress seminars
- Fellows also participate and are supervised in a busy ethics consultation service
- Working with faculty mentors, each fellow will design and carry out a research project

##### **Two-year, Full-time Master's Degree Fellowship**

- This fellowship is part of a University-wide initiative to integrate studies in clinical medicine with those in the social sciences.
- Health services research curriculum including courses on biostatistics, epidemiology, health economics, health policy and study design
- Structured ethics curriculum that includes Topics in Clinical Ethics, Conceptual Foundations of Health Law, Analytic Philosophy, research-in-progress seminars, as well as participating in a busy ethics consultation service

##### **Pediatric Ethics Program**

*Drs. Lainie Ross, John Lantos, Bill Meadow + 5 other pediatrician ethicists*

- Work with Comer Children's Hospital
- One-year Part-Time Fellowship
  - Designed for clinicians who are interested in gaining training and experience in medical ethics
  - Structured ethics curriculum including Topics in Clinical Ethics, Conceptual Foundations of Health Law, Analytic Philosophy, and research-in-progress seminars
  - Fellows also participate and are supervised in a busy ethics consultation service
  - Working with faculty mentors, each fellow will design and carry out a research project
- Two-year Full-time Fellowship with Master's Degree in Health Policy (new)
  - The goal of this program will be to prepare pediatricians for academic careers that combine clinical practice with scholarly studies in pediatric ethics and pediatric health policy

- Provide clinical ethics training and a Master's degree program in health policy
- Participation in a weekly pediatric ethics and health policy meeting with the Section of Community Health in the Institute of Molecular Pediatric Sciences (CH-IMPS)
- A monthly pediatric morning report
- Active participation in the Illinois Chapter of the American Academy of Pediatrics' Section on Bioethics

#### Surgical Ethics Program

*Dr. Peter Angelos, MD, PhD*

- Weekly seminary series on Surgical Ethics- This pioneering year-long seminar series will explore ethical and legal challenges in surgery (Schedule attached)
- MacLean Conference on Surgical Ethics (Schedule Attached)
- Monthly ethics case conference for residents and faculty
- New ethics curriculum for surgical residents
- One-Year Fellowship Program in Surgical Studies
  - The goal of this program will be to prepare surgeons for academic careers that combine clinical surgery with scholarly studies in surgical ethics.
  - Provide clinical ethics training focused on surgery for a junior or mid-career surgeon
  - Training in research, teaching, and clinical ethics consultations
  - Monthly surgical ethics conference, a surgical ethics seminar series, and opportunities to develop a new surgical ethics curriculum for residents
- One-Year Part-Time Surgical Ethics Fellowship
  - Designed for surgeons who are interested in gaining training and experience in surgical ethics
  - Structured ethics curriculum including Topics in Clinical Ethics, Conceptual Foundations of Health Law, Analytic Philosophy, Surgical Ethics, and research-in-progress seminars
  - Fellows also participate and are supervised in a busy ethics consultation service
  - Working with faculty mentors in surgery, each fellow will design and carry out a research project. No stipend is available for this fellowship program

#### **Other University Courses in Medical Ethics**

- The Doctor-Patient Relationship- a required course for 1<sup>st</sup> year medical students
- Undergraduate and Graduate Courses
  - Introduction to Medical Ethics (undergraduate specific)
  - Advanced Medical Ethics
  - Medical Ethics and Religious Traditions

## **Harvard University Program in Ethics and Health**

*Dan Brock, PhD, Director*

### **Overview and Highlights**

*The Harvard University Program in Ethics and Health is a university-wide program in Bioethics, focusing on critical issues pertaining to global and population health.*

- Focus on issues that emerge from a population health perspective
- The central objective of the program is interdisciplinary collaboration in research, teaching and service2-year post-doctoral fellowships
- Home of ethics track of the Harvard PhD Program in Health Policy
- 9 Steering Committee Faculty, 4 current Fellows, 4 current visiting scholars, 5 current PhD students

### **Programs and Degrees**

PhD Program in Health Policy with Concentration in Ethics

*Norman Daniels, PhD, Director of Ethics Concentration*

- The ethics concentration integrates quantitative and qualitative approaches to the analysis of normative ethical issues in health policy and clinical practice. Students focus on developing skills in a range of disciplines, with the goal of evaluating, through empirically based research, how moral, ethical, and socio-cultural values shape health policies as well as clinical practices.
- PhD is through the Harvard Health Policy Program
- Courses and Curriculum attached

Post-Doctoral Fellowship Program

- Devoted to furthering research and teaching in ethical issues arising in health care and public health. The fellowship draws on work in analytic moral and political philosophy to focus on ethical issues in health policy and population and international health, including health system reform, prioritization of health resources, social inequalities in health, controversies arising over international health research involving human subjects, and ethical dilemmas in the practice of public health.
- Full-time 2-year fellowship for candidates with a PhD, MD, or JD (course list password-protected)
- Weekly Seminar and interdisciplinary working group participation

Joint Harvard-Oxford Uehiro Fellowship

- There are a number of senior academics spread across a range of social and human science disciplines, for whom the Uehiro Centre provides an intellectual focus.
- The Centre has a threefold mission -- research, teaching, and public debate -- and takes an explicitly interdisciplinary approach to research. It maintains strong links with medical, law, politics, international relations and religious studies departments both within Oxford and internationally. Its focus is the ethical issues which arise in everyday life and which are related to the changes in society, particularly those related to technological advancement.

Interdisciplinary Faculty Working Groups

- *Research on Research Ethics*- ethical review of research on human subjects
- *Global Aging*- social, political, cultural, and economic effects and needs of aging populations around the world, in the 21<sup>st</sup> century
- *Genetics*- ethical, legal, and social implications of genetics research and advances

- *Professionalism*- research and response to eroding professionalism and moral issues in medical community
- *Prioritization of Healthcare Resources*- how to prioritize scarce resources and the development and implementation of practical policy

## Other Programs and Courses at Harvard

### Harvard Undergraduate Bioethics Society

- Formed recently by a core group of enthusiastic students, the group aims to promote the awareness of ethical issues brought forth by advances in science and medicine.
- Through open-minded exploration, discussion and debate of biology, biotechnology, genetics, medicine, theology, philosophy, politics, law and other relevant topics that affect ethical decision making on our campus and in our world, HUBS aims to make a difference in the bioethical issues that face society today.

### Harvard University Medical School Courses in Ethics

#### Social Medicine Courses

- IN720M.0 Living with Life-Threatening Illness
  - Directors: T. . Vesel
  - Credits: 2 CREDITS (Required)
  - Offered: Spring Time: 02/05/2009-05/28/2009; TH; 4:00-6:00 PM Place: TMEC L-007
  - Description: Caring for patients at the end of life is a basic task of doctoring, yet many students feel poorly prepared for it. This course introduces fundamental knowledge, attitudes, and skills for working with dying patients and their families.
- MA902.0 Narrative Ethics: Literary Texts and Moral Issues in Medicine
  - Directors: M. . Montello
  - Credits: 2 CREDITS (Required)
  - Offered: January. Month-long course. Time: TBA Place: 01/05/2009- 02/01/2009
  - Description: This eight-session course, especially suited for a mixed group of first, second, third and fourth-year students, uses literary narratives and poetry to study ethical issues in medicine.
- SM715.0 Seminar in Global Health Equity
  - Directors: B. J. Good, M. D. Good
  - Credits: 2 CREDITS (Required)
  - Offered: Closed for 2008-2009 Time: TBA Place: TBA
  - Description: This student-faculty seminar on global health equity will explore a variety of topics with HMS and HSPH faculty who work in the field of global health.

#### Elective Courses

- CS704.0 Human Values As They Relate To Medicine
  - Directors: G. T. Diamandopoulos
  - Prerequisites: Year IV standing for HMS students. Credits: 0 CREDITS ()
  - Offered: Half-time, for four weeks, in September, November, February, April. Time: Monday, Wednesday, Friday; 2:00 to 5:00 pm Place: HMS
  - Description: Since the Medical profession confronts daily Life and Death issues and decisions affecting Humans, the schooling of future physicians demands that they are thoroughly trained in the Science of Medicine, i.e., the latest in Basic Biomedical knowledge, and are suitably educated in the Art of Medicine, i.e. on Human Values as they Relate to Medicine.
- GR502M.5 Decision Making and Resource Allocation in Medicine
  - Directors: V. K. Cummings
  - Prerequisites: Year IV standing Credits: 4 CREDITS (Clinical Elective)
  - Offered: Full time every month Time: Tuesday, 11:00 am Place: Lawry Medical Office Bldg. Suite 1A

- Description: This course is designed as an intensive study of ethical decision making in medicine with the major goal of developing critical thinking about the ethical aspects of clinical and social problems.
- HO705.0 Justice Health and Genetics
  - Directors: L. M. Guenin
  - Prerequisites: Credits: 2 CREDITS (Non-Clinical Elective)
  - Offered: Spring Time: 02/03/2009-05/26/2009; TU; 4:00-6:00 PM Place: TMEC 428
  - Description: In this seminar we encounter the problem of how benefits and burdens should be distributed in a just society, the significance for that problem of genetic assets, and how we should act in respect of persons and possible persons while pursuing some frontiers of biomedical research.

## **Petrie-Flom Center for Health Law Policy, Biotechnology, and Bioethics**

*Einer R. Elhauge, Professor of Law*

### **Overview and Highlights**

- Founded In 2005
- Founded to respond to the need for leading legal scholarship in Health Law Policy, Biotechnology, and Bioethics
- The Center promotes interdisciplinary analysis of the legal issues affecting health care, biotechnology and bioethics.
- Faculty Director, 1 visiting faculty director, 2 affiliated faculty

### **Programs and Degrees**

*Course listings for Harvard Law School attached*

#### Senior Fellowship

- A one year fellowship for prominent senior scholars who wish to spend a year at the Center, by invitation only

#### Academic Fellowships

- A two year fellowship paying \$60,000 per year for persons who already have a graduate degree in law or some other discipline, and are interested in doing original academic work in the Center's fields of health law policy, biotechnology or bioethics.

#### Student Fellowships

- Designed for current Harvard graduate students in law or other fields who wish to work on creating publishable scholarship within the Center's fields. Student fellows receive an annual stipend and participate in Center workshops and research lunches.

#### Conferences and Presentations

- Re-Engineering Human Biology: What Should be the Legal and Ethical Limits
- Conflicts of Conscience in Health Care

## **Northwestern University Medical Humanities and Bioethics Program**

### **Overview and Highlights**

- Interdisciplinary research and teaching
- MA Program- for working professionals (part-time)
- MD/MA Program (concurrent with medical school)
- Dual Graduate Degree Program with Genetic Counseling
- Atrium- departmental report published four times per year
- Working to create dual degrees with NU Law School
- 7 current faculty, 1 emeritus faculty, 7 secondary appointments, 2 adjunct faculty

### **Programs and Degrees**

#### Feinberg Medical School Courses in Medical Humanities and Bioethics

- Year 1
  - Ethics and Values
    - Cultivate interest in and respect for the values that characterize the medical practice and to consider how personal and cultural values intersect with professional ones.
  - Medical Humanities Seminar for 1<sup>st</sup> Year Students (descriptions attached)
- Year 2
  - Profession of Medicine
    - The Profession of Medicine, takes up the social and institutional aspects of belonging to a profession—with law and moral theology, one of the three original and privileged professions.
  - Medical Humanities Seminar for 2<sup>nd</sup> Year Medical Students (descriptions attached)
- Year 3
  - Ethical, Legal, and Social Implications of Medicine Conferences- This unit examines the ethical, legal, and social elements in difficult clinical cases.
  - Health Law- This unit aims to increase "legal literacy" by introducing basic health law concepts and reducing unnecessary fears about the law's regulation of students' future medical practice.

#### Master of Arts in Medical Humanities and Bioethics

- Freestanding Master of Arts Program
  - Our program emphasizes the interdisciplinary study of bioethics through the humanities and the values-oriented social sciences. The goal of the program is a rigorous master's level education in the legal, historical, philosophical, and cultural contexts of medicine. Graduates will be able to use their multidisciplinary understanding of medicine in their teaching, advising, and ethical decision making
  - curriculum outline and course descriptions attached
- Combined MD/MA Program
  - Our program emphasizes the interdisciplinary study of bioethics through the humanities and the values-oriented social sciences. The goal of the program is a rigorous master's level education in the legal, historical, philosophical, and cultural contexts of medicine. Graduates will be able to use their multidisciplinary understanding of medicine in their teaching, advising, and ethical decision making.
  - curriculum outline and course descriptions attached
- Dual-Graduate Degree with Genetic Counseling

- Our program emphasizes the interdisciplinary study of bioethics through the humanities and the values-oriented social sciences. The goal of the program is a rigorous master's level education in the legal, historical, philosophical, and cultural contexts of medicine. Graduates will be able to use their multidisciplinary understanding of medicine in their teaching, advising, and ethical decision making
- curriculum outline and course descriptions attached

## **Georgetown University Kennedy Institute of Ethics**

Devoted to research and teaching in biomedical ethics and other areas of applied ethics.

### **Overview and Highlights**

- Institute and library with international resources on bioethics work
- Conducts regular conventions, conferences, and courses
- Several programs established for national and international research and exchange
- Houses National Reference Center for Bioethics Literature
- Over 30 affiliated faculty, 14 specialized faculty

### **Programs & Courses**

- Intensive Bioethics Course (June 1-5, 2009)
  - A pioneer in bioethics education, the Kennedy Institute offers bioethics courses designed to address the most challenging topics in health care ethics. These courses provide the opportunity for participants from different fields and disciplines to come together for a few days to explore the theoretical framework and practical issues of bioethics with a distinguished faculty.
- Asian Bioethics Program
  - The Asian Bioethics Program, under the direction of Professor Rihito Kimura, is a resource and reference center on the issues relating to ethics and values caused by the impact of scientific, technological, and biomedical development in Asian countries.
- European Program in Professional Ethics
  - This program, under the direction of Professor Hans-Martin Sass, seeks to develop and enrich moral awareness in the fields of business, environment, regulation, engineering, and most especially in medicine. In conjunction with the Institute's Asian Bioethics Program, the European Program in Professional Ethics has recently completed a major study of Advance Directives and Surrogate Decision Making in Health Care.
- High School Bioethics Curriculum Project
  - The goal of the Project is to provide high school teachers with the necessary materials, training, and resources to incorporate bioethics cases, issues and discussions into their existing courses, whether these courses be in the social sciences, sciences, or humanities.
- International Bioethics Exchange Program
  - The International Bioethics Exchange Program (IBEP), a new program of the Institute's Library and Information Services area, promotes research and education in bioethics in the developing world.
- Syllabus Exchange Database
  - Since 1986, the National Reference Center for Bioethics Literature (NRCBL) Syllabus Exchange Database has functioned as a clearinghouse for bioethics syllabi to promote the study of bioethics as a discipline. The collection consists of over 600 syllabi in 3 languages from 11 countries.

### **Program Affiliations**

Center for Clinical Bioethics  
Eubios Ethics Institute  
Feminist Approaches to Bioethics  
Georgetown University Philosophy  
Department  
German Reference Centre for Ethics

National Human Genome Institute  
National Library of Medicine  
National Reference Center for Bioethics  
Literature  
President's Council on Bioethics

## **Georgetown Center for Clinical Bioethics**

The Center provides university-based ethics resources for individuals that shape and give health care. We are committed to the dynamic interplay between theory and practice, experience, and reflection. Center scholars bring expertise in theology, philosophy, basic science, and clinical practice to today's ethical challenges. We seek to promote serious ethical reflection and discourse in pursuit of a just society and health care that affirms the dignity and social nature of all persons.

### **Overview and Highlights**

- Joint MD/PhD; MD/MALS or Masters (MALS) program offered
- Education programs for graduate students, medical students, and continuing education programs for professionals
- Ethics consulting service
- Offers conferences and daily reports (for faculty and students) on ethics issues
- Combine efforts with Health Policy dpt. to research ethical issues in just health care and health policy
- 12 Faculty, 3 current fellows, 4 visiting scholars

### **Programs and Degrees**

#### Joint Doctor of Medicine and Masters Program

- The Center for Clinical Bioethics sponsors a joint degree program leading to both the MALS and the MD in five years, as well as a more extensive MD/PhD program for qualified applicants interested in advanced training in bioethics.
- The MD degree is awarded by Georgetown University School of Medicine.
- Masters of Arts in Liberal Studies (MALS) Program Courses  
*Students will grapple with a constellation of issues surrounding the conduct of professional workers in contemporary culture. Professional careers are prized and pursued within our social system, but the moral practices which guide the professions have come under increased scrutiny.*
  - Americans at Work: Evolving Attitudes to Work in the U.S.
  - Aristotle, Kant and the Challenge of Evolutionary Ethics (Human Values)
  - Bioethics: Current Debates in Science and Health Care (Human Values)
  - Communication and Persuasion: Ethical Issues in the Professions
  - Conflict Management
  - Crises of Conscience in American Foreign Policy (Human Values)
  - Economics, Ethics, and the Government (Human Values)
  - Environmental Justice (Human Values)
  - Ethical Issues in Third World Urbanization (Human Values)
  - Ethical Problems in Contemporary Society (Human Values)
  - Forgiveness, Reconciliation, Trust: The Demands of Justice, the Price of Dignity (Human Values)
  - Globalization: An Ethical Perspective (Human Values)
  - Issues and Values in American Management Thought (Human Values)
  - Issues and Values in International Business
  - Managerial and Organizational Ethics (Human Values)
  - Moral and Political Equality (Human Values)
  - Morals, Markets, and Medicine (Human Values)
  - Philosophical Perspectives on Gender and Feminism
  - Responsibility, "Luck," and Self-Respect: The Human Condition (Human Values)
  - The Ethics of Aristotle and Kant (Core)
  - The Interface of Psychoanalysis and Philosophy: Ethical Questions
  - Utilitarian Perspectives on Professional Ethics (Core)

### Joint Doctor of Medicine and PhD Program

- The Center for Clinical Bioethics sponsors an MD/PhD program for qualified applicants interested in advanced training in bioethics. The MD degree is awarded by Georgetown University School of Medicine.
- Students have the option of pursuing the PhD degree from either the Georgetown University Philosophy Department or from the School of Philosophy of the Catholic University of America.
- Georgetown is a pioneer in the field of bioethics, creating one of the world's premiere institutes in bioethics research, The Joseph and Rose Kennedy Institute of Ethics. With a faculty distinguished in the field, our Bioethics Concentrations cover the philosophical underpinnings of bioethical issues as well as current major topics of inquiry and debate in medical practice, law, and public policy.

### Applied Bioethics Program

- This practicum is offered annually to students in the graduate bioethics program. A series of clerkships affords students a unique opportunity to integrate their academic studies in bioethics as they work closely with clinical mentors examining ethical problems in the natural settings in which they arise

### Tutorials

- Each faculty member of the Center for Clinical Bioethics offers medical ethics tutorials and research project guidance for graduate-level students and medical students at Georgetown. Recent subjects have included virtue ethics and do-not-resuscitate orders.

### Continuing Education

- The Georgetown University Medical Center plays a leading role in the Washington metro area in sponsoring education workshops and seminars. Center for Clinical Bioethics faculty regularly participate in these programs by addressing issues of ethical concern.

### Ethics Curriculum

- In 1998, Georgetown's Schools of Medicine and Nursing developed and implemented a four-part interdisciplinary curriculum in clinical ethics-- i.e., a longitudinal program drawing on the moral traditions and insights of nursing, medicine, philosophy, theology, pastoral care and ethics targeted at graduate nursing students and medical students.

### Healthcare Ethics- School of Nursing and Health Studies

- This course explores the moral and social responsibility of healthcare managers.

## **University of Minnesota Center for Bioethics**

The mission of the Center is to advance and disseminate knowledge concerning ethical issues in health care and the life sciences. The Center carries out this mission by conducting original interdisciplinary research, offering educational programs and courses, fostering public discussion and debate through community outreach activities, and assisting in the formulation of public policy.

### **Overview and Highlights**

- New Master's Program in Bioethics- Fall 2009
- Theoretical and practical research to inform scholars and public
- Provides Bioethics courses, graduate minor, workshops and seminars
- Joint Degree Program in Law and Health & Life Science
- Public policy support
- Community and National outreach through resources, conferences, newsletters, and publications
- 11 core faculty, 1 visiting faculty, 1 post-doc faculty, 7 faculty associates, 4 emeritus faculty, 4 center associates,

### **Programs and Degrees**

#### Current Bioethics Courses

- Complete list attached

#### Master's of Arts in Bioethics

- This new graduate program will be offered by and housed in the Center for Bioethics. It offers the opportunity to study at an interdisciplinary program situated in a major research university with a premier Bioethics Center featuring a large, interdisciplinary, world-renowned faculty.
- Curriculum and course descriptions attached

#### Graduate Minor in Bioethics

- The Graduate Minor in Bioethics is designed for University of Minnesota graduate students interested in deepening their knowledge of the ethical issues surrounding health care and biomedical science. Administered by the Center for Bioethics in cooperation with the Department of Philosophy, the Graduate Minor program is open to students admitted to any department within the University of Minnesota Graduate School, for either an MA/MS or PhD program. Students can explore their interests in bioethics while also earning a degree in their home discipline.
- Course Descriptions Attached

#### Health Law and Bioethics Concentration

- The Health Law & Bioethics Concentration allows students to focus their studies on health care delivery, public health law and ethics, international health, or issues in bioethics. Concentrations are available to all JD and LLM students, including those pursuing dual degrees.
- Students who have successfully completed the Concentration will receive a special certificate upon graduation. The Law School is seeking approval so that students may also request that their transcript state that the requirements of the Concentration have been fulfilled
- Course Descriptions attached

## **Undergraduate Opportunities**

### Life Sciences Summer Undergraduate Research Program

- Offered in collaboration with the College of Biological Sciences which provides ethics in research for undergraduates enrolled in the Life Sciences Summer Undergraduate Research Program.
- 2008 Program centered on ethics and policy in public health emergencies, stem cell research, and nanotechnology

### Undergraduate Research Opportunity Program

- This program offers financial awards twice yearly to full time undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member. It encourages students to conduct research and pursue academic interests outside of their regular courses by employing them to work on special research projects.

### Multicultural Summer Research Opportunities Program

- MSROP provides undergraduates an opportunity to develop research and inquiry skills with a faculty mentor on an individual basis or as part of a research team, which may include graduate students, research scientists, technicians and other MSROP students.

### Materials Research Science and Engineering Center Research Experience for Undergraduates

- The University of Minnesota's Materials Research Science and Engineering Center (UMN MRSEC) is an innovative program that fosters a creative, interdisciplinary approach to materials research.

## **Other Programs and Opportunities**

### Student Activities in Bioethics

- Center for Health Interprofessional Programs (CHIP)-A center for interprofessional initiatives created by students, for students at the University of Minnesota Academic Health Center. CHIP also coordinates activities for the Student Committee on Bioethics (SCOB)
- Health Law & Bioethics Association (HLBA)- A registered student organization dedicated to the dual purposes of providing students with practical career guidance in the field of health law and fostering awareness, critical thought, and debate about topics in bioethics.

### Center Internships

- Students may apply for unpaid internships at the Center for Bioethics

### Seminars

- Seminars are held on the second Friday of each month (unless otherwise noted).

## **University of Pennsylvania Center for Bioethics**

*Arthur L. Caplan, PhD, Founding Director*

The Center for Bioethics is a leader in bioethics research and its deployment in the ethical, efficient, and compassionate practice of the life sciences and medicine.

### **Overview and Highlights**

- Over 20 full and part-time faculty; currently 24 Senior Fellows 19 faculty Associates, 9 visiting scholars, 5 research staff
- Home of fastest growing bioethics journal in North America (AJOB)
- Biannual newsletter published online
- Interdisciplinary centered with faculty from schools and departments, including medicine, law, nursing, business, education, philosophy, psychology, sociology, religious studies, public policy, and public health.
- On-going research projects by faculty, published in leading medical journals
- Several degree, undergraduate, continuing education, and graduate courses and programs
- Utilized by several national news organizations, Congress, and UN as an expert source on issues in bioethics
- Houses the home of the American Journal of Bioethics (AJOB) online at [www.bioethics.net](http://www.bioethics.net)
- Most sophisticated and utilized source for bioethics online
- Innumerable on-going lectures, symposiums, events, and conferences

### **Degrees and Programs**

*Courses offered in Spring 2009 attached*

#### Master's Degree in Bioethics

*Dr. Autumn Fiester, PhD and Dr. Nora Jones, PhD*

- Designed for mid-career and senior health care professionals, Students already enrolled or admitted to a Penn graduate or professional degree program, Post-baccalaureate students with a special interest in the field who plan further graduate study in law, medicine, humanities, or social sciences.
- 9 courses are required for MBE degree \*\*Course Descriptions attached
  - Proseminar: Introduction to Bioethics
  - Conceptual Foundations
  - 6 Electives
  - Final Research Project
- Supplemental Certificate Program (for students who work in field of clinical ethics)
  - Proseminar: Introduction to Bioethics
  - Conceptual Foundations
  - 2 Online courses
  - 2 1-week on-site courses
  - 5 electives

#### Undergraduate Study & Programs in Bioethics

- Health and Societies Major
  - Exciting, intellectually-coherent and practical education for undergraduates preparing for careers in the health professions or for a health care specialization in fields such as law, government, journalism, and business \*Courses and curriculum attached
- Concentration: Bioethics and Society
  - The "Bioethics and Society" template provides a strong grounding in the history of science and medicine as well as its sociological trends. An Individualized

Concentration allows students to tailor their course of study to more specifically reflect their academic interests. \*Template not available

- Penn Bioethics Society
  - A group of undergraduate students at the University of Pennsylvania aiming to promote the awareness of ethical, social, medical, and legal issues brought about by increased knowledge in science and technology
- Undergraduate Internships in Bioethics
  - List attached

#### Department of Medical Ethics

- Founded in 2002
- 7 of the Bioethics Center faculty are a part of this department
- Affiliated with Master's degree program and Undergraduate major

## **Stanford University Center for Biomedical Ethics**

*David Magnus, PhD, Director*

*The Stanford Center for Biomedical Ethics is dedicated to interdisciplinary research and education in biomedical ethics and provides clinical and research ethics consultation. SCBE serves as a scholarly resource on emerging ethical issues raised by medicine and biomedical research.*

### **Overview and Highlights**

- 4 faculty leaders/directors, 12 regular faculty, 3 post-doctoral fellows, 2 visiting scholars, 1 fellow
- Hosts several informal talks, lectures, papers series, seminars, lunch series, and events
- Quarterly newsletter published
- Offers undergraduate and graduate courses and concentrations in bioethics
- Houses several research and outreach programs
- Consultation services in ethics for doctors, nurses, researchers, patients, and families

### **Programs and Coursework**

*\*Complete course listings attached*

#### Program on Arts, Humanities, and Medicine

*Audrey Shafer, MD, Director*

- Provides a focal point for integrating the arts and humanities into medical education, the medical center community, and the practice of medicine at Stanford.
- Events include annual spring *Medicine and the Muse Symposium* and *Music and Medicine: The Art of Listening*
- 8 faculty affiliated with this program
- Offers a Biomedical Ethics and Medical Humanities Scholarly Concentration for
- Affiliated with the “Healing HeARTs” program- works with hospitalized children to create artwork, writing, and music as art therapy.

#### Program in Bioethics and Film

*Dr. Maren Grainger-Monsen, award winning filmmaker and physician*

- Specializes in producing innovative films on biomedical ethics, created to inspire both medical students and the general public to experience and question the magnitude of the ethical dilemmas in healthcare today

#### Center for Integration of Research on Genetics and Ethics (CIRGE)

*Mildred Cho, PhD, Principal Investigator*

- One of 6 interdisciplinary “Centers of Excellence in Ethical, Legal, and Social Implications Research” created by the National Human Genome Research Institute at NIH
- Includes faculty from a broad range of disciplines
- Focus is to study interaction of genomic research with society, with an emphasis on genomics of behavior.
- 12 faculty, 2 post doc researchers
- Benchside Ethics Consultation Services
  - Developed, as a part of CIRGE, to provide proactive ethics consultation to biomedical researchers
- Hosts monthly lectures, several symposia and conferences, houses a journal club, hosts policy workshops
- Postdoctoral Training Program

- 2 fellowships for candidates from a variety of backgrounds, especially genetic research, social sciences, humanities, law, or policy
- Aims to prepare fellows for interdisciplinary scholarship in emerging ethical, social, policy, and/or legal issues raised by genetic research

#### Program in Neuroethics (new)

*Hank Greely, JD, Director*

- Initial focus on issues at the intersection of medical imaging and biomedical ethics, including ethical, social, and legal challenges presented by advanced neurofunctional imaging capabilities, the emergence of cognitive enhancement neurotechnologies and pharmacology, self-referral to health care and imaging services, incidental findings, and fetal MRI.
- New initiatives underway in regenerative medicine, neurogenetics, and pediatric neuroethics
- 7 associated faculty and researchers
- past groups include Neuroethics theme group and the Program in Organizing Neuroethics Education and Research

#### Program on Stem Cells and Society

*Christopher Scott, Director*

- Stanford University Program on Stem Cells in Society (PSCS) was founded in 2006 to examine this rich area of science policy. The program is a natural part of Stanford's mission, building upon the University's international reputation and leadership in stem cell biology, medicine, law and ethics.
- Independent study of the national and international political, legal, ethical, social and economic impacts of stem cell research.
- Educate and provide outreach to secondary schools, undergraduate and graduate students, and the general public about stem cell research and policy.
- Serve as a scholarly resource for academicians, public officials and the general public on the scientific, legal and ethical impact and future directions of stem cell research.
- 6 faculty advisors, 4 regular faculty, 2 post-doc fellows

#### Biomedical Ethics and Medical Humanities Scholarly Concentration (BEMH)

- Enables medical students to study a chosen area in depth as a complement to the breadth of knowledge and skills gained by general medical education
- BEMH students will be able to examine the ethical and humanistic dimensions of research and practice, and focus on issues that they will confront whether at the laboratory bench or at the bedside.
- 3 gate-way courses are required \*full BEMH Curriculum Attached  
 Med 255. *Responsible Conduct of Research* (1 unit)  
 Course Director: [staff]

New Course: *The Human Condition* (2 units)

Course Director: Larry Zaroff, MD, PhD email: Larryz33@aol.com

New Course: *Biomedical Ethics* (2 units)

Course Director: Linda Hogle, PhD

## **Yale University Interdisciplinary Center for Bioethics**

*David Smith, PhD*

### **Overview and Highlights**

- Primary focus has been, and will continue to be, biomedical ethics, but we are increasingly putting time and resources into issues related to ecology, environmental ethics, and care for nonhuman animals.
- 6 primary affiliated faculty, 10 visiting scholars
- Ongoing research published by faculty, upcoming research to involve PTSD and IRB
- Houses Center Study Groups that meet monthly for open discussion in the university community on various ethics topics
- 3 lecture series by leading experts, Maura A. Ryan (Notre Dame), Tom Beauchamp (Georgetown's Kennedy Institute), and a 3<sup>rd</sup> up-coming lecture series
- 2-month long summer internship program for undergraduate and graduate students

### **Programs**

#### Center Study Groups

- Bioethics Workshop
  - The Bioethics Workshop provides a place for Yale faculty, graduate students, undergraduates, and community members to engage in interdisciplinary bioethical discussion. A faculty member begins the session with an overview of a bioethical issue; in some cases, discussion centers on “work in progress.” Discussion and comments by attendees then ensues.
- Perspectives on Aging
  - The group seeks to study ethical issues surrounding aging. This year, the group's focus is on how people can age well and how society can help people in that endeavor. We consider ways in which society has encouraged or discouraged a productive and satisfying life for the elderly, as well as the impacts of aging populations on society.
- Animal Ethics
  - This new group is a response to two phenomena: the moral imperative to reassess the human treatment of other animals, and the theoretical challenge to give nonhuman animals their due in ethics
- End of Life Issues
  - Four cardinal principles of bioethics are autonomy, beneficence, non-maleficence and justice.
  - We will move through a series of topics to provide specialized views and arenas in which the issues of justice affect both the ill and their caregivers in personal, professional and institutional settings
- Genetically Modified Plants
  - Patchwork agriculture is a response to the monoculture of industrialized farming in the USA and globally. Patchwork agriculture attempts to mitigate the crises arising from unintended social, ecological and economic consequences of agricultural industrialization with its increasingly large farms and fewer farmers.
- Technology and Ethics
  - Topics include Alzheimer's and Combat Stress; Interfaced for Military Technology; Unintended consequences of simplifying complex concepts in microanatomy; Embodied Cognition and ethics, for example
- Bioethics Society

- Yale's Bioethics Society is an undergraduate-and-graduate-student bioethics interest group. The group hosts speakers on a range of bioethics issues; promotes student awareness of, and participation in, bioethics events both on the Yale campus and beyond; and fosters social interaction among interested students from all parts of campus

### Summer Internship Program

*Lecture and seminar topics attached*

- Yale's Interdisciplinary Center for Bioethics offers a unique 2-month-long summer internship program for American and international undergraduate and graduate students from varying disciplines who are interested in learning more about bioethics.
- Participants attend:
  - Series of morning lectures surveying the field of bioethics;
  - Intensive 4-week seminars on special topics such as care for the dying, bioethics and law, bioethics and media, literature, technology and ethics, public health ethics, and feminist approaches to bioethics
  - Attend a bioethics film/discussion series
  - Participate in field trips to bioethics-related institutions;
  - Present an original paper at a final in-house "mini-conference;" and participate in the life and work of the Bioethics Center

## Responsible Conduct of Research MED 225

- Designed to engage participants in productive discussions about ethical issues that are commonly encountered during their research careers.
- Required for graduate students and postdoctoral scholars who are supported by grants from the National Institutes of Health, as well as for medical students

**Appendix 5:  
Select National Health Policy Centers**

**Health Policy Sub-Team  
External Data Collection: Select National Health Policy Centers**

**Contents:**

- Health Policy Centers at Catholic Colleges and Universities (pp. 2 – 8)
- Health Policy Centers at Nearby Midwestern Colleges and Universities (pp. 9 – 13)
- Bioethics Centers at National Colleges and Universities (pp. 14 – 15)
- Health Policy Centers and Other National Universities (pp. 16 – 27)

**Georgetown University  
Health Policy Institute**

<http://ihcrp.georgetown.edu/>

3300 Whitehaven Street, N.W., Suite 5000

Washington, DC 20057-1485

Phone: (202) 687-0880

**Faculty**

18 research faculty members.

**Organization**

“The Health Policy Institute is a multi-disciplinary group of faculty and staff dedicated to conducting research on key issues in health policy and health services research.”

The Georgetown Health Policy Institute is the umbrella for five centers and four major projects (listed below). The Center for Juvenile Justice Reform includes two annual certificate programs for individuals and multi-jurisdictional teams leading to membership within their Fellows network.

Centers: Center for Children and Families, Center on an Aging Society, Center on Alcohol Marketing and Youth, Center for Juvenile Justice Reform, Center on Medical Record Rights and Privacy

Projects: Long-Term Care Financing Project, Produce Safety Project, Retirement Security Project, The Medicare Part D Research Project

**Administration**

Director: Highest ranking faculty member is Judy Feder, Professor and Dean of the Georgetown Public Policy Institute  
Each center has its own director.

# Administrative Staff: 8

**Research focus**

Health care financing, the uninsured, federal health insurance reforms, quality of care and outcomes research, mental health services research, the impact of changes in the health care market on providers and patients

**External Partners**

Grant support from a variety of sources including: the David and Lucile Packard Foundation, the Annie E. Casey Foundation, the Atlantic Philanthropies, the Henry J. Kaiser Family Foundation, the George Gund Foundation, the Robert Wood Johnson Foundation, the Pew Charitable Trusts, the AARP Public Policy Institute, the Commonwealth Fund, the Jessie Ball duPont Fund, the Medicare Payment Advisory Commission, and the U.S. Department of Health and Human Services.

**Physical plant**

3300 Whitehaven Street, N.W., Suite 5000, Washington DC.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

No.

**Seminars and major events**

Certificate programs for juvenile justice reform, and ongoing events as part of the Retirement Security Project (e.g. most recently, “The Automatic Revolution: Changing How America Saves”, June 10, 2008, The National Press Club, Washington, DC).

**Loyola University Chicago**  
**Neiswanger Institute for Bioethics and Health Policy**  
<http://bioethics.lumc.edu/>  
2160 S. First Ave., Bldg. 120  
Maywood, IL 60153

**Faculty**

23 faculty representing the departments of Philosophy (4), Theology (1), plus the schools of medicine (12), law (4), and nursing (2).

**Organization**

“The Neiswanger Institute for Bioethics and Health Policy at the Loyola University Chicago Stritch School of Medicine serves the students of the Stritch School of Medicine, the clinicians of the Loyola University Health System, health-care professionals from Catholic and nonsectarian health-care systems across the nation, and medical educators in the United States through educational programming, timely conceptual and empirical research, and case consultation. Two things distinguish the Neiswanger Institute: 1) A commitment to educating health-care professionals to be effective leaders for social justice in medicine and society, and; 2) A commitment to understanding and respecting the role of religious and spiritual traditions, especially that of the school’s Roman Catholic heritage, in health-care decision making.”

The educational activities at Neiswanger Institute for Bioethics and Health Policy are organized around an online graduate degree program in Bioethics (Masters level), a Certificate Program in Bioethics, Leadership Training & Development for Executives, and a joint MD/MA Program in Bioethics and Health Policy.

Centers: None listed.

**Administration**

Director: Mark G. Kuczewski, Ph.D.  
# Administrative Staff: 4

**Research focus**

health disparities, disability ethics, informed consent, research ethics, medical ethics education, professional ethics, the history of medicine and bioethics, end-of-life care in the Catholic tradition and the role of conscience in the clinical encounter, care of the chronically ill patient, ethics of clinical experimental design, alternative medicine policy, humane medical education, genetic testing, surrogate decision making, physician assisted suicide, human needs and wants in health care, resource allocation and rationing, death, dying, grief and bereavement, moral decision-making and moral frameworks in medicine, public health ethics, palliative care ethics, equipoise, justice, ethics of health care as a business, ethics and aging, cross cultural bioethics, philosophy of medicine, health law and policy, elder law, decision making and risk taking in home health care, moral philosophy, health care access

**External Partners**

Adjunct faculty and visiting lecturers from Union College, Northwestern, and the Illinois Institute of Technology – Chicago-Kent College of Law.

**Physical plant**

Institute’s administrative staff are located at, 2160 S. First Ave., Bldg. 120, Maywood.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, associated with the School of Medicine.

**Seminars and major events**

Seminar events occur roughly weekly, but can also occur in clusters during certain times of year (e.g. Nine events scheduled during AIDS Awareness Week). Most of these events count as Grand Rounds credit in Ethics. Video streams are available both on the Institute’s website and Bioethics YouTube channel.

**St. Louis University**  
**Center for Health Policy Analysis**  
<http://chpa.slu.edu/>  
3545 Lafayette Ave.  
St. Louis, MO 63104

**Faculty**

14 faculty representing the schools of public health (9), law (3), and business (2), primarily as “affiliates”.

**Organization**

“The Mission of the Center for Health Policy Analysis is to produce and disseminate high quality health policy research to better understand the consequences of the social forces of public health, health spending, and health care delivery in Missouri, the Midwest, and the nation. The Center produces timely policy briefs, policy papers and timely analyses on health policy issues of importance.”

The Center for Health Policy Analysis is organized under a single director. No other components are noted, other than three external partners providing grants to the center (see below). The Center maintains a triangular logo with the three sides of policy research, translation, and dissemination. Very little information.

Centers: None.

**Administration**

Director: Timothy McBride, Ph.D.  
# Administrative Staff: 0

**Research focus**

Medicare and Medicaid, State Health, Tobacco, and Prevention Policy, Policy Evaluation, Obesity and Diabetes, Community Benefit, Long Term Care

**External Partners**

Research and policy analytic support to the Office of Rural Health Policy – DHHS, Missouri Foundation for Health, and the Kaiser Family Foundation.

**Physical plant**

3545 Lafayette Ave., St. Louis.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, with the St. Louis University School of Public Health.

**Seminars and major events**

None noted.

**Creighton University**  
**Center for Health Policy and Ethics**  
<http://chpe.creighton.edu/>  
2616 Burt Street  
Omaha, NE 68178

**Faculty**

24 faculty representing the departments of Philosophy (1), Theology (1), plus the schools of medicine (11), pharmacy & health professions (6), nursing (4), and dentistry (1).

**Organization**

The Center defines itself as “a multidisciplinary group of scholars dedicated to the study and teaching of ethical dimensions of health care and health policy.” It is organized within one group consisting of a director, faculty, faculty associates and affiliates, contributed-service faculty, and staff. There are opportunities for visiting senior fellows to receive a stipend for 3-6 months while contributing “selected service or teaching activities compatible with their interests and the Center’s needs.”

Centers: None noted.

**Administration**

Director: Amy Haddad, Ph.D., R.N.  
# Administrative Staff: 5

**Research focus**

Garnered from faculty profiles. Pharmacy ethics, ethics education, end-of-life care, hospital culture, roles of trust and fidelity in health care, research ethics, research policy development, health disparities, anatomic and physiologic metaphors, confidentiality and mothers with HIV/AIDS, the healthy elderly perception of ethical decision making, status of ethics committees in state nursing associations, feminist bioethics, ethical decision making for high risk neonates, minority health, social justice, issues in death and dying, Chronicity and care for chronic patients, the history and future of health sciences education in Jesuit universities, issues in the field of dental ethics, health law, philosophy of medicine, ethical issues in nursing practice, caring and caring behaviors, psychosocial aspects of illness and disability, maintaining mobility and preventing disability in older adults, inter-professional education and practice, practice errors in rehabilitation, assessment of student learning, community-engaged health promotion, prevention of chronic conditions, health disparities and access, improving quality and access to healthcare, international healthcare systems comparisons, the role of American medical education in healthcare injustice, medical ethics in physician education, universal health care, professional nursing issues, community health nursing, spiritual self awareness and identity, cultural competency, pharmacy benefit management industry and cost, community engagement, professional formation, novice development, ethical reasoning in clinical practice, scholarship of teaching/learning in ethics education, reflective/mindful practice, fundamental moral theology, biomedical ethics, sexual ethics, international humanitarian law, Catholicism and politics, practitioner errors, patient safety, hospital ethics committees, ethics of practitioner advertising, ethical issues in the treatment of Alzheimer patients, rehabilitation ethics, ethical issues in human transplantation, interdisciplinary health care teams, ethical issues in health care reform and managed care, the role of photography in patient care

**External Partners**

Two off-site, “contributed-service” faculty at MGH Institute of Health Professions and University of Minnesota Medical School. Otherwise, none noted.

**Physical plant**

2616 Burt Street, Omaha.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, some faculty members are associated with schools of medicine, pharmacy, nursing, and dentistry.

**Seminars and major events**

Seminars at varying times throughout the year including: Roundtables, Clinical Ethics Series, Distinguished Lectures, and annual Women & Health Lecture.

**University of St. Thomas**  
**National Institute for Health Policy**  
<http://www.nihp.org/>  
1000 LaSalle Avenue, TMH 440  
Minneapolis, MN 55403

**Faculty**

One senior health policy fellow.

**Organization**

“The National Institute of Health Policy (NIHP) is a membership organization comprised of healthcare industry leaders throughout the Upper Midwest. The NIHP provides a neutral forum for regional healthcare institutions to work collaboratively to shape healthcare both locally and nationally. The NIHP allows its members the opportunity to focus on the important as well as the urgent in healthcare.”

Centers: None.

**Administration**

Director: David Durenberger, J.D.  
# Administrative Staff: 0

**Research focus**

U.S. health policy dialog, medical arms race syndrome

**External Partners**

Member Organizations: Allina Hospitals and Clinics, HealthEast Care System, Avera Health - Sioux Falls, Billings Clinic, BlueCross BlueShield of Minnesota, Buyers Health Care Action Group, Carlson Companies, Center for Rural Health, CentraCare Health System, Children's Hospital and Clinics of Minnesota, Courage Center, Essentia Health / Benedictine Health System, Fairview Health Services, Gillette Children's Specialty Healthcare, Good Samaritan Society, GroupHealth Cooperative Care of Eau Claire, Gundersen Lutheran, Halleland Lewis Nilan & Johnson, HealthPartners, Hennepin County, Hennepin Faculty Associates, Institute for Clinical Systems Improvement, Marshfield Clinic, Medica, MeritCare Health System, Minnesota Hospital Association, Minnesota Medical Association, MN Community Measurement, Noridian Mutual Insurance Company, Park Nicollet Health Services, Sacred Heart Hospital, Sanford Health, Stratis Health, TriWest Healthcare Alliance, UCare Minnesota, VHA Upper Midwest

**Physical plant**

1000 LaSalle Avenue, Minneapolis.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

No, website states an affiliation with the University of St. Thomas Opus College of Business.

**Seminars and major events**

Outside health policy events in Washington D.C. and Minneapolis are advertized.

**St. Joseph University**  
**Institute of Catholic Bioethics**  
<http://www.sju.edu/bioethics/>  
108 Barbelin / Lonergan  
5600 City Avenue  
Philadelphia, PA 19131

**Faculty**

4 faculty representing the departments of Theology (2), and research faculty members (2). There are four affiliated, off-site scholars who “serve as Bioethics consultants, assist in teaching, and participate in seminars.”

**Organization**

“The mission of the Institute for Catholic Bioethics at Saint Joseph’s University is to develop and promote interdisciplinary research projects, educational programs, academic courses, clinical consultation and policy development services in the field of bioethics to meet the individual needs of the Saint Joseph’s University academic community, the medical, nursing and administrative staffs of the Philadelphia area Catholic and nonsectarian health care systems and the Archdiocese of Philadelphia. The Institute is committed to educating health care professionals to be effective leaders in education, medicine and society. The Institute is also committed to understanding and respecting the role of religious and spiritual traditions, especially that of the Roman Catholic theological and philosophical tradition, in health care decision-making. The Institute promotes the ideals of Jesuit education in seeking to challenge others to be “men and women for others” in the “service of faith and the promotion of justice” in its teaching, research and service. Thus, while giving special regard to Catholic health-care ethics in teaching and research, the Institute also fosters respectful dialogue among all traditions represented in the student body and the patient population.”

The Institute offers academic programs and research in the area of Bioethics. A Certificate in Healthcare Ethics is offered to graduate students, while undergraduate students are provided opportunities to pursue a Healthcare Ethics Minor, and a Global Healthcare Ethics Minor. A faculty fellows program enables professors with an interest in Bioethics to reduce their annual course load by one to facilitate research leading to a publication and/or a university wide symposium. Continuing education courses (e.g. CME, CHES) are offered on occasion as well. The Institute also positions itself as offering consulting services to hospital administrations and personnel, and outreach to the Archdiocese of Philadelphia.

Centers: None.

**Administration**

Director: Peter A. Clark, S.J., Ph.D.  
# Administrative Staff: 1

**Research focus**

Neonatal Male Circumcision in Sub-Saharan Africa To Decrease HIV/AIDS, Evaluation of Ethics Teaching Rounds for Medical Interns and Residents at the Mercy Health System, Evolutionary Theory and Human Solidarity, International Health

**External Partners**

None listed.

**Physical plant**

108 Barbelin / Lonergan, Philadelphia.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

No.

**Seminars and major events**

Annual McCormick and Rominger lectures.

**Boston College**  
**Sloan Center for Aging and Work**  
<http://agingandwork.bc.edu/>  
140 Commonwealth Avenue, 3 Lake Street Building  
Chestnut Hill, MA 02467

**Faculty**

15 faculty representing the departments of sociology (3), economics (1), plus the school of social work (1). There are 10 research faculty members.

**Organization**

“Established in 2005, The Center on Aging & Work at Boston College is a research center committed to: developing a research agenda focused on aging and work in the 21st century; engaging the broader business community in the adoption, implementation, and utilization of flexible work options for older workers; impacting public discussion about aging and work; becoming the premier source of quality information about flexible work options for older workers.”

The Sloan Center for Aging and Work divides its research activities into three categories: US National Initiatives, State Initiatives, and Global Initiatives. “States-as-employers-of-choice” project includes cross-section of 10 outside workforce experts. The Global Initiatives project includes 20 additional U.S. and international collaborating faculty and experts on global work and policy issues.

Centers: None.

**Administration**

Director: Marcie Pitt-Catsouphes, Ph.D.

# Administrative Staff: 7

**Research focus**

employers’ adoption of flexible work options, their implementation in the workplace, and their utilization by older workers

(**Projects:** The Boston College National Study of Business Strategy and Workforce Development, The Study of Health Insurance Costs and the Employment of Older Workers, The Workplace Culture and Flexible Work Arrangements Study, Adoption, Implementation, and Use of Flexible Work Options by Older Workers, Older Workers' Transitions: The Study of Paid and Unpaid Work Careers, the Study of Older Workers' Leisure Time and Employment Options, The Bridge Jobs Study: Non-Traditional Retirement Options, The Help Transfer Study: Older Workers and their Extended Families, The Financial Resources Study: The Pursuit of Paid and Unpaid Work, Age & Generations Study, Aging and the Meaning of Work, Flexibility and the Retention of Older Workers, An Analysis of the Relationship between Age and Income, Older Workers and the Changing U.S. Workforce)

**External Partners**

There is a partnership with Middlesex University on cross-national quality of employment. Grant support from Twiga Foundation for the State Initiatives.

**Physical plant**

3 Lake Street Building, Chestnut Hill.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

No.

**Seminars and major events**

New Global Initiatives launched in 2008 with Middlesex University, London. Some presentations at outside conferences.

**Ohio State  
Center for Health Outcomes, Policy and Evaluation Studies**

<http://sph.osu.edu/hopes/>  
472 Cunz Hall, 1841 Neil Avenue  
Columbus, OH 43210

**Faculty**

18 faculty representing the public health departments of Health Services Management & Policy (7), Health Behavior and Health Promotion (2), Epidemiology (1), Biostatistics (1), plus the college of nursing (1), and medicine (1). There are 5 research faculty members.

**Organization**

“The Center for HOPES was established in 1994 to respond to the needs of health care policy decision-makers at local, state, and national levels. The Center for HOPES, which is located at OSU’s College of Public Health, conducts applied health services research studies to help public and private organizations evaluate clinical effectiveness, quality of care, costs of medical services, process flow in health care institutions, and other investigations in the areas of health outcomes, policy, and evaluation. Our programs have a direct and strong impact on health care in both the private and public sectors at the local, state, and national levels.”

The center is composed of research staff and faculty researchers, and a Doctoral Studies Research Training Award.

Division: Health Services Management & Policy  
Centers: None

**Administration**

Director: Allard E. Dembe, Sc.D.

# Administrative Staff: Only one manager is listed under senior research staff – no admin. listing available.

**Research focus**

Health services research, Program evaluation, Processes of care, clinical effectiveness studies, Quality of care measurement, quality improvement, Survey research, Health information and technology assessment, Social and economic outcomes assessment, Health economics analysis, Applied health policy analysis

Projects: Establishing a Medical Home Network in Franklin County (Access HealthColumbus), An Estimation of Potential Cost Savings from the Use of Nutritional Support Therapies in the Treatment of Pressure Ulcers in the United States (Abbott Nutrition), Employed Immigrant Health Initiative (Robert Wood Johnson Foundation), Evaluating the Impact of State Coverage Reform Proposals (Ohio Department of Insurance), Estimating the Community Benefits Related to the Provision of Charitable Care, Evaluation of the Mansfield STD Re-entry Testing Pilot Program (Ohio Department of Rehabilitation and Corrections), The Design of a Strategy for Evaluating Community Benefits Resulting from Columbus Medical Association Foundation Funding (Columbus Medical Association Foundation), Clinical and Translational Science Award (National Institutes of Health), Metrics and Measurement Development Process (Managed Health Care Systems, Inc.), Health Care in Columbus

**External Partners**

The center is responsible for evaluating the clinical and translational science award to Ohio State, funded by the NIH. The center also received funding from the Columbus Medical Association Foundation to evaluate various community health initiatives in the city. State level collaborations included a project with the Ohio Department of Insurance to estimate the effects of the state health care reform proposals along various economic and social dimensions, and a project with the Ohio Department of Rehabilitation and Corrections to evaluate an STD screening program among released inmates.

**Physical plant**

472 Cunz Hall, 1841 Neil Avenue, Columbus.

**Reporting unit**

Likely Health Services Management & Policy within the College of Public Health.

**Associated with a medical or public health school?**

Yes, associated with Ohio State College of Public Health.

**Seminars and major events**

Occasional guest lectures are featuring various health policy topics. Seven speakers over approximately 2 years.

**Indiana University / Purdue University at Indianapolis  
Consortium for Health Policy, Law and Bioethics**

<http://hplb.iupui.edu/>

Indiana University School of Law - Indianapolis

530 West New York Street, IH 136

Indianapolis, IN 46202

**Faculty**

27 full-time faculty across the three centers consisting of 12 in health policy, 7 in health & law, and 6 in bioethics.

**Organization**

“The Indiana University Center for Bioethics, the Hall Center for Law and Health and the new Center for Health Policy share a commitment to interdisciplinary inquiry and research. Collectively they contain different but complementary skills and expertise in ethics, law and policy. Moreover, they share a common research vision, interests and values in areas of the life sciences. To advance these common interests, the centers established the Consortium for Health Policy, Law and Bioethics, an IUPUI Signature Center.”

The consortium is composed of three centers, joint degree and certificate graduate programs, and a student fellowship program.

Centers: Center for Health Policy, Center for Health and Law, Center for Bioethics

**Administration**

Co-Directors (one from each center): Eleanor D. Kinney, J.D., M.P.H. - Center for Law & Health

Eric M. Meslin, Ph.D - Center for Bioethics

Eric R. Wright, Ph.D. - Center for Health Policy

# Administrative Staff: 1 (specific to Consortium)

**Research focus**

Health Policy: assessment of gubernatorial health plans, health care reform, health care for vulnerable populations, HIV/AIDS, mental illness and mental health services, obesity, substance abuse prevention and treatment, oral health

Bioethics: cloning, stem cell research, international clinical trials, pharmaceutical industry influence in medical education, use of biological materials; informed consent and privacy issues in health care delivery and research, ethics of organ transplantation, genetic testing

Center for Law & Health: Legal Issues in the Medicare and Medicaid Programs, Patient Protection in Private Health Plans, Barriers to Private Health Insurance, Medical Malpractice and Liability Insurance Reform, Regulation of Medical Practice, End-of-life Decisions, The Intersection of Family Law and Health Law, Health Care Access and Rationing, Non-Profit Theory and Organ Transplantation, Patient-Physician Relationship, Reproductive Decisions, Research Ethics

**External Partners**

Funding of the health policy center includes the Indiana State Department of Health, the Indiana Family and Social Services Administration, and the Office of Medicaid Policy and Planning. The center for health and law is involved in the “Indiana Partnership to Prevent Violent Injury and Death” and has received from the European Union and the Robert Wood Johnson Foundation. Funding at the Center of Bioethics includes the Huntington Disease Society of America and the Richard M. Fairbanks Foundation, and the NIH.

**Physical plant**

The coordinator for the consortium is located at the Indiana University School of Law, 530 West New York Street, IH 136, Indianapolis.

**Reporting unit**

\$7 million in funding for ten Signature Centers, of which the Consortium for Health Policy, Law and Bioethics is one, came from the Executive Vice Chancellor and Dean of the Faculties.

**Associated with a medical or public health school?**

No.

**Seminars and major events**

Biweekly seminar offered at the Consortium consisting of investigators, faculty, and affiliates. The Consortium occasionally sponsors study groups on “topics that lend themselves to interdisciplinary discussion” and facilitates “meet and greet sessions with key health policymakers and industry leaders” through its affiliate network.

**University of Wisconsin  
Population Health Institute**  
<http://www.pophealth.wisc.edu/uwphi/>  
*University of Wisconsin School of Medicine and Public Health  
Suite 760, 610 Walnut Street  
Madison, WI 53726*

**Faculty**

15 research faculty members.

**Organization**

“The Institute serves as a focal point for applied public health and health policy within the University of Wisconsin-Madison School of Medicine and Public Health as well as a bridge to public health and health policy practitioners in the state. We strive to: address a broad range of real world problems of importance to government, business, providers and the public; catalyze partnerships of inquiry between researchers and users of research and break down barriers between the academic community and public and private policy makers; provide leadership for the development of interdisciplinary public health and health policy research at UW-Madison and other academic settings in the State; provide outreach continuing education to practitioners and opportunities for applied learning for graduate and medical students; make useful contributions to public health and health policy decisions that improve the health of the public in Wisconsin; maintain high standards for relevance, rigor and objectivity.”

The Institute is focused on research across four major programs: Population Health Assessment, Health Policy, Program Evaluation, and Outreach Education. Their education program includes a two year Wisconsin Population Health Fellowship Program, a Community Teams Leadership Program, a health policy continuing education program, and a Lifelong Learning & Mentoring Program.

Centers: Center for Health Policy and Program Evaluation

**Administration**

Director: Patrick Remington, M.D., M.P.H.  
# Administrative Staff: 5

**Research focus**

Population Health Assessment, Health Policy, Program Evaluation, Outreach Education

**External Partners**

Part of an American-Indian Tribal Academic Partnership through the NIH/IHS Great Lakes Native American Research Center for Health (NARCH). Various partners on evaluations projects including: Wisconsin Division of Public Health, Wisconsin Bureau of Mental Health and Substance Abuse Services, Wisconsin Department of Corrections, Wisconsin Department of Public Instruction, CDC, Great Lakes InterTribal Council, U.S. Bureau of Justice Assistance, National Institute on Drug Abuse, MCW Blue Cross/Blue Shield, and the United Way of Dane County. Catalysts for Action Toward Community Health (CATCH) is a population health assessment project funded by the Robert Wood Johnson Foundation.

**Physical plant**

University of Wisconsin School of Medicine and Public Health, Suite 760, 610 Walnut Street, Madison.

**Reporting unit**

If the same charter as the original Center for Health Policy and Program Evaluation (CHPPE), then the Office of the Vice Chancellor for Health Sciences.

**Associated with a medical or public health school?**

Yes, associated with both.

**Seminars and major events**

Weekly seminars and biennial conferences on population health.

**University of Illinois, Chicago  
Institute for Health Policy Research**

<http://ihrp.uic.edu/>

*Westside Research Office Building, 5th floor  
1747 West Roosevelt Road  
Chicago, IL 60608*

**Faculty**

136 professional research staff members. 107 collaborating faculty across the following departments: Biomedical and Health Information Sciences; Community Health Sciences; Criminal Justice; Curriculum and Instruction; Disability and Human Development; Economics; Emergency Medicine; Environmental and Occupational Health Sciences; Epidemiology and Biostatistics; Family Medicine; General and Emergency Pediatrics; General Internal Medicine; Geriatric Medicine; Health Policy and Administration; Health Promotion and Research; Hepatology; Human Nutrition; Information and Decision Sciences; Maternal Child Nursing; Medical-Surgical Nursing; Medicine (Sections of Cardiology; Diabetes and Metabolism; Digestive Diseases and Nutrition; Endocrinology; Health Promotion Research; Hepatology; Nephrology; Pulmonary, Critical Care and Sleep Medicine; Rheumatology); Movement Sciences; Occupational Therapy; Ophthalmology and Visual Science; Oral Biology; Oral Medicine and Diagnostic Sciences; Pediatric Dentistry; Periodontics; Pharmacy Practice; Physical Therapy; Psychiatry; Psychology; Public Administration; Public Health, Mental Health, and Administrative Nursing; Sociology; Surgical Pathology; Urology.

UIC Schools and Colleges Whose Faculty Collaborate at IHRP: Applied Health Sciences, Business Administration, Dentistry, Education, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, Public Health, Social Work, Urban Planning and Public Affairs

**Organization**

“The Institute for Health Research and Policy (IHRP) at the University of Illinois at Chicago stimulates and supports a broad range of high-quality research to improve health practices and policies in metropolitan Chicago, throughout the state of Illinois, and beyond. IHRP achieves its goals by: working in partnership with community leaders and residents to promote health in communities, addressing disparities in health related to race, ethnicity, and socioeconomic status, mentoring and training new investigators, and fostering the collaboration of researchers across disciplines.”

The Institute is composed of eight centers, a methodology research core, various NIH training programs (Cancer Education and Career Development, Clinical Research Training, Gerontological Public Health Training Program, Prevention Research Training Program), and two fellowships (CDC Prevention Research Center Minority Fellowship Program and Illinois Public Health Research Fellowship Program). For 2008, 66 research studies representing \$15M in funding.

Centers: Center for Health Behavior Research, Center for Health Services Research, Center for Pharmacoeconomic Research, Center for Research on Health and Aging, Health Policy Center, Center for Population Health and Health Disparities, Illinois Prevention Research Center, Midwest Roybal Center for Health Promotion and Behavior Change,, Health Promotion Research Program, Program for Cancer Control and Population Science

**Administration**

Director: Robin J. Mermelstein, Ph.D.

Centers have a director as well.

# Administrative Staff: Exact number not listed. Expected to be large based on grant productivity of Institute.

**Research focus**

66 current studies on broad array of health topics. See website to search database of projects.

**External Partners**

In 2007, 239 community organizations and public agencies partnered with IHRP. NIH training grants supported 17 fellows in 2008.

**Physical plant**

“The institute occupies 36,500 square feet over three floors in the Westside Research Office Building, located within walking distance of all the health colleges. The institute includes conference rooms, two focus group rooms with adjoining observation rooms, and space for survey research. Most centers and programs affiliated with the institute occupy offices in this building.”

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Campus-wide unit, but has its historical roots in the UIC school of public health.

**Seminars and major events**

Seminars offered through research training programs, plus a distinguished lecture series.

**Rice/Baylor  
Center for Medical Ethics and Health Policy**

<http://www.bcm.edu/ethics/>

*Baylor College of Medicine, Room 310D  
One Baylor Plaza  
Houston, TX 77030*

**Faculty**

6 “core” faculty representing the department of Medicine and Medical Ethics (6) and 28 “associated” faculty across the medical school.

**Organization**

“The Center for Medical Ethics and Health Policy was created in July, 1982, as a joint project of Baylor College of Medicine and Rice University. While Baylor is primarily responsible for administering the program, the joint sponsorship of the program enables the center to draw on the rich intellectual resources of both institutions. The impetus for founding the center was in recognition that the ever-increasing abilities of medicine raise fundamental value questions of how society should use these abilities and how much of them society can afford to use. The very success of medicine has made its practice morally complex. The mandate of the center is to develop teaching and research programs that address the moral, legal and public policy questions raised by health care and the biomedical sciences.”

The center offers both medical undergraduate and graduate instruction in bioethics. The graduate program is offered in collaboration with the Philosophy department at Rice University.

Centers: None.

**Administration**

Director: Baruch A. Brody, Ph.D.

# Administrative Staff: 2

**Research focus**

medical futility, philosophy and history of medicine, genetics and biotechnology, research with human subjects, health management and care, conflicts of interest in research, informed consent, the ethics of aging, obstetrics, gynecology, and pediatrics

**External Partners**

Ethics consultation and capacity building at St. Luke's Episcopal Hospital.

**Physical plant**

Baylor College of Medicine, Room 310D, One Baylor Plaza, Houston.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, with their medical school.

**Seminars and major events**

Lists available medical campus bioethics seminars, conferences, and grand rounds through the departments of medicine (monthly), pediatrics (multiple opportunities), psychiatry (monthly), ophthalmology (four per yr), and ob/gyn (monthly).

**Johns Hopkins**  
**Berman Institute for Bioethics**  
<http://www.bioethicsinstitute.org/>  
624 N. Broadway, Hampton House  
Baltimore, MD 21205

**Faculty**

30 faculty representing the schools medicine (19), public health (7), nursing (2), law (1), and arts and sciences (1).

**Organization**

“The mission of the Johns Hopkins Berman Institute of Bioethics is to conduct advanced scholarship on the ethics of clinical practice, biomedical science, and public health, both locally and globally, and to engage students, trainees, the public, and policy-makers in serious discourse about these issues.”

The Institute offers research in the areas of a Stem Cell Policy and Ethics Program, a Program in Ethics and Brain Sciences, a program in Ethics in Clinical Practice, a Program in Research Ethics, a Genetics and Public Policy Center, and participates in various academic training programming including: Greenwall Post-Doc Fellowship, a PhD in Bioethics and Health Policy, a Fogarty African Training Program, Bioethics Certificate, International Research Ethics Short Course, and an Undergraduate Bioethics Minor.

Centers: Genetics and Public Policy Center

**Administration**

Director: Ruth Faden, Ph.D., M.P.H.  
# Administrative Staff: 11

**Research focus**

5 core areas: biomedical research and discovery, ethics of clinical practice, public health ethics and health policy, research ethics, and global health ethics & research

**External Partners**

Fellowship program supported by the Greenwall Foundation, and the NIH provides grant support for the Fogarty African Training Program. Research exchange program with Aga Khan University (AKU) in Pakistan as part of a Science and Technology Cooperative Program.

**Physical plant**

A National Register of Historic Places building at 1809 Ashland Avenue on the border of Johns Hopkins' East Baltimore Medical Campus. Part of a new 31 acre science park development.

**Reporting unit**

Provost of the university.

**Associated with a medical or public health school?**

Not specifically, but faculty hail from both.

**Seminars and major events**

The Robert H. Levi Leadership Series. Mention is also made of bi-weekly announcements on bioethics related seminars around the campus.

**Boston University**  
**Health Policy Institute**  
<http://www.bu.edu/hprp/about/hpi.html>  
53 Bay State Road  
Boston, MA 02215

**Faculty**

7 faculty representing the schools of management (4) and public health (3).

**Organization**

The Institute is composed of the RWJF Scholars in Health Policy Research Program, the Health Care Entrepreneurship Program, the Management of Variability Program, and the Center for Educational Development in Health.

**Administration**

Director: Richard H. Egdahl, M.D.  
# Administrative Staff: 4

**Research focus**

development of human capital in health care and health policy, evaluation of strategies for improving health care quality, access, and affordability, policies regarding the evaluation, adoption and regulation of medical technology, national health policy and health system reform, cross-national comparisons of health care systems, educational design and evaluation, healthcare entrepreneurship, quality of care, health care access, ED overcrowding, simulation modeling, capacity analysis

**External Partners**

The Scholars in Health Policy Research National Program Office is run from the Institute with funding from the Robert Wood Johnson Foundation. The Commonwealth Fund provides research support for quality improvement survey projects. The Management of Variability Program provides its services to over a dozen hospitals, primarily in the Northeast.

**Physical plant**

53 Bay State Road, Boston MA 02215

**Reporting unit**

Office of the President.

**Associated with a medical or public health school?**

No, but have faculty with appointments at the School of Public Health.

**Seminars and major events**

None.

**Johns Hopkins**  
**Health Services Research and Development Center**  
<http://www.jhsph.edu/HSR>  
*Hampton House, 6th Floor*  
*624 North Broadway*  
*Baltimore, Maryland 21205*

**Faculty**

18 research faculty members representing the public health departments of Health Policy and Management (16), Behavior & Society (1), and Population, Family & Reproductive Health (1). A number of faculty hold joint appointments.

**Organization**

“The Health Services Research and Development Center was established in 1969 to provide a locus for research on the organization, financing, staffing and technology of health services and their impact on the use, cost, and quality of the care they offer and on patient outcomes. We seek to advance knowledge about effective and efficient approaches to providing health services to all people. To that end, we undertake methodological and policy-relevant research in local, regional, and national venues.”

Division: Health Policy & Management  
Centers: None noted.

**Administration**

Director: Donald M. Steinwachs, Ph.D.  
# Administrative Staff: 4

**Research focus**

Development and Maintenance of Case-Mix Software, Rehabilitation and Function Recovery After Hip Fracture, Psychiatrists' Adoption of Schizophrenia Guidelines, Effects on Children of Treating Maternal Depression, Center for Research on Services for Severe Mental Illness, Johns Hopkins Home Hospital Care Model, Outcomes of Dementia Assessment and Treatment, Access to Supportive Services and Unmet Needs for Care Among Elderly People with Medicare and Medicaid Coverage, The Economics of Trichiasis Surgery in Tanzania and Other Elements of the SAFE Strategy, Development of Medicaid Performance Profiles, Strengthening the Patient-Provider Relationship, Updating the Johns Hopkins University (JHU) ACG/ADG, Psychiatric and Physical Effects of Caregiving

**External Partners**

Grants noted from the Agency for Healthcare Research and Quality (AHRQ) and the National Institutes of Health.

**Physical plant**

Hampton House, 6th Floor, 624 North Broadway, Baltimore.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, with the Bloomberg School of Public Health.

**Seminars and major events**

Sam Shapiro Lecture in Health Services Research was a recent event. None other noted.

**Vanderbilt**

**Center for Health Policy**

<http://www.vanderbilt.edu/VIPPS/HPC/HPCHome.html>

*Vanderbilt Institute for Public Policy Studies,*

*1207 18th Ave South, Nashville, TN 37212*

**Faculty**

5 faculty representing the schools of law (2), medicine (2), and nursing (1).

**Organization**

Center appears to have two RWJF-funded projects and offers one annual seminar. Goal is to make the center “a vehicle to assess the strengths across schools and departments in the health policy area and to help provide an intellectual home for people who want to do health policy work and coordinate research across disciplines.”

Centers: None.

**Administration**

Director: James F. Blumstein, M.A., L.L.B.

# Administrative Staff: 0

**Research focus**

Health law, Medicaid / TennCare, Health Care Regulation, Medical Malpractice

**External Partners**

Funding (former?) from Robert Wood Johnson Foundation on Tennessee Medicaid evaluation and health law projects.

**Physical plant**

1207 18th Ave South, Nashville.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

No, but has faculty from the schools of medicine and nursing.

**Seminars and major events**

There appears to be an annual seminar on health care regulation and medical malpractice for state supreme court justices.

**Northwestern  
Institute for Healthcare Studies**  
<http://www.medschool.northwestern.edu/ihs/>  
750 North Lakeshore Drive 10th Floor  
Chicago, Illinois 60611

**Faculty**

31 faculty representing the school of medicine (31).

**Organization**

“The mission of the Institute for Healthcare Studies at the Feinberg School of Medicine is to promote, coordinate, and originate multi-disciplinary and multi-departmental research and education for the purpose of improving safety, equity, quality, and policy in health care.”

The Institute is composed of three centers, research programs in health care quality, health services research, policy studies, and health literacy & learning, a certificate program, a masters graduate program, and a 2 year post-doc fellowship funded by a National Research T32 Service Award.

Centers: Center for Healthcare Equity, Center for Patient Safety, Health Economics Center

**Administration**

Director: Jane Holl, M.D., M.P.H.

There is a director for each of the other centers as well.

# Administrative Staff: None listed for IHS.

**Research focus**

Health care quality and patient safety, health disparities, health economics, health literacy

**External Partners**

Research affiliates include the Department of Veterans Affairs Center for Management of Complex Chronic Care, and the Evanston Northwestern Healthcare Center of Outcomes Research and Education (CORE), and the Rehabilitation Institute of Chicago. The post-doc fellowship is “integrated with a National Institute of Disability and Rehabilitation Research (NIDRR) post-doctoral institutional training grant” and a “post-doctoral program in health services research sponsored by the Midwest Center for Health Services and Policy Research, Hines VA Hospital”.

**Physical plant**

750 North Lakeshore Drive 10th Floor, Chicago.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, affiliated with the Feinberg School of Medicine.

**Seminars and major events**

1-hr lunch seminar weekly.

**University of Pennsylvania**

**Leonard Davis Institute**

<http://www.upenn.edu/ldi/>

Colonial Penn Center

3641 Locust Walk

Philadelphia, PA 19104

**Faculty**

Over 200 “Senior Fellows” on 1-yr or 3-yr appointments. The fellows representing wide range of departments; heavily weighted toward the school of medicine.

**Organization**

“The Leonard Davis Institute of Health Economics (LDI) is the center of the University of Pennsylvania’s activities and programs in health services research, health policy, and health care management executive education. A formal cooperative venture among Penn’s schools of medicine, business, nursing, and dental medicine, LDI works to improve the health of the public through multidisciplinary studies on the medical, economic, social, and ethical issues that influence how health care is organized, financed, managed, and delivered. LDI represents one of the earliest efforts to promote collaborative scholarship in health care through formal partnerships within the same university among the clinical, management, and social sciences.”

The Institute is composed of a pilot projects program to fund new research, a data center, and a center for health incentives. It works collaboratively with Penn educational programs with a health-related mission (e.g. Master of Science in Health Policy Research Program, RWJF Clinical Scholars, RWJF Health & Society Scholars Programs).

Centers: Health Incentives

**Administration**

Director: David A. Asch, M.D., M.B.A.

# Administrative Staff: 3

**Research focus**

Evaluation of health care interventions (e.g. adoption and diffusion of new technologies, the cost-quality trade-offs in health care, the cost effectiveness of medical interventions), Financing, organization, delivery, and management of care (e.g. demand for and supply of care, health care financing, management of systems, workforce issues, the economic implications of health expenditures, resource use), Changing provider and patient behavior (e.g. how provider payment, clinical protocols and guidelines, ambulatory DRGs, resource-based relative value scales, volume performance standards, and organizational and administrative interventions influence provider, patient, and institutional decision making and behavior)

**External Partners**

Collaborates with graduate and post-doc educational programs at Penn that have outside affiliations (e.g. RWJF, etc).

**Physical plant**

Colonial Penn Center, 3641 Locust Walk, Philadelphia.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Inter-school collaborative. See organization statement above.

**Seminars and major events**

Friday seminar series, and research talks throughout the year.

**Duke University**  
**Center for Health Policy**  
<http://www.hpolicy.duke.edu/>  
302 Towerview Road  
Rubenstein Hall, Box 90253  
Duke University  
Durham, NC 27708

**Faculty**

9 faculty representing the departments of Public Policy Studies (5) and Economics (2). There are 2 research faculty members.

**Organization**

“The Center for Health Policy is an instigator and facilitator of a broad range of research related to public health and the policies that address it. It was created as a joint venture in 1998 among Duke’s College of Arts and Sciences, the Law School, and the Fuqua School of Business. Our faculty members collaborate with research colleagues across schools and disciplines and teach many of the university’s course offerings in health policy. The Center for Health Policy strives to serve the university as the coordination center for health policy and be an objective voice in finding evidence-based solutions to differences in health outcomes.”

The center offers health policy certificates to undergraduates and graduates, and has a primary focus on its “Health Inequalities Program (HIP)”. Over three dozen HIP fellows are listed on the site for their participation in the program.

Centers: Health Inequalities Program

**Administration**

Director: Kathryn Whetten, Ph.D.  
# Administrative Staff: 8

**Research focus**

Communicable Infections (HIV/AIDS, Southern States, Prison Populations), Substance Abuse (HIV substance abuse, Mental Health, Smoking), Medicaid / Medicare (Hospice Care and Costs), Aging / Chronic Disease (Quality of Life, Dementia, Visual Impairment among Elderly), Training (AETC, Peer Education on HIV), Information Technology (HIV Care Coordination), International (Alcohol Abuse – Russia, Women’s Health – Russia, Caregivers of Children Orphaned by HIV/AIDS), Other (Medical Malpractice)

**External Partners**

Grant support from NIH (National Institute on Alcohol Abuse and Alcoholism, National Institute of Mental Health), HRSA’s Bureau of Primary Health Care, Substance Abuse and Mental Health Services Administration, and the North Carolina Department of Health and Human Services.

**Physical plant**

West Campus, on the corner of Towerview Road and Science Drive. Adjacent to Cameron Indoor Stadium and across Science Drive from the Law School.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Appears not to be – although one faculty member has affiliation with Community and Family Medicine at the medical school.

**Seminars and major events**

One symposium event in 2007 on alcohol drinking age policy.

**Rutgers**  
**Institute for Health, Health Policy and Aging**  
<http://www.ihhpar.rutgers.edu/>  
30 College Avenue  
New Brunswick, NJ 08901

**Faculty**

42 faculty representing the departments of Sociology (9), psychology (2), economics (1), history (2), human ecology (1), statistics (1), political science (1), plus the schools of law (1), Public Policy (5), public health (3), medicine (2), pharmacy (1), and social work (3). There are 10 research faculty members.

**Organization**

The Institute is composed of three major divisions, six centers, a research group, two postdoctoral and undergraduate training programs, graduate fellowships, and two national program offices of programs funded by The Robert Wood Johnson Foundation.

Division: Health; Aging; Health Policy

Centers: Study of Health Beliefs and Behavior; Mental Health services and Criminal Justice Research; Obesity Research and Intervention; Research on Pharmacotherapy, Chronic Disease Management, and Outcomes; Health Services Research Development; State Health Policy

**Administration**

Director: David Mechanic, PhD Sociologist

Each center and division has its own faculty director.

Size of administrative staff: 10

**Research focus:**

Health behavior and risk, health promotion, cost effectiveness research, obesity, chronic illness and disability, racial and ethnic disparities in service, impact of Medicare Part D, health care for the elderly.

**External Partners**

The center runs two national program offices for the Robert Wood Johnson Foundation: the Scholars in Health Policy Program and the New Jersey Health Initiatives Program. The center runs a postdoctoral training program in mental health services research, funded by the National Institute of Mental Health.

**Physical plant**

The center is located in an office building that was converted from a residence, located near the Rutgers campus.

**Reporting unit**

The center appears to be part of the School of Arts and Sciences (SAS) at Rutgers.

**Associated with a medical or public health school?**

No, but some faculty associates are from the Rutgers pharmacy, medical and law schools.

**Seminars and major events**

The center appears to have a brown bag seminar series that meets weekly.

**Washington University St. Louis  
Center for Health Policy**

<http://healthpolicy.wustl.edu/>

*One Brookings Drive, Simon Hall*

*Campus Box 1133*

*St. Louis, MO 63130*

**Faculty**

15 faculty representing the schools of medicine (11), public health (1), social work (1), and the department of Economics (2).

**Organization**

“The principal aims of the Center will be to: Identify key issues, then design, conduct and disseminate highest quality research projects and analyses aimed at understanding and developing policies that will lead to improved health care; Provide a base for experts from the United States and abroad to undertake relevant projects; Develop and implement a variety of educational experiences in health policy for students and younger and mid-career health professionals from Washington University and elsewhere, and Sponsor conferences, symposia, workshops, commissions, visiting professorships and sabbaticals drawing from the national and international community of experts.”

Faculty maintain primary appointments with home departments and schools. Director with help of an Advisory Committee (not listed) “sets the Center’s agenda”, and may be offering pilot grants to researchers to support and sponsor projects. No degree granting program offered, though a general statement is made that the center sponsors educational activities around the campus (though again, not listed).

Centers: None.

**Administration**

Director: William A. Peck, M.D.

# Administrative Staff: 3

**Research focus**

Disparities in access, employee costs, health insurance and medical research inter-relationships, support of academic health centers, medical workforce and education, Medicare reform, Medicaid reform, pharmaceutical costs

**External Partners**

None noted. School of Medicine has affiliations with Barnes-Jewish Hospital, St. Louis Children’s Hospital, and the BJC HealthCare system.

**Physical plant**

One Brookings Drive, Simon Hall, St. Louis.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, with their medical school.

**Seminars and major events**

There was a symposium on social determinants of racial and ethnic health disparities in June 2008. Monthly brown bag series listed for 2005-2006.

## UCLA

### Center for Health Policy Research

<http://www.healthpolicy.ucla.edu/>

10960 Wilshire Blvd, Suite 1550

Los Angeles, CA 90024

#### Faculty

39 faculty members representing the schools of public health (17), medicine (5), public affairs (3), law (2), management (1). There are 11 research faculty members.

#### Organization

“The UCLA Center for Health Policy Research improves the public’s health by advancing health policy through research, public service, community partnership, and education.”

The Center is organized around six core functions (# of faculty & staff in parentheses): research and education (51), statistical support and programming (6), training and technical assistance (6), administrative and financial planning (6), communications and publishing (4), and web and information technology (2). There are opportunities for post-docs and graduate student researchers to work in the center with guidance from faculty. Website places emphasis on research dissemination, technical assistance, an American Indian Research Program, California Health Benefits Review Program collaboration, and community training “Health DATA” program.

Centers: None listed.

#### Administration

Director: E. Richard Brown, Ph.D.

There is an executive manager for each core function.

# Administrative Staff: Hard to assess. A dozen or so across the various core functions.

#### Research focus

Barriers to/Disparities in Health Care, Screening for Early Disease Detection, Use of Health Services, Costs of Care for the Uninsured, Cost and Utilization Studies, Costs of Specific Medical and Public Health Interventions, Risk-Adjusted Outcomes, Managed Care, Safety Net Providers, Dental/Oral Health, Chronic Condition Prevalence, Asthma, Cancer, Diabetes, Functional Impairment, Employment-based coverage, Healthy Families/(SCHIP) State Children's Health Insurance Program, Managed Care, Medicaid/Medi-Cal, Medicare, Worker's Compensation, Veteran's Administration, Health Care Reform, Health Insurance Expansion, Diet and Nutrition, Health Behaviors, Physical Activity, Obesity/Overweight, Population Focused Research (Adolescents/Children, Persons with Disabilities, Elderly, Immigrant, Low-Income, Racial and Ethnic Groups, Uninsured, Urban/Rural Populations, Women, Adult)

#### External Partners

A member of the California Health Benefits Program including UCLA, UC Berkeley, UCSF, UC Davis, Loma Linda University, the University of Southern California, Stanford University, and the consulting firm, Milliman, Inc. Recent funding from the Association of Schools of Public Health, Blue Shield of California Foundation, California Dental Association Foundation, California Department of Public Health, California Department of Health Care Services, The California Endowment, California HealthCare Foundation, California Office of the Patient Advocate, The California Wellness Foundation, Centers for Disease Control and Prevention, Community Technology Foundation of California, Department of Industrial Relations, Division of Workers' Compensation, Department of Managed Healthcare, Department of Mental Health, First 5 California (California Children and Families Commission), Kaiser Permanente, L.A. Care Health Plan, Medi-Cal Policy Institute, National Cancer Institute, Ogilvy Public Relations Worldwide, Public Health Institute, RAND Corporation, Robert Wood Johnson Foundation, Susan G. Komen Breast Cancer Foundation, U.S. Department of Agriculture, U.S. Department of Health and Human Services, and the U.S. Department of Veterans Affairs. Former funding from the Agency for Healthcare Research and Quality, Archstone Foundation California Breast Cancer Research Program, California Food Policy Advocates, California Office of Statewide Health Planning and Development, The Commonwealth Fund, Henry J. Kaiser Family Foundation, Indian Health Service, Los Angeles Regional Food Bank, National Center for Complementary and Alternative Medicine, and the National Immigration Law Center.

#### Physical plant

10960 Wilshire Blvd, Suite 1550, Los Angeles. Adjacent to UCLA campus.

#### Associated with a medical or public health school?

Yes, with the UCLA School of Public Health and the UCLA School of Public Affairs.

**Seminars and major events**

Health DATA program that offers free 3-day training sessions to health organizations, advocates, and coalitions on the use of health research data to address public health policy issues. Workshops include: The California Health Interview Survey, Data and Democracy Initiative, Introduction to Health Data Workshop, Introduction to Health Data Using Online Data Sources, Media Advocacy to Advance Public Health Policy, Performing a Community-Based Assessment, Performing a Community-Based Assessment Train the Trainer Course, and Program Evaluation Course.

**Princeton University**  
**Center for Health and Well-Being**  
<http://www.princeton.edu/chw/>  
Woodrow Wilson School, Wallace Hall  
Princeton, NJ 08544

**Faculty**

25 faculty representing the departments of economics (9), sociology (4), molecular biology (4), psychology (3), demography (2), history (1), anthropology (1), politics (1), and history (1).

**Organization**

“The Center for Health and Wellbeing is an interdisciplinary unit within the Woodrow Wilson School, which seeks to foster research and teaching on the multiple aspects of health and wellbeing in both developed and developing countries. Our goal is to understand the determinants of health and wellbeing, and the role that public policy plays in shaping the quality of people's lives.”

The center is composed of two centers, manages the Health Grand Challenge as part of Princeton’s Grand Challenges Initiative Integrating Environment, Policy, and Engineering, maintains a visiting fellow program, offers health & health policy certificate opportunities for undergraduate and graduate students, and in Fall of 2007 welcomed the first undergrad cohort of Adel Mahmoud Global Health Scholars Program with support from Merck & Company, Inc.

Centers: Demography of Aging, Research on Experiences and Wellbeing, Health Grand Challenge

**Administration**

Director: Christina Paxson, Ph.D.

# Administrative Staff: 9

**Research focus**

Center Projects: Parental Resources and Child Wellbeing, From R&D to Patient Health: Studying the Orphan Drug Act, College Education and Health, Udaipur Health Survey, Economic Status, Public Policy and Child Neglect, South Africa: Poverty, Inequality and Health, Demography of Aging, Measurement of Well-being

Health Grand Challenge Projects: Applying Basic Bacteriology to the Global Health Challenges of Infectious Disease, Characterizing the in vivo Plasmodium Metabolome, The Future of Global AIDS Treatment, The Integration of Chemistry and Biology to Seed a Next Generation of Malaria and Tuberculosis Therapeutics, Multidisciplinary Program on Disease Management: Drug Resistance and Social Norms, New Strategies to Detect and Prevent Tuberculosis, Potable Water for Global Health, Who Governs the Microbe? Exploring the Emergence of Authority as Response to the Risk of Infectious Disease

**External Partners**

Grant support primarily from the NIH. The Demography of Aging Center and the Center for Research on Experience and Well Being are funded by the National Institute of Aging (within NIH). The Center for Health and Well-being is home to the journal, “Future of Children,” in collaboration with the Brookings Institution. Health and economic survey research in South Africa includes collaborating researchers at University of Witwatersrand, Johannesburg.

**Physical plant**

Wallace Hall, Woodrow Wilson School.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

No, but has affiliation through the Woodrow Wilson School of Public and International Affairs.

**Seminars and major events**

“Throughout the academic year CHW hosts and co-sponsors several events, including seminars, public lectures and conferences. These events feature internal and external speakers who discuss their research on various aspects of health and wellbeing.” Weekly lecture series for Spring 2009 is up on the website. Archive of health conference agenda topics are available from 2000 to present.

**University of California, Berkeley**  
**Center for Health and Public Policy Studies**  
<http://chpps.berkeley.edu/>  
50 University Hall # 7360  
Berkeley, CA 94720

**Faculty**

3 faculty from the school of public health in their center roles as Program Director (1), Director of Research (1), and Assistant Researcher (1).

**Organization**

“The Center for Health and Public Policy Studies conducts research and policy analysis on current issues in health policy and politics that affect California and the nation. The Center provides data and organizes convenings that support public policies to develop an affordable, high-quality health care system and to promote health and prevent disease. In this work, the Center collaborates with government, industry, academic, and public service institutions. CHPPS is part of the University of California, Berkeley, School of Public Health.”

The Center divides itself into three major research areas: Health Policy Research, Tobacco Control, and Health Care Access. Grant-funded projects are highlighted under these categories. For example, health policy research highlights activities on the California Health Benefits Review Program, Consumers in Managed Care, Kaiser Family Foundation State Health Facts On-Line Update, California Health Policy Roundtables, and the California Chartbook Project. An average of three doctoral students complete dissertations annually.

Centers: None.

**Administration**

Director: Helen Ann Halpin, Ph.D.

# Administrative Staff: 0

**Research focus**

Health legislation analysis, managed care, tobacco cessation, California health care reform, the uninsured.

**External Partners**

No ongoing partners. Most recent funding was a CDC grant for “Medicaid Coverage of Tobacco Dependence Treatments.”

**Physical plant**

50 University Hall, Berkeley.

**Reporting unit**

Unknown.

**Associated with a medical or public health school?**

Yes, with U.C. Berkeley School of Public Health.

**Seminars and major events**

None listed.

**Appendix 6: Health Policy Centers Summary - Summary Data, Health Policy and Bioethics Centers at Other Universities**

School	Center name	Assoc. w/ Med School or Pub. Health?	Fac/ Staff	Faculty Departments	Subcenters?	Focus	Partners/Funders
<i>Centers at Catholic Universities and Colleges</i>							
Georgetown	Health Policy Institute	No	18/8	No known	Aging, Alcohol Marketing and Youth, Juvenile Justice Reform, Medical Records Rights and Privacy	Medicare part D, long term care finance, retirement security,	Casey,Kaiser,FF,Packard, RWJ,PEW,HHS
Loyola Chicago	Neiswanger Inst. For Bioethics and Health Policy	Yes	23/4	phil (4), theo(1), med(12), law (4), nursing (2)	No	Educating health care professionals to be effective leaders for social justice in medicine and society	Union College, Northwestern, Ill. Inst. Of Tech, Chicago-Kent Law
St. Louis	Center for Health Policy Analysis	Yes	14/0	Public health(9), law(3), business (2)	No	State health, tobacco, obesity, diabetes, long term care,	DHHS Office of Rural Health Policy, Kaiser FF, Missouri Foundation for Health
Creighton	Center for Health Policy and Ethics	Yes	24/5	Phil(1), theo (1), med (11), phar (6), nursing (4), dentistry (1)	No	Study and teaching of ethical dimensions if health care and health and health policy	None listed
St. Joseph	Inst. For Catholic Bioethics	No	4/1	Theo (2), med (2)	No	Academic programs and research in bioethics. CME in bioethics, consultation on ethical issues	None
Boston College	Sloan Center for Aging and Work	No	15/7	Soc (3), econ (1), soc work (1), 10 research faculty	No	State, US and world issues in aging and work in the 1 <sup>st</sup> century.	Twiga Foundation for the State Initiative
<i>Centers at Midwestern Universities</i>							
Ohio State	Center for Health Outcomes, Policy and Evaluation Studies	Yes	18/1	Health policy (7), health behavior (2), epi (1) bio stat (1), nursing (1), med (1).	No	Health services research, program evaluation, process of care, quality of care, etc.	NIH translational science award, Columbus Medical Assoc. Foundation, Ohio Dept. Insurance.
IUPUI	Consortium for Health Policy, Law and Bioethics	No	27/1	Health policy (12), health law (6), bioethics (6)	Health Policy, Health and Law, Bioethics, all with certificate programs. Centered in law school	Health policy (evaluation of state initiatives, mainline HSR), Bioethics (genetic testing, informed consent), Law and Health (malpractice reform, end of life, patient protection, family and health law)	\$7 mil. from Chancellor or IU, State Dept. of Health, RWJF, Huntington Disease Foundation, NIH
Wisconsin	Population Health Institute	Yes	15/5	Mostly faculty from school of public health and medicine	Center for Health Policy and Program Evaluation	Population health assessment, health policy, program evaluation, outreach	Am. Indian Tribal Academic Partnership, WI Div. of Public Health, Corrections, Mental Health, etc., NIDA, BC/BS, RWJF
Northwestern	Center for Health Policy	Yes	5/0	Law (2), med (2), nursing (1)		Coordinate research across disciplines on health policy. Health law, malpractice	No clear

<b>School</b>	<b>Center name</b>	<b>Assoc. w/ Med School or Pub. Health?</b>	<b>Fac/ Staff</b>	<b>Faculty Departments</b>	<b>Subcenters?</b>	<b>Focus</b>	<b>Partners/Funders</b>
<i>Bioethics Centers at other Universities Across the US</i>							
Rice/Baylor	Center for Medical Ethics and Health Policy	Yes	6//2	Medicine and Med ethics (6), 2	No	Graduate/undergrad instruction in bioethics. Grad. program offered in collaboration with Phil. dept at Rice.	Ethics consulting at St. Luke's Episcopal Hosp.
Johns Hopkins	Berman Institute for Bioethics	Yes	30/11	Medicine (11), pub. Health (7), nursing (2), law (1), arts & sciences (1)	Genetics and Public Policy Center	Advances scholarship on the ethics of clinical practice, biomedical science, public health. PhD in Bioethics, undergrad bioethics minor, short courses in bioethics	Greenwall Foundation, NIH, Fogarty Training Grant, Aga Khan Univ. (Pakistan)

School	Center name	Assoc. w/ Med School or Pub. Health?	Fac/ Staff	Faculty Departments	Subcenters?	Focus	Partners/Funders
<i>Health policy centers at other US Universities</i>							
Johns Hopkins	Health Services Research and Development Center	Yes	18/4	Health policy management (16), other (2)		Organization, financing, staffing and technology of health services – effective and efficient production of medical care	AHRQ, NIH
Boston University	Health Policy Institute	No	7/3	Management(4), public health (3)	RWJ Health Policy Scholars, health Care Entrepreneurship, Management of Variability, Center for Educational Development in Health	Human capital in health care policy, improving health care quality, access and affordability.	RWJF
Vanderbilt	Center for Health Policy	No	5/0	Law (2), medicine (2), nursing		Health law, TennCare, health care regulation,	TennCare
Northwestern	Institute for Health Care Studies	Yes	31/?	Medicine (31)		Improving safety, equity, quality, and policy in health care.	VA, Center for Outcome Research and Education, NIDRR post doc,
Penn	Leonard Davis Institute	Yes	200/3	Too many to count		Health services research, health care policy, health care management executive education	
Duke University	Center for Health Policy	No	9/8	Public policy (5), economics (2), other (2)	Health Inequalities Program	Research related to public health and the policies that address it...evidence based solutions to differences in health outcomes	NIAAA, HRSA, NC DHHS,
Rutgers	Institute for Health, Health Policy and Aging	No	42/10	Soc (9), psych(2), econ (1), history (2), hum ecology (1) stats(1), law (1), pp(1), pub health (3), medicine (2), social work (3), other (many)	Study of Health Beliefs and behavior; Mental Health Services and Criminal Justice Research; Obesity Research and Intervention; State Health Policy, Health Services Research Development	Health behavior and risk, cost effectiveness, obesity, chronic illness and disability, racial/ethnic disparities in services, Medicare part D, health care for the elderly	RWJF, State of NJ Health Initiatives program,
Washington University, St. Louis	Center for Health Policy	Yes	15/3	Medicine (11), public health (1), social work (1), econ (1)		Disparities in access, health insurance and medical research inter-relationships, Medicaid/Medicare reform, medical workforce education	
UCLA	Center for Health Policy Research	Yes	39/12	Public health (17), medicine (5), public affairs(3), law (1), management (1)	Organized around 6 cores: research and education, statistical support, training, administration, communication, info tech.	Barriers/disparities in health care, uninsured, cost and utilization studies....	CA Dept Public Health, RAND, RWJF, BS of CA, CA dept HC Services, etc.
Princeton	Center for Health and Well Being	No	25/9	Econ (9), soc (4) mol bio (4) psych(3), demog (2), history (1) anthro (1), politics (1)	Health Grand Challenges Center, Demography of Aging, Research on Experiences and Wellbeing	Measurement of wellbeing, parental resources and child well being, poverty inequality and health, South Africa,	NIA, NICHD, Brookings, Merck, Univ Witwatersrand (S. Africa)

## **Appendix 7: Health and Health Policy Undergraduate Courses**

### **At the University of Notre Dame – By Subject**

#### **Accountancy**

ACCT 40790 - Accounting and Reporting of Not-for-Profit Organizations

Fund-accounting concepts for nonprofit institutions: current, capital outlay, debt retirement, trust and agency, enterprise, special assessment funds, general fixed asset and general bond-indebtedness group concepts for governmental units. The application of the fund accounting concepts as applied to hospitals, colleges, universities, and health care organizations.

#### **African and African-American Studies**

AFAM 20703 - Social Problems

Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, delinquency, racial and ethnic conflict, prostitution, and others. Discussions, debates, films, tapes, and readings.

AFAM 30706 – Criminology and AFAM 30720 - Cultural Aspects of Clinical Medicine [Cross-listed as ANTH 35250 - Cultural Aspects of Clinical Medicine]

The course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to a car is necessary.

AFAM 43705 - Social Demography of US Minorities

The intent of this demography course is to familiarize students with basic statistical methods and techniques that are applied to the study of population data. The course will offer students an opportunity to gain "hands-on" experience with manipulating quantitative data and generating results. The backdrop for the class is ethnic status. Because we will have access to social data for major ethnic categories (e.g., white, African American, Hispanic, Asian, and Native American), one of the byproducts of learning the methods and techniques of demographic analysis will be a comparative study of ethnic groups across several social dimensions. The first topic will be population growth. This will include discussions about birth rates, mortality rates, immigration, emigration, and how to generate population estimates. Another topic will be a broader discussion of rates that will distinguish incidence rates from prevalence rates, and show how they are applied to generate indicators of health, crime, school enrollment, service usage, and other social statistics. A review of direct and indirect standardization techniques, plus a review of how to analyze changing rates, will follow this discussion. Most rate changes can be attributable to either change in behaviors or population, or changes in both. How you decompose crude differences into their component parts is an essential step in understanding the dynamics of social phenomenon. This will be followed by a review of how we collect and study such social attainments as education,

occupation, and income. Here we will examine issues of measurement (e.g., do we count years of attendance or credential earned) and various ways to generate difference measure (e.g., Gini index, index of dissimilarity, mean differences). This discussion will also include ways to decompose observed differences and generate hypothetical estimates of attainment via regression and discrete Markov processes. The final area to be reviewed will be the spatial distribution of residences in specified geographic locals. The major issues of discussion will be the heterogeneity or homogeneity of neighborhoods with regard to family income, educational background, ethnicity, or immigrant status.

### **American Studies**

**AMST 30372 - Medicine and Public Health in US History [Cross-listed as HESB 30435 and HIST 30626]**

This course examines health as a unifying concept in American history. It follows several themes: how class, race, and gender; as well as age; lifestyle; and place have manifested themselves in differential health experience; the ongoing conflict between personal liberty and the interests of the state, the remarkable diversity of American medical systems and their close relation to religious and social diversity; the place of medicine in Americanization campaigns; the changing political economy of American medicine; and finally, the emergence of health as the core concern of the American dream. In short, by the end of the course you should have a good understanding of the uniqueness of American medicine and its central place in America's history. You should have acquired an historical and critical context that will be of use in your own encounters with matters of health and medicine--as intelligent citizens and about issues of public health and questions of medical ethics, and as creative thinkers about more satisfactory modes of medical practice and health improvement and protection. The course will use three to five texts, and require exams, project, and presentation.

**AMST 30608 - Infancy: Evolution, History and Development**

This course explores aspects of infant biology and socio-emotional development in relationship to western child care practices and parenting. Western pediatric approaches to infancy and parenting are evaluated in light of western cultural history and cross-cultural, human evolutionary and developmental data. A variety of mammals are included as a comparative background to explore the relationships between infant physiology, mental and physical health and contemporary infant caregiving concepts.

**AMST 40310 - Medicine & Public Health in US History**

An exploration of themes in European and American medicine. This course integrates the perspectives and issues of social history--Who were the medical practitioners? Who were their patients? What relations existed between these groups? How have the realities of illness and death figured in the lives of ordinary people in different places and times?--with the perspectives and issues of the history or medicine as a science--What understandings of the human body and its ills have practitioners had? What tools have they developed and used for intervening in illnesses? Topics include the humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory

and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, and relations between "regular" doctors and sectarian medical traditions such as homeopathy and osteopathy.

#### AMST 40515 - Population Dynamics

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle, and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

### **Anthropology**

#### ANTH 30003 - History of Medicine

An exploration of themes in European and American medicine. Topics include the humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, and relations between "regular" doctors and sectarian medical traditions such as homeopathy and osteopathy.

#### ANTH 30041 - History of Chinese Medicine

In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings.

#### ANTH 30095 - Technology and Social Change

This class examines how technology has often served as the catalyst for social change for hundreds (indeed, thousands) of years (and vice versa). The course will be divided into several sections, some of which will trace from an historical perspective the social impact of specific technologies. Other course sections will examine technology and social change in specific contexts (e.g., the medical and communication contexts). The first portion of the class will be devoted to some of the basic issues in our collective understanding of technology and social change. Issues such as de-skilling of workers, institutionalization of technology into society, and innovation will be examined, as will various approaches to understanding technology, such as the social construction of technology and technological determinism.

#### ANTH 30190 - Infancy: Evolution, History and Development

Explores aspects of infant biology and socio-emotional development in relationship to western child care practices and parenting. Western pediatric approaches to infancy and

parenting are evaluated in light of western cultural history and cross-cultural, human evolutionary and developmental data. A variety of mammals are included as a comparative background to explore the relationships between infant physiology, mental and physical health and contemporary infant caregiving concepts. Not open to students who have had ANTH 30194.

ANTH 30254 - Cultural Aspects of Clinical Medicine

This course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization, and goals of the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to transportation is necessary.

ANTH 34210 - Health and Illness in Australian Society (at Perth, Australia campus)

This unit provides a critical overview of health and illness in Australian society. These subjects are approached with the premise that Australian health care is an area in need of widespread critical appraisal and should not be confined to the domain of science or medicine. The activities and assessments associated with the unit have been designed to develop generic and transferable skills as well as to increase knowledge of the topics covered, which include gender and social class inequities in health; Aboriginal and migrant health; rural and urban health; economic and technological imperatives in health care; the role of alternative health in contemporary Australian health care; the role of public health and health promotion; and health care ethics.

ANTH 34720 - Medical Practice and Policy in the United Kingdom (at London campus)

This course introduces American pre-medical students to the structure of socialized medicine in Britain and the public welfare system of which it forms a part. The course begins with a brief history of the National Health Service and a description of the principles underpinning the system. The course then explores medical education in Britain and the various career structures available to British medical doctors. Special attention is paid to the reforms currently being introduced to medical education, and the reasons for these changes. The course ends with an examination of the challenges facing the NHS. These include financial constraints; administrative changes in the provision of medical services; the changing balance between primary and hospital medicine; the demands of new medical technology; new ethical challenges in medicine; and the relationship between public and private medicine. The course will be taught in the form of a discussion group, with students being invited to make comparisons and contrasts between the American and British system of health care services.

ANTH 35210 - Health, Healing, and Culture

This course provides an introduction to the field of medical anthropology. Medical anthropology examines beliefs, practices, and experiences of illness, health, and healing from a cross-cultural perspective to show that illness, health, medicine, and the body are shaped by social relationships and cultural values from the local level of the family and community to the global level of international development and transnational capitalism. This course will consider the ways in which medical anthropology has historically been

influenced by debates within the discipline of anthropology as well as by broader social and political movements. Particular emphasis will be placed on the importance of viewing biomedicine as one among many culturally constructed systems of medicine. Some of the key issues which we will explore are: medical pluralism and therapeutic choice; biocultural studies; medicalization; the political economy of health and disease; the anthropology of the body; the role of medicine and disease in colonialism and postcolonial movements; and applied medical anthropology.

#### ANTH 40030 - Mental Health and Aging

This course provides an introduction to mental health issues relevant to an older population. Although the primary focus will be on psychopathology and potential therapeutic interventions, the course will also overview the positive aspects of functioning in later life (successful aging).

#### ANTH 40031 - Psychology and Medicine

The course covers a range of topics dealing with health issues related to different stages of human development (childhood, adolescence, and adulthood), disabled populations, culture and gender, stress, physician-patient interactions, death and dying, professional ethics, and social policies relating to health care. The course is primarily intended for students intending to enter medical school.

#### ANTH 40260 - Asia: Culture, Health, and Aging

With a focus on Asian case studies (Japan, Korea, China, Taiwan, and India), this seminar provides an introduction to both cultural gerontology and critical medical anthropology.

#### ANTH 40820 - Evolutionary Medicine and ANTH 45200 - Evolutionary Medicine

This course will reconceptualize a variety of human diseases, syndromes and disorders from the standpoint of evolution, in the modern cultural context. The evolution of infectious diseases will be considered, especially the evolution of HIV and the role of antibiotics in promoting antibiotic-resistant strains of bacteria. Menopause, women's reproductive cancers, allergy, pediatric topics (colic, physiologic jaundice, sleep problems, SIDS), breast feeding, obstetrics, geriatric medicine, structural and genetic abnormalities, psychiatric disorders, psychological health, eating disorders, nutrition, obesity, myopia, emotional disorders, touch therapy and massage will be examined in the context of this exciting and emerging new field. Four-person teams of students will explore one area of evolutionary medicine and present a joint poster session as his or her final project.

#### ANTH 40825 - Gender and Health

This course looks at the intersection of gender, health policy, and health care organization around the world. Some of the issues to be discussed include: medicalization of the female body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; national and international health and development policies.

**ANTH 45820 - Researching Disease: Methods in Medical Anthropology**

This class will provide extensive classroom and hands-on training in research methods for medical anthropology. It will place slightly greater emphasis on qualitative methods, such as participant observation and interviewing, but will provide an overview of quantitative methods (including building surveys and some basic statistical analysis). Students will learn by doing, conducting original research on contemporary health issues in the local community (such as HIV/AIDS and substance abuse).

**ANTH 45826 - Anthropology of Reproduction [Cross-listed as GSC 30608 - Anthropology of Reproduction]**

In this course we will examine a variety of issues related to reproduction. We will concentrate on anthropological studies related primarily to reproductive health throughout the life cycle, such as sexuality, pregnancy and childbirth, midwifery, reproductive freedom, and the politics of the nation-state as they affect women's (and men's) reproductive lives. We will use ethnographic readings and examples from around the world to illustrate our discussions and gain an understanding of the complex intertwining of local and global politics regarding reproductive experiences and choices. An integral part of the course will be an ethnographic research project wherein you will apply anthropological theories and methods.

**ANTH 46200 - Directed Readings - Medical Anthropology**

Intensive independent readings on a special problem area in medical anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

**Arts & Letters Non-Department**

**AL 34721 - Medical Internship (St. Mary's and Holy Cross at Puebla, Mexico campus) [Cross-listed as ANTH 34721 - Theoretical and Practical Introduction to Mexican Medicine]**

Lectures by Mexican doctors on healthcare in Mexico, traditional medicine, physician perspectives, expectations of patients. Students spend six hours/week in Mexican hospitals, shadowing doctors and doing some clinical work under medical supervision. They take a trip to the indigenous town of Cuetzalan where they meet a traditional healer and witness first hand practices of traditional medicine.

**Biology**

**BIOS 10106 - Common Human Diseases**

The goal of this course is to introduce students to diseases that may afflict them, their parents, and/or their children, as well as other health problems common to the Tropics. It will provide the student with the information necessary to understand the biology of the disease process. Fall.

**BIOS 10109 - Human Reproduction & Society**

Basic aspects of human development and reproduction will be covered from conception through sexual senescence. In addition, the science behind many currently debated social

issues will be addressed. Selected topics might include causes and treatment of infertility, in vitro fertilization, control of male and female fertility, pregnancy and paternity testing, gene therapy, the effects of legal and illegal drug use on reproductive function and embryonic/fetal development, and the impact of current health care policy and practice on infant and prenatal health. Fall.

#### BIOS 10110 - Genetics, Technology, and Society

The objectives of this course are to give students an overview of human genetics and an appreciation for the relatively new field of molecular biology that is currently being used to study human genetic diseases. Genetic technologies such as cloning and manipulating genes, genetic biotechnology, gene therapy, DNA testing, and so forth will be emphasized. The ethical, social, and legal implications of these technologies will also be covered. In addition, this course will address the role of genetics in human cancer, behavior, obesity, intelligence, and sexual orientation. Generally offered in the summer where there are five lectures per week. When offered during the academic year, there are three lectures per week.

#### BIOS 10115 - Microbes and Man

The course will provide a survey of relationships between man and microorganisms. General information about microbial physiology, biochemistry, and ecology will support more detailed discussions of interesting topics in food, medical, and applied microbial biology. Included will be subjects of general and historical interest, as well as current newsworthy topics. The student should get a better understanding of the role of microorganisms in disease, the production of common foods, relevant environmental issues, and biotechnology.

#### BIOS 30408 - Arthropods and Human Disease

Emphasis on physiology, genetics, and relationships of arthropods as agents and vectors of disease. Alternating spring semesters.

#### BIOS 40440 - A.I.D.S.

This course will explore the phenomenon of AIDS, including characteristics of the worldwide AIDS pandemic, the virus (HIV) itself, the immune system and HIV, methods of diagnosis, prevention, treatment, and basic epidemiology as it relates to AIDS. This is an advanced course in infectious diseases designed for preprofessional and other interested students. Fall.

#### BIOS 50544 - Environmental Justice

This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens.

#### BIOS 50543 - Ethics & Science

Use of four ethical theories and five classical logical/analytical criteria to ethically

evaluate case studies in contemporary science. Problems analyzed via contemporary science include practical issues of plagiarism, attribution, peer reviewing, data sharing, data ownership, collaborative science, scientific misconduct, paternalism, whistle-blowing, conflicts of interest, secrecy in science, and advocacy in science. Methodological issues to be dealt with include scientists misrepresenting their opinions with confirmed science, cooking and trimming their data, failure to attend to the purposes for which their research may be used or misused, and scientists' use of evaluative presuppositions, questionable inferences and default rules, question-begging validation and benchmarking, and misleading statistics. On demand.

#### **BIOS 50545 - Bio-Medical Ethics and Public Health Risk**

The course will survey ethical and scientific issues associated with current public health problems such as pollution-induced cancers, occupational injury and death, and inadequate emphasis on disease prevention, nutrition, and environmental health. This course does not count as science credit for College of Science undergraduate majors. Cross-listed with PHIL 43708.

#### **Catholic Social Teaching**

##### **CST 33800 - Global Health**

This course addresses issues in global public health from the perspective both of empirical data and Catholic social teaching.

#### **Center for Social Concerns**

##### **CSC 23094 - Social Concerns Seminar: Understanding Mental Illness**

This course will expose students to the concepts of mental illness, available services, the National Alliance on Mental Illness (NAMI), and the impact of stigma. It will introduce and define the different major mental illnesses: schizophrenia, bi-polar, major depression, anxiety disorders, and obsessive compulsive disorder. The genetic, biological, psychological, and environmental influences involved in the onset of mental illness will be addressed. The link between chemical imbalances, symptoms, and medications will also be covered as well as information regarding addictions/substance abuse and teen suicide. An exposure to a variety of social programs related to the treatment and support of persons with mental illness will be studied through experiential opportunities facilitated by the Center for Social Concerns.

#### **Civil Engineering**

##### **CE 40385 - Hazardous Waste Management and Design**

The course addresses traditional and innovative technologies, concepts, and principles applied to hazardous waste management and design to protect human health and the environment. Topics include the regulatory process, fate and transport of contaminants, toxicology, environmental audits, waste minimization, physicochemical processes,

bioremediation, stabilization, incineration, land disposal, risk assessment, remedial investigations, remedial technologies, and alternative analysis. Course will include a remediation design project, which may require laboratory analyses.

### **Classics**

#### **CLAS 30335 - The History of Ancient Medicine**

This course traces the development of medicine in the ancient Mediterranean world, concentrating on the medical beliefs, theories, and practices of the Egyptians, Greeks, and Romans. The course emphasizes the value of studying written sources such as the Hippocratic treatises and the works of Galen with artistic evidence and human remains. A connection between ancient and modern medicine is made by considering two contrasting models of disease, the biomedical and the biopsychosocial, that figure as the focus of a contemporary debate on health care.

### **Computer Applications**

#### **CAPP 30410 - Statistics for Social Research (SOC)**

Designed to teach students how to interpret and critically evaluate statistics commonly used in the social sciences and in many areas of the business and medical world to describe, project, and evaluate. Focus is upon a conceptual understanding of what the statistic does, what it means, and what assumptions are being made in its use. The course requires only high school arithmetic and is not mathematically difficult.

### **Computer Science**

#### **CSE 40484 - Networked Sensor Systems**

Wireless sensor networks promise to revolutionize many segments of our life, from environmental monitoring and conservation, to manufacturing, health-care as well in surveillance and national security applications. The design, implementation and operation of a sensor network requires the confluence of many disciplines, including signal processing, networking and protocols, embedded systems, information management and distributed algorithms. Such networks are often deployed in resource-constrained environments. This course will introduce the students to many of the fundamental challenges exposed by sensors.

### **Economics**

#### **ECON 32510 - Addressing US Poverty at the Local Level**

This course focuses on four arenas where poverty manifests itself: homelessness, education, healthcare, and jobs. Writing-intensive.

#### **ECON 34550 - Health Economics**

This course covers the basics of the economics of healthcare. The topics covered include demand for health capital, supplier induced demand, supply and demand of health insurance, and addictive substances and public policy.

#### ECON 34822 - Development Studies Seminar (at Kampala, Uganda campus)

Taught as AFRS 3000 'Development Studies Seminar' at host institution. An interdisciplinary course, divided in 3 sections which covers: Ugandan Culture and Society, Precolonial, colonial, and postcolonial history; contemporary political and economic issues; social anthropology. 1) Development Studies: This section of the course is divided into two parts: a theoretical framework and general introduction to development studies, followed by modules concentrating on contemporary development issues in Uganda. The introductory section includes study of development theories and approaches; rural development and appropriate technologies; urban development; resource allocation; development planning and project evaluation; public and private sector; multinational organizations and nongovernmental organizations. Students select one of the modules offered to pursue further study. These modules include: a) Gender Studies: gender issues in resource allocation and distribution at household, community, and national levels; household decision making. b) Public Health Issues: theoretical aspects of public health; strategies of public health promotion in Uganda; HIV/AIDS education and effect on society; reproductive health; maternal and child health. c) Grassroots Development: development theory applied to grassroots efforts; self-reliant participatory development; dependency thinking.

#### ECON 40540 - Public Economics

This class will survey the field of public economics, showing students how economic research can address many of the most important questions and controversies facing policy makers today. Some of the issues the class will discuss are contraception, taxation, Medicare, Social Security, welfare programs, and education. The course will familiarize students with current policy programs and policy debates, introduce students to cutting-edge research methods used to study these programs, and show students what economists know and do not know about improving public policy.

#### ECON 40565 - Health Economics

The course is designed to illustrate how economists analyze topics related to the production of health and the delivery of health care in the United States. Topics covered include the social and economic determinants of health, the economic control of unhealthy behavior, economic consequences of the AIDS epidemic, using economics to explain the rise of obesity, economic models of insurance, the problems of moral hazard and adverse selection, the economic impact of employer-provided health insurance. Medicare and Medicaid, the problem of the uninsured, medical technology and the pharmaceutical industry, the malpractice system, and the rise of managed care. Readings for the class will come from a required textbook and academic readings downloadable from the class web page. Class assignments will include problem sets, exams and short policy memos.

#### ECON 44540 - Public Economics

The course covers both applied and theoretical topics and aims to provide an understanding of the welfare theoretic foundations of policy analysis, and the constraints

on government action; the considerations that are involved in the design of specific taxes, and the implications for the relation between aggregate revenue and spending; the rationale for the major categories of public spending; and the design of policies in response to market failure. The specific topics studied include welfare-economic foundations and the measurement of wellbeing; income taxation and labour supply; commodity taxation; debt and taxation over time; savings, investment and pensions; taxation of companies; health; education; inequality and income transfers; cost-benefit analysis; local public goods and jurisdictional issues; multilateral externalities; policy towards natural resources and the environment; public expenditure and political economics.

#### **ECON 40447 - Seminar in Health Care Policy**

The first segment of the course demonstrates how economics can be applied to the analysis of the health care sector. The second part focuses upon the pending policy debate of how we as a society will provide for the health care needs of the elderly.

#### **Education, Schooling, and Society**

##### **ESS 43257 - Seminar in ADHD**

Attention deficit disorder (also known as attention deficit hyperactivity disorder) is a diagnosis applied to children and adults who have experienced a handicap in their school, home, work, and/or social settings due to abnormal levels of distractibility, impulsively, and/or hyperactivity. According to epidemiological data, approximately 4% to 6% of the U.S. population has ADD, which makes it one of the most prevalent psychological disorders in contemporary society. Furthermore, it is currently believed that 66% of those diagnosed with ADD as children will continue to exhibit symptoms as adults. Over the past decade, there has been heated debate over both the cause and treatment of ADD. For instance, ADD has been attributed to a variety of causes including minor brain damage, poor diet, and poor parenting. Likewise, a variety of different treatment options have been recommended including medication, behavior therapy, and cognitive therapy; and recently, there has been concern expressed by the FDA that several medications used to treat ADD might be harmful to children. This seminar will provide a comprehensive survey of current research into the cause and treatment of ADD. In addition, the seminar will focus on the effects of this disorder from the perspective of both afflicted individuals and their families as well.

#### **Hesburgh Program**

##### **HESB 20213 - Catholic Social Thought: Globalization and Human Rights**

The Roman Catholic Church has long been a champion of universal human rights. Today, the church and all who promote and defend the causes of justice within and between nations, must ask what it means to promote the dignity of all peoples in a global age. Is it possible to work for a global common good in a world of such pronounced religious, cultural, economic, and political differences? This course will test the hope and the challenge of the Catholic Social Tradition's confidence in human rights by engaging current international debates over access to health care, the use of military force, international economics, and ecological responsibility. Students will be introduced to the

core documents and principles of Catholic Social Thought, will learn the basic theological and philosophical concepts that underlie the defense of human rights, and will acquire the background to critically participate in current debates over the viability of human rights language. Lecture/Discussion format; 3 shorter papers; final exam

**HESB 20215 - Medical Ethics**

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

**HESB 30101 - Statistics for Social Research**

This course is designed to show students how to interpret and critically evaluate statistics commonly used to describe, predict, and evaluate in the social sciences, as well as many areas of the business and/or medical world. The focus is on a conceptual understanding of what the statistic does, means and what assumptions are made from it. Hands-on experience in using data analysis is part of the course.

**HESB 30228 - Health Care Ethics for the 21st Century**

This course explores the importance of religious and moral values for the life and death choices we make, individually and as a society. Basic principles and methods of contemporary bioethics will be introduced, and a range of issues considered, e.g., medical research, physician assisted suicide, health care reform, new genetic technologies, responding to AIDS. Especially recommended for students planning on a career in medicine or science. Lecture/ discussion format.

**HESB 30237 - Medical Ethics**

An exploration from the point of view of ethical theory of a number of ethical problems in contemporary biomedicine. Topics discussed will include euthanasia, abortion, the allocation of scarce medical resources, truth-telling in the doctor-patient relationship, the right to medical care and informed consent, and human experimentation.

**HESB 30471 - History of Western Medicine**

This course introduces students to the history of western medicine from the pre-Socratics to penicillin; it concludes by applying that history to modern medical questions, including professional identities, emerging diseases, and genetic manipulations. Major themes/topics include changing disease concepts, medical education, medical practitioners, "scientific" medicine, therapeutics, hospitals, and the body; sub-themes include women and medicine, race and medicine, and the patient. Class periods will be divided between lectures and seminars, the latter relying largely on discussions of primary source readings. Students will be encouraged to explore their own particular interests in a research paper.

**HESB 43519 - Seminar in Health Care Policy**

The first segment of the course demonstrates how economics can be applied to the analysis of the health care sector. The second part focuses upon the pending policy debate of how we as a society will provide for the health care needs of the elderly.

**HESB 43520 - Addressing US Poverty at the Local Level**

This course focuses on four arenas where poverty manifests itself: homelessness, education, healthcare, and jobs.

**HESB 43538 - Bio-Medical Ethics & Public Health Risk**

Designed for pre-med, science, and engineering students, the course will survey ethical issues associated with current public health problems, such as pollution induced cancers, universal health care, occupational injury and death, and inadequate medical attention to prevention, nutrition and environmental health.

**History**

**HIST 34428 - Medicine and Modern Life in Britain and Ireland (at Dublin, Ireland campus)**

Taught as HIS 30160 "Medicine and Modern Life in Britain and Ireland, 1750-1950" at host institution. This course explores a series of ongoing debates within the social history of medicine. It examines sickness, disease and the provision of care in Britain and Ireland in a broad social, economic, political and cultural context. It focuses on the plurality of medicine in the eighteenth and nineteenth centuries, the 'medical marketplace', and the rise of medical institutions. It will look at the evolving relationships between doctors and patients, and the place of poverty, class, gender and ethnicity in these relationships. The course will also cover the impact of urban growth on changing patterns of disease and medical practice. Other themes include the rise of the medical profession in the nineteenth century, the impact of medical science on society, the relationship between war and medicine, and the role of state medicine.

**HIST 93979 - Science/Medicine/Social Reform**

A comparative history of medicine, welfare, and the state in the United States and Europe from the late eighteenth to the mid 20th century. Topics include medical police, the rise of social statistics, public health and social control, eugenics, alternative medicine, and the role of religion.

**HIST 93982 - Imperialism Health & Disease**

This course will examine certain historical periods during which the expansionist tendencies of western civilization and infectious disease have brought about dramatic collisions. Proceeding chronologically, we will begin in western antiquity; however, our focus will be on the institutions and disease concepts of the 19th and 20th centuries. In particular, we will analyze the interrelated ideas of "emerging infectious diseases" and "disease ecologies" in the context of imperialist expansion. Requirements: reading, class participation/presentation, final research paper.

**History and Philosophy of Science**

**HPS 93753 - Medicine and Public Health in America**

This is a survey course in the history of American medicine and public health. Its premise is that American medical history is a part of broader issues of American history. In this regard, there are seven main related issues. -health as freedom in medical practice and

individual choice. -the conceptualization of class, race, gender, age, lifestyle and place in terms of health. -health and hygiene as the means of Americanization. -the expression of cultural and religious diversity in medicine. -health as the American dream. -health care as the battleground in American political economy. -health care as the locus of the American fascination with technology.

### **Indiana University School of Medicine – South Bend (through Notre Dame)**

#### **IUSM 60512 - Introduction to Clinical Medicine I: Behavioral Science**

A multi-departmental interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. This is facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. In order to achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying.

### **Medieval Studies**

#### **MI 40215 - History of Medicine to 1700**

This class surveys the history of Western biomedical ideas, research, and health care practices from its ancient Mediterranean and Middle Eastern foundations to the medical reforms and materialistic theories of the mid-eighteenth century. The canonical approach emphasizes the growth of rational medicine, focusing on the development of medical epistemology and method, but also considers how medicine as it has been practiced in the West reflected classical theory, embraced folk beliefs and treatments, and integrated the therapeutic and doctrinal knowledge of medieval Islam. Medical thought and practice was shaped by the intellectual, social, and religious changes that shook Europe in the late Middle Ages and early modern period, resulting in a profound transformation of natural philosophy and efforts to reform society during the scientific revolution and nascent Enlightenment. Many of the basic elements of modern medical ethics, research methodology, and the criteria for sound scientific thinking that first emerged in late classical Greek thought were refined during this period, and much of the diversity of healing paradigms in American and European national cultures today, as well as many of the reactions of Western medical authorities to non-Western ideas and practices, can be understood if viewed in the context of antecedent medical principles.

### **Philosophy**

#### **PHIL 20602 - Medical Ethics**

An exploration from the point of view of ethical theory of a number of ethical problems in contemporary biomedicine. Topics discussed will include euthanasia, abortion, the allocation of scarce medical resources, truth-telling in the doctor-patient relationship, the right to medical care and informed consent, and human experimentation.

PHIL 20615 - Practicing Medical Ethics

This is a one-day, one-credit course. The purpose of this course is to give students who may have a vocation in health care the opportunity to engage in conversation with physicians, philosophers, and theologians familiar with medical ethics. Participants will be looking at real case studies and real situations they might encounter in practicing medicine. Does not satisfy university requirement.

PHIL 20227 - The Experiencing of Medicine, Science, Art, and Literature

This course will compare the ways in which holistic and particularistic thinking form the basis for understanding how philosophical and scientific theories and the practice of medicine work and how we experience art and literature. We will construe these diverse disciplines as differing approaches to the same broad project, that of understanding our experience of the world. We will consider modern medicine and science from both Western and Eastern perspectives, watch experimental films, read modern poetry and fiction, and compare Eastern and Western systems of ethics.

PHIL 43307 - Seminar in Medical Ethics

An examination of a number of the most important systematic contributions to medical ethics in recent years. Authors covered will include Tom Beauchamp, Jim Childress, H. Tristram Engelhardt, Stanley Hauerwas, Dan Callahan, and Al Jonsen. We will pay special attention to the relation between disputes within medical ethics and more general disputes in moral philosophy.

PHIL 43705 - Addiction, Science, and Values

Students will be introduced to topics in the ethics of care for the indigent; to alternative therapies for recovery and maintenance; and to current brain models of addiction. They will be placed as volunteers (for 14 weeks) with institutions serving indigent recovering addicts in St. Joseph and Elkhart counties.

PHIL 43708 - Bio-Medical Ethics and Public Health Risk

Designed for pre-med, science, and engineering students, the course will survey ethical issues associated with current public health problems, such as pollution induced cancers, universal health care, occupational injury and death, and inadequate medical attention to prevention, nutrition and environmental health.

**Political Science**

POLS 34457 - Science and Politics

The status of science in modern society. The use of scientific argument in politics. -- e.g. neo-Darwinism, criminology, sociobiology, eugenics, and the use of politics by scientists, e.g. the theories of Lysenko, creationism. Political debates among scientists, e.g. bioethics.

## **POLS 40150 - Executive Branch and Public Policy**

This course will address public policy issues such as budgets, taxes, health, economic development, welfare and crime. Taught by Joe Kernan, former Mayor of South Bend, Lieutenant Governor and Governor of Indiana, the course will examine the political, economic and ethical dimensions of policy development, as well as the crucial interaction between the executive and legislative branches of state government. There will be approximately 8 pages of writing and a moderate amount of reading, including handouts. Does not count for the Political Science major. Permission Required.

## **Poverty Studies**

### **PS 10000 and PS 20000 - Introduction to Poverty Studies**

This course introduces students to academic research about the nature and consequences of poverty (in both advanced and developing nations), highlighting the contributions of scholars from the social sciences, humanities, and the law. We begin by examining several multifaceted definitions of poverty put forth by governments and non-governmental organizations (NGOs), and by mapping the incidence of poverty (geographically and demographically). We then examine a series of policy issues crowding the political agenda including low wage rates; subprime lending practices; discrimination in hiring and promotion; enforcement of fair labor standards and treatment of low-skilled immigrants and migrant workers; inadequate access to quality education and health care; rehabilitating addicts, alcoholics, and ex-convicts; sexual abuse and broken families; and nutrition problems ranging from malnourishment to obesity. Throughout, the readings and lectures reveal that collaboration across the various disciplines enhances our understanding of what it means to be poor and of the array of interlocking problems that lead to poverty, and guides the formulation of policies to prevent and alleviate poverty.

## **Psychology**

### **PSY 23271 - Autism**

This seminar discusses topics related to developmental disabilities, with a special emphasis on pervasive developmental disorders and autism. Issues regarding their definition, etiology, and treatment are also discussed.

### **PSY 34360 - Health Psychology**

This course aims to provide a broad introduction to the study of how human psychology and human health intersect. A number of the major current issues in health psychology will be addressed, as will more specific research areas in which psychological knowledge can inform medical and health practice.

### **PSY 43318 - Stress, Disorder, and Disease**

There is considerable scientific interest in the concept of stress and its implications for health and well-being. This seminar will cover (1) original articles on the concepts and definitions of stress; (2) original articles on methods for assessing life stress; and (3) the animal and human research literatures on stress effects on biological and psychological functioning. Particular attention will

be paid to the implications of these ideas and literatures for understanding psychological disorders, especially major depression, as well as physical illnesses.

#### PSY 43230 - Mental Health and Aging

The primary purpose of this course is to expose students to basic issues relevant to the mental health of the elderly, which includes an experiential learning component in the form of volunteer relationships with an older adult. In the classroom, students will be challenged to think critically about the mental health issues associated with later life and are expected to actively participate in class discussions. Topics focused on pathological aging include psychological disorders, assessment, diagnosis, and treatment; resiliency in aging topics include: physical and mental health, social support, personality, coping, and stress. Class presentations, volunteer activities, and the readings will be used to stimulate discussion and critical thinking. Students will also keep a journal for this purpose. The format of the course may include some lecture, but will rely heavily on class discussion and group activities. Students are required to participate in some type of volunteer activity over the course of the semester (i.e., a minimum of one hour/week). Students may generate their own volunteer placement or I can help match you up with one.

#### PSY 43360 - Health Psychology

Because behavior plays a significant role in people's health, psychology has emerged as an important contributor to the process of coping with disease, disease prevention, and health enhancement. This course is designed to be an overview of health psychology and behavioral medicine. Topics will include psychology and medicine, health psychology models, stress and health, adaptation to illness, psychological aspects of cancer, pain, coronary artery disease, rehabilitation, infectious disease, health promotion and disease prevention, and professional opportunities in health psychology. In addition, health care professionals in the community who are working in areas to be covered in the course will be making presentations to the class. There will be two exams that will cover reading and lecture material. In addition, there will be two short papers that will help integrate the readings, lectures, and information provided by the speakers. Finally, there will be a lengthy paper that will consist of a summary review and critique of research in a specific area of health psychology.

#### PSY 43531 - Psychology and Medicine

This course has two basic objectives. First, it examines from a lifespan and psychobiological perspective the factors that place individuals at different stages of life at risk for illness and assist them in maintaining their health. In addition, it addresses a variety of challenging psychological and social issues that physicians and other healthcare professionals must face in the practice of medicine. The course covers a range of topics dealing with health issues related to different stages of human development (childhood, adolescence, and adulthood), disabled populations, culture and gender, stress, physician-patient interactions, death and dying, professional ethics, and social policies relating to health care. The course is primarily intended for students intending to enter medical school. Most classes will involve brief formal presentations by the instructors and invited guests, followed by discussion of assigned readings pertinent to the day's

topic. In addition, students will be exposed, via a limited practicum, to a variety of medical settings.

### **Science Pre-Professional**

#### **SCPP 10101 - Medical Science from Birth to Death**

First-year students only. The course will give an overview of the medical science behind the technological advances used in various clinical subspecialties, advances that raise ethical questions from the beginning to the end of life. It will provide students with an overview of the biotechnological advances that are in the news, reshaping the scientific culture of modern medicine, and challenging personal and societal human values. Fall.

#### **SCPP 30300 - Introduction to Clinical Ethics**

The focus of the course will be an examination of the advances in medicine over the last 30 years that have challenged traditional values and ethical norms, and the institutional processes and procedures in place that facilitate decision-making in the health care setting. It will include a sketch of the most recent advances in the various fields of medicine, followed by an examination of the clinical and ethical questions they raise and how they have affected the physician-patient relationship. Note: This course counts as a general elective. Fall and spring.

#### **SCPP 46397 - Directed Readings - The Doctor**

Permission required. Readings focus on learning how patients, families, and healthcare professionals experience illness and healing, how the stories that patients tell become the basis for diagnosis and therapeutic response, what it's like to go through medical training and grow in identity as a physician, and the nature of the doctor-patient relationship and how it is changing. Fall and spring. Note: This course counts as a general elective.

#### **SCPP 30311 - Introduction to the American Health Care System**

The course will begin with a short history of the American health care system and will be followed by a discussion of the major components of the system (patients, providers, payers), health insurance coverage, managed care programs, the movement for quality health care, physicians in the changing medical marketplace, health care expenditures, and academic medical centers. This course counts as a general elective. Fall.

### **Science, Technology, and Values**

#### **STV 20103 - Death and Dying**

This course examines metaphysical and ethical issues associated with bodily death. Metaphysical issues taken up in this course include the following: What is death? Is death a bad thing? Is there any hope for survival of death? Ethical issues to be discussed include suicide, euthanasia, and abortion.

### STV 20282 - Health Care Ethics Twenty-First Century

This course examines religious and moral questions raised in health care today. Basic concepts in bioethics will be introduced and a range of contemporary issues in bioethics will be treated, e.g. ,physician-assisted suicide and euthanasia, organ donation, genetic testing and genetic therapies, and decisions in neonatology. Special emphasis will be given to the contribution of the Roman Catholic moral tradition to contemporary debates.

### STV 30113 - Classical Origins of Medical Terminology

Scientists have long recognized that considerable learning in science is based on education in vocabulary. More than 95 percent of medical technical terminology is drawn from Greek and Latin. This complex terminology satisfies a need for precise words to facilitate the exchange of ideas and arose because people of learning employed the classical languages for their concepts and descriptions well into the 19th century. To the modern student without Greek and Latin, terms like hemiballismus, encephalomalacia, and chistosternia are indecipherable. This course will introduce the student to the elements of Greek and Latin sufficient to dissect and decode even the most unusual terms. It will focus on the basic roots, suffixes, and prefixes but also place them within the intellectual context of ancient and modern medical theories so that the student will come away from the course with some sense of the history of medicine and its language. Lectures on mythical figures will also illuminate the origin of certain bioscientific terms: the extremely poisonous alkaloid atropine, for example, derives its name from Atropos, one of the three sisters of fate who measure out a person's life. Anatomic models and charts will be employed as well as slides examining a wide range of pathologies.

### STV 34166 - Medical Practice and Policy in the UK

This course introduces American pre-medical students to the structure of socialized medicine in Britain and the public welfare system of which it forms a part. The course begins with a brief history of the National Health Service and a description of the principles underpinning the system. The course then explores medical education in Britain and the various career structures available to British medical doctors. Special attention is paid to the reforms currently being introduced to medical education, and the reasons for these changes. The course ends with an examination of the challenges facing the NHS. These include financial constraints; administrative changes in the provision of medical services; the changing balance between primary and hospital medicine; the demands of new medical technology; new ethical challenges in medicine; and the relationship between public and private medicine. The course will be taught in the form of a discussion group, with students being invited to make comparisons and contrasts between the American and British system of health care services. Guest speakers, ranging from British medical students to medical consultants, will form an important aspect of this course, and students will be encouraged to ask questions of the speakers. The course will also include a visit to a NHS hospital to witness the provision of public medicine in Britain at first hand.

#### STV 34366 - Medical Practice and Policy in the United Kingdom

Taught in London Program. This course introduces American pre-medical students to the structure of socialized medicine in Britain and the public welfare system of which it forms a part. The course includes a brief history of the National Health Service and a description of the principles underpinning the system, medical education in Britain, reforms currently being introduced to medical education, and the reasons for these changes.

#### STV 40203 - Theology of Medicine

An examination of moral problems in medicine in the context of key theological themes, e.g., creation, providence, the nature of Christian personhood, suffering and redemption, freedom and grace. Various normative problems will be explored, e.g., physician-assisted suicide, artificial reproduction, and access to health care.

#### STV 40151 - Psychology and Medicine

This course has two basic objectives. First, it examines from a lifespan and psychobiological perspective the factors that place individuals at different stages of life at risk for illness and assist them in maintaining their health. In addition, it addresses a variety of challenging psychological and social issues that physicians and other healthcare professionals must face in the practice of medicine. The course covers a range of topics dealing with health issues related to different stages of human development (childhood, adolescence, and adulthood), disabled populations, culture and gender, stress, physician-patient interactions, death and dying, professional ethics, and social policies relating to health care. The course is primarily intended for students intending to enter medical school. Most classes will involve brief formal presentations by the instructors and invited guests, followed by discussion of assigned readings pertinent to the day's topic. In addition, students will be exposed, through a limited practicum, to a variety of medical settings.

#### STV 40203 - Theology of Medicine

An examination of moral problems in medicine in the context of key theological themes, e.g., creation, providence, the nature of Christian personhood, suffering and redemption, freedom and grace. Various normative problems will be explored, e.g., physician-assisted suicide, artificial reproduction, and access to health care.

#### STV 40403 - Nanotechnology: Opportunities and Challenges

This course will provide a comprehensive introduction to the emerging fields of nano science and nano engineering, with an emphasis on the main ideas and concepts. Through directed readings and discussion, students will study the scientific underpinnings, and explore the societal impact and ethical implications of nanotechnology. They will also explore the potential for nanotechnology to impact a wealth of innovative applications across a vast array of fields including healthcare, environment, biotechnology, energy and food production, information technologies, and aerospace.

## **Sociology**

### **SOC 24500 - Globalization & Development**

"SO 3230 Globalization & Development at Trinity College; Part 1 deals with themes in globalization and development. Issues to be covered include new theories of globalization, the relationship and uneven development, global history, and civil society. Attention will also be given to social and ecological well being under conditions of globalization. Part 2 deals with global culture and local knowledge. It will cover local farming and health practices in developing countries and how these conflict with globalizing forces. Themes for attention include indigenous systems of knowledge (agricultural, ecological, medical, astronomical), which pose serious questions for western 'science'."

### **SOC 24533 - Socio-economic problems of Mexico**

Analysis of social problems emphasizing health, education, poverty, and unemployment which constitute the basic obstacles for national progress. We will look at the political, economic, and social development of the country over the past 40 years.

### **SOC 24999 - Sociology of Health & Medicine (at Fremantle, Australia campus)**

Taught as SO203 - Sociology of Health and Medicine. In this unit we will be examining health and medical issues in Australia based on a sociological perspective. Students will be given the opportunity to do research on the policies and problems of health care and the medical system in Australia. We will be examining key issues such as how the social divisions in Australia place barriers on the access to health care, how the political economy of Australia structures the availability of medical care and the kinds of boundaries technology places on how Australians are able to access health care.

### **SOC 30320 - Family and Aging**

With life expectancy increasing and birth rates declining, the populations of Western cultures have been rapidly aging. What are the implications of this aging process for social institutions (the family, economy, government) as well as for the individual well being of the elderly? What does the future hold for those of us who will spend an increasing proportion of our lives past age 65? These and other questions are addressed in this course, which focuses on the social, economic, and personal challenges facing all of us in the latter half of the life cycle. The course will be divided into two roughly equal units: (1) the aging individual in social context, and (2) family relationships in later life. The first unit will cover such topics as images of aging, theoretical perspectives, social bonds of the elderly, care giving for the oldest-old, work and leisure, finances and housing, mental and physical health, victimization, women and minorities, death and dying, and social policy. The second unit will focus on several familial units or situations, including marriage, single-hood, parents and their adult children, grandparenting, and sibling relations. Student performance will rely on a combination of the following activities: essay exams, research projects based on library work and/or fieldwork, and both general discussions and brief presentations made in class.

### **SOC 370 - Medical Sociology**

## **Theology**

### **THEO 20630 - Health Care Ethics for the 21st Century**

This course explores the importance of religious and moral values for the life and death choices we make, individually and as a society. Basic principles and methods of contemporary bioethics will be introduced, and a range of issues considered, e.g., medical research, physician assisted suicide, health care reform, new genetic technologies, responding to AIDS. Especially recommended for students planning on a career in medicine or science. Lecture/ discussion format. Requirements: short papers, midterm, final.

### **THEO 40603 - Theology of Medicine**

An examination of moral problems in medicine in the context of key theological themes, e.g., creation, providence, the nature of Christian personhood, suffering and redemption, freedom and grace. Various normative problems will be explored, e.g., physician-assisted suicide, artificial reproduction, and access to health care.

### **THEO 60934 - Health Care Chaplaincy**

This course will provide an introduction to pastoral ministry within acute and long-term health care settings. Both theoretical and practical resources will be addressed. Spiritual assessment, grief and crisis ministry, prayer, Scripture, sacraments, and ministry with older adults are selected areas that will be addressed. (Spring)

## **Appendix 8: Health and Health Policy Graduate Courses**

### **Graduate Courses Relevant to Health Policy At the University of Notre Dame – By Subject**

#### **Accountancy**

ACCT 70510 and 70511-Advanced Assurance Services

This course exposes students to the demand for, and the supply of, independent professional services that improve the quality of information for decision-makers. Topics include markets, measurement, value, risk, communication and information search for assurance service engagements in electronic commerce, systems reliability, entity performance and health care, among others.

#### **Anthropology**

ANTH 60210 -Health, Healing, and Culture

After introducing the student to the discipline of medical anthropology, the course focuses on the interaction between disease and culture and on the characteristics and functions of diverse medical systems.

#### **Biology**

BIOS 50544 -Environmental Justice

This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens.

BIOS 50545 -Bio-Medical Ethics and Public Health Risk

The course will survey ethical and scientific issues associated with current public health problems such as pollution-induced cancers, occupational injury and death, and inadequate emphasis on disease prevention, nutrition, and environmental health. This course does not count as science credit for College of Science undergraduate majors. Cross-listed with PHIL 43708.

#### **Economics and Econometrics**

ECO 70602 -Labor Economics II

This course employs both theoretical and econometric analysis to examine labor markets. Topics typically include dynamic labor supply and labor demand, unemployment, efficiency wages, technical change, and inequality. The course will also look at how ideas in labor economics can be used to explore issues in demography, health, development,

and family and gender economics. Students will be responsible for analyzing research and presenting it to the class. Additional emphasis will be given to the development of original research in labor economics.

#### ECO 70701 -Public Economics I

This course examines both theoretical and empirical analysis of government expenditures. Topics typically include the provision of public goods, education, fiscal federalism, and health care policy. The course will also provide a survey of data, methods, and policies commonly employed in the empirical public finance literature. Students will be responsible for analyzing research and presenting it to the class.

#### ECO 70702 -Public Economics II

This course examines both theoretical and empirical analysis of government expenditures. Topics typically include the provision of public goods, education, fiscal federalism, and health care policy. The course will also provide a survey of data, methods, and policies commonly employed in the empirical public finance literature. Students will be responsible for analyzing research and presenting it to the class.

### **History**

#### HIST 93979 -Science/Medicine/Social Reform

A comparative history of medicine, welfare, and the state in the United States and Europe from the late eighteenth to the mid 20th century. Topics include medical police, the rise of social statistics, public health and social control, eugenics, alternative medicine, and the role of religion.

#### HIST 93982 -Imperialism Health & Disease

This course will examine certain historical periods during which the expansionist tendencies of western civilization and infectious disease have brought about dramatic collisions. Proceeding chronologically, we will begin in western antiquity; however, our focus will be on the institutions and disease concepts of the 19th and 20th centuries. In particular, we will analyze the interrelated ideas of "emerging infectious diseases" and "disease ecologies" in the context of imperialist expansion. Requirements: reading, class participation/presentation, final research paper.

#### History and Philosophy of Science

##### HPS 93753 -Medicine and Public Health in America

This is a survey course in the history of American medicine and public health. Its premise is that American medical history is a part of broader issues of American history. In this regard, there are seven main related issues; health as freedom in medical practice and individual choice; the conceptualization of class, race, gender, age, lifestyle and place in terms of health; health and hygiene as the means of Americanization; the expression of cultural and religious diversity in medicine; health as the American dream; health care as

the battleground in American political economy; health care as the locus of the American fascination with technology.

### **Indiana University School of Medicine – South Bend (through Notre Dame)**

#### **IUSM 60512 -Introduction to Clinical Medicine I: Behavioral Science**

A multi-departmental interdisciplinary course designed to introduce students to the patient-doctor relationship through interactions with faculty and patients in a variety of settings. This is facilitated by primary care and behavioral science faculty, students direct their learning toward the complexity of the context from which a patient seeks medical care. In order to achieve this, students examine normal human behavior and development throughout the life cycle. Issues addressed include preventive health care, sexuality, cultural diversity, minority health issues, religion and spirituality, family dynamics, the economics of health care, and death and dying.

### **Law**

#### **LAW 70363 -White Collar Crime**

White collar crime is one of the fastest growing legal specialties in the United States with prestigious law firms building new litigation sections devoted to the civil prosecution or defense of white collar crimes. At the same time, the prosecution and defense of white collar crime is vastly different from the prosecution and defense of street crime. The principal objective of the white collar crime course is to thoroughly cover the substantive law of white collar crime, including: mail fraud; RICO; money laundering; asset forfeiture; fraud upon financial institutions; securities fraud; tax fraud; computer fraud; health care fraud; and criminal liability of corporations and corporate executives. White collar criminal cases are document cases that involve following the paper and money trail. These types of cases are often preceded by months, if not years, of grand jury investigation. The course will further examine multiple issues associated with the use of the grand jury: grand jury powers in general; grand jury secrecy; Fifth Amendment protection against self-incrimination; and prosecution of immunized witnesses. Finally, issues and problems that arise in litigating white collar crime cases will be examined through case studies of actual white collar crime cases.

#### **LAW 70433 -Law of International Trade**

Addresses the law that governs trade across national borders. The course considers both United States and international law, particularly the law of the World Trade Organization (WTO). Themes include the theory of comparative advantage as a basis for international trade, the influence of interest groups, and "linkages" between trade and non-trade concerns like environmental protection and public health. Specific topics include constitutional authority to regulate international trade; the concepts of most favored nation status and national treatment; WTO dispute settlement; and WTO rules on safeguards, subsidies and dumping. Throughout, we will discuss political and economic arguments that favor the growing free trade regime as well as arguments that oppose it.

#### LAW 70845 -Law & Psychology

This course will apply perspectives from psychology to familiar legal issues and institutions by examining the influence and implications of theory and research in clinical, cognitive, and social psychology on legal procedures, practices, and decisions. The course will cover psychological principles in the areas of decision making by lawyers, clients, and judges, as well as expert and lay witnesses in a variety of legal contexts, including health law, criminal law, tort law, contract law, and criminal and civil procedure. The influence of psychological research in cases involving eyewitnesses, child custody, and various syndromes will also be explored, together with perceptions of justice, and the psychology of negotiation and settlement.

#### LAW 70911 -Law of Medical Malpractice

Provides a practical review of medical liability. Examines the elements and defenses of a medical malpractice claim, and considers issues of insurance, access, product liability and peer review. While not a trial-advocacy course, most topics are reviewed from a litigation or trial perspective.

#### LAW 73353 -Advanced Topics in Labor Law

Provides an introduction to various federal labor statutes such as the Fair Labor Standards Act, the Occupational Safety and Health Act, and the Family and Medical Leave Act, among others. Also examines state statutory and common law such as unemployment insurance, workers' compensation and privacy at work. The specific topics covered will be determined considering the interests of the students enrolled in the course.

#### LAW 73726 -Elderlaw Seminar

Addresses the legal situations of elderly people. Students represent clients of the Notre Dame Legal Clinic, under the Indiana student-practice rule and under faculty supervision, and study an array of elderlaw issues from conventional teaching materials. Considers issues such as income maintenance, long-and short-term health care and health-care decisions, housing, guardianship and estate planning.

#### LAW 73828 -Bioethics and The Law Seminar

This course will explore the ethical, legal, and public policy issues arising from various advances in biomedical science and biotechnology. Students will be invited to consider the ways in which such developments affect law and public policy, as well as the issues that may arise in attempts to govern and regulate science according to ethical principles. Topics covered will include: human reproduction (including maternal/fetal conflicts and assisted reproduction), stem cell research, human cloning, genetic screening and modification, research involving human subjects, neuroscience/neuroethics, end of life matters, and relevant issues touching and concerning both intellectual property and constitutional law. Law and Bioethics is designed as a three-credit course. Students' final grades will be based on their performance on a time-limited (24 hours) take-home examination.

### **LAW 73829 -Ethics & Law at End of Life**

Focuses on the ethical and legal issues arising at the end of life, especially with respect to physician-assisted suicide and euthanasia. Topics include: American case law pertaining to decisions regarding the withholding or withdrawal of medical treatment; federal court opinions on a constitutional right to physician-assisted suicide; philosophical and theological arguments for and against euthanasia; the experience of euthanasia in the Netherlands; managed care and euthanasia and special populations such as the elderly and the handicapped. Students will be expected to: prepare for class; make one or two formal presentations on the assigned material in order to begin class discussion; serve as a respondent to a formal presentation on one or two occasions; and write a 20-page paper examining some issue considered in class. There will be no final examination.

### **Management MBA**

#### **MGT 70310 -Health Care Management**

Healthcare comprises approximately 14% of the gross national product of the United States. Healthcare expenditures are likely to continue to rise for the foreseeable future. Issues concerning healthcare will continue to affect virtually any business enterprise. The objectives of this course are to introduce students to the healthcare field and management challenges facing healthcare executives and managers. This course will provide students with a basic understanding of the following areas in healthcare: administration; public policy and the law; economics and the role of managed care; the role of physicians in healthcare; healthcare information systems and patient safety and quality. This class will practice using the basic introduction and the students' lessons learned from other fields (e.g., accounting, financing, operations) to solve real-world problems generated from one of Mercy Health System's more than 50 clinical locations.

### **Theology**

#### **THEO 60934 -Health Care Chaplaincy**

This course will provide an introduction to pastoral ministry within acute and long-term health care settings. Both theoretical and practical resources will be addressed. Spiritual assessment, grief and crisis ministry, prayer, Scripture, sacraments, and ministry with older adults are selected areas that will be addressed. (Spring)

**Appendix 9:  
Health, Health Policy and Bioethics Research at Notre Dame**

**Research Inventory, Bioethics, Health and Health Policy,  
Current Faculty, University of Notre Dame**

**Aging and Chronic Conditions**

Cindy Bergeman, PhD, Professor, Department of Psychology, College of Arts and Letters. Lifespan development psychologist with research in resiliency in aging. Identifying important genetic and environmental factors that impact physiological and physical health over the lifespan.

Thomas Merluzzi, PhD, Professor, Department of Psychology, College of Arts and Letters. Coping process in people with chronic and life-threatening diseases.

**Bioethics**

M. Cathleen Kaveny, JD, PhD, John P. Murphy Foundation Professor of Law and Professor of Theology, School of Law, College of Arts and Letters. Law and morality, ethics and the law at end of life.

Gerald McKenny, PhD, Associate Professor of Christian Ethics, Department of Theology, College Arts and Letters. Ethics of biotechnology.

Maura Ryan, PhD, John Cardinal O'Hara, CSC Associate Professor of Christian Ethics, Department of Theology, College of Arts and Letters. Bioethics and health policy.

O.C. Snead, JD, Associate Professor, School of Law. Intersection of law and bioethics. Governance of science, medicine, and biotechnology according to ethical principles.

David Solomon, PhD, Associate Professor, Department of Philosophy, W.P. and H.B. White Director, Notre Dame Center for Ethics and Culture. College of Arts and Letters. Issues in contemporary moral philosophy with a special interest in medical ethics.

**Chemical treatment of disease**

Frank Castellino, PhD, Kiederer-Pezold Professor of Biochemistry, Department of Chemistry and Biochemistry, College of Science. Analysis of proteins that participate in blood coagulation and blood clot dissolution.

Crislyn D'Souza-Schorey, PhD, Walther Cancer Institute Associate Professor, Department of Biological Sciences, College of Science. We are interested in

understanding the cellular processes that lead to protein aggregation in neurodegenerative disorders, such as Huntington's disease (HD).

Malcolm Fraser, PhD, Department of Biological Sciences, College of Science. Understanding and manipulating virus genetics.

Paul Helquist, PhD, Professor, Department of Chemistry and Biochemistry, College of Science. Pharmaceutical development of biologically active compounds including antibiotics and antitumor agents.

Marvin Miller, PhD, George and Winifred Clark Professor of Chemistry and Biochemistry, College of Science. Asymmetrical synthesis and studies of hydroxamic acid containing microbial iron transport agents.

Shahriar Mobashery, PhD, Navari Family Life Sciences Professor, Department of Chemistry and Biochemistry, College of Science. Biologically active molecules are designed and synthesized in the laboratory to test important concepts in the mechanisms of action of antibiotics and enzyme inhibitors as potential pharmaceutical agents.

Mark Suckow, DVM, Research Associate Professor, W.M. Keck Center for Transgene Research. Development of cancer vaccines.

Philippee Sucusky, PhD, Assistant Professor, Aerospace and Mechanical Engineering, College of Engineering. Aims at elucidating the complex relations between cardiovascular tissue biology and the surrounding hemodynamic environment.

Richard Taylor, PhD, Professor, Department of Chemistry and Biochemistry. Associate Dean, College of Science. Potential to use polyketide natural products as chemotherapy agents particularly directed at cancer.

### **Diagnosis of Disease and Illness**

Basar Bilgicer, PhD, Assistant Professor, Department of Chemical and Biomolecular Engineering, College of Engineering. Synthesis of bio-molecules that will selectively and specifically target diseased tissue for diagnostic and therapeutic purposes.

Paul Bohn, PhD, Schmitt Professor, Department of Chemical and Biomolecular Engineering, College of Engineering. Actively control the spatial and temporal placement of molecules on the nanometer scale length, which can be used in diagnostic equipment and sensors.

Chia Chang, PhD, Bayer Professor, Department of Chemistry and Biochemistry, College of Science. Explore and apply electrokinetic phenomena to develop new diagnostic and microfluid devices.

Glen Niebur, Associate Professor, Aerospace and Mechanical Engineering, College of Engineering. Properties of cancellous bones as the result of overloading.

Timothy Ovaert, PhD, Professor, Aerospace and Mechanical Engineering, College of Engineering. Orthopedic implant design, tissue engineering, mechanical characterization of bone (human and nonhuman) for bioengineering and pharmaceutical research applications.

Ryan Roeder, PhD, Assistant Professor, Aerospace and Mechanical Engineering, College of Engineering. Detecting micro damage in bones. New synthetic biomaterial that are able to interact synergistically with natural tissues and biological processes.

Diane Wagner, PhD, Assistant Professor, Aerospace and Mechanical Engineering, College of Engineering. Tissue engineering in which cells are induced, often with mechanical loading, to create repair material for damaged tissue.

Elaine Zhu, PhD, Assistant Professor, Department of Chemical and Biomolecular Engineering, College of Engineering. Understand, control and exploit the interfacial behavior of soft materials. Her work has implications for biomedical engineering and medicine.

### **Disease transmission**

Nora Besansky, PhD, Professor, College of Science, Department of Biology. African vectors of human malaria.

Frank Collins, PhD, George and Winifred Clark Chair in Biological Sciences, College of Science, Department of Biology. Genome level studies of arthropod vectors of human pathogens and field and laboratory research on malaria vectors.

Scott Emrich, PhD, Assistant Professor, Department of Computer Science and Engineering, College of Engineering. Computational biology, bioinformatics and parallel computing. Mosquito and malaria genome analysis.

Agustin Fuentes, PhD, Professor, Department of Anthropology, College of Arts and Letters, Director of the Institute for Scholarship in the Liberal Arts (ISLA). Biological anthropology, human-nonhuman primate interactions, disease and pathogen transfer.

Paul Grimstad, PhD, Associate Professor, Department of Biological Sciences, College of Science. Epidemiology and ecology of mosquito born encephalitis diseases, especially those found in the Midwestern United States.

Kasturi Haldar, PhD, Julius Nieuwland Chair of Biological Sciences, College of Science, Department of Biology. Signaling and trafficking mechanisms of pathogens and their mammalian hosts.

Mary Ann McDowell, PhD, Assistant Professor, College of Science, Department of Biology. The overriding research interest in the laboratory is the immunobiology of infectious diseases. My current research program mainly focuses on two vector-transmitted, intracellular parasites, Leishmania and Plasmodium.

Thomas Streit, PhD, CSC, Research Assistant Professor, College of Science, Department of Biology. Field work in Haiti concerning three tropic diseases: Lymphatic filariasis, dengue fever, and malaria.

Jeffrey Schorey, PhD, Associate Professor, Department of Biological Sciences, College of Science. Interaction between mycobacteria (e.g., TB and leprosy) and its' host cell the macrophage.

David Severson, PhD, Professor, College of Science, Department of Biology. Molecular factors that influence the vectorial capacity of mosquitoes to transmit pathogens to humans.

### **History of Medicine**

Gail Bederman, PhD, Department of History, College of Arts and Letters. History of the reproductive rights movement.

Christopher Hamlin, PhD, Department of History, College of Arts and Letters, Environmental history, History of science, medicine and technology.

### **IT/Computing in Medical Care and the Health Care Sector**

Corey Angst, PhD, Assistant Professor of Management, Mendoza College of Business. IT value, particularly in the health care field.

Sarv Devaraj, PhD, Viola D. Hank Associate Professor of Management, Mendoza College of Business. IT in the health care sector.

Greg Maday, Research Professor, Computer Science, College of Engineering, Emergency Operations Management. Bioinformatics, Biocomplexity, Modeling Epidemiology, Health Informatics. Agent-Based Modeling & Simulation.

Carolyn R. Queenan, PhD, Assistant Professor of Management, Mendoza College of Business. IT in the health care sector.

Jerry Wei, PhD, Associate Professor of Management, Mendoza College of Business. Lean management as it applied to the health care sector.

## **Maternal, Infant and Adolescent Health**

John Borkowski, PhD, Professor, Department of Psychology, College of Arts and Letters. Multistate intervention designed to better understand the factors that lead to child abuse and neglect among at-risk mothers.

Kasey Buckles, PhD, Assistant Professor, Department of Economics and Econometrics, College of Arts and Letters. Impact of marriage on infant health, infertility treatments and female labor supply, season of birth and outcomes later in life.

E. Mark Cummings, PhD, Notre Dame Chair in Psychology, Department of Psychology, College of Arts and Letters. Socioemotional processes, the development of psychopathology in children, marital conflict and children's adjustment.

Dawn Gondoli, PhD, Associate Professor, Department of Psychology, College of Arts and Letters. Adolescent development within family and peer contexts. Cognitive processes and ADHD.

Dan Hungerman, PhD, Assistant Professor, Department of Economics and Econometrics, College of Arts and Letters. Religious attendance and the behavior of youth, long term consequences of abortion legalization, season of birth and outcomes later in life.

Dan Lapsley, PhD, Professor, Department of Psychology, College of Arts and Letters. Adolescent social cognitive and personality development. Adolescent invulnerability and risk behavior.

Daniel Lende, PhD, Assistant Professor, Department of Anthropology, College of Arts and Letters. Medical anthropology. Behavioral health problems, particularly substance use and abuse.

James McKenna, Rev. Edmund P. Joyce, CSC, Professor of Anthropology; Director, Mother-Baby Behavioral Sleep Lab. Department of Anthropology, College of Arts and Letters. Evolutionary medicine, human parenting and infancy with special emphasis on infant sleep, breast feeding. Mother-infant co-sleeping, and risk factors for sudden infant death syndrome (SIDS).

Elizabeth S. Moore, PhD, Associate Professor, Notre Dame Chair in Marketing, Mendoza College of Business. Food marketing and childhood obesity.

Juliana Sobolewski, PhD, Assistant Professor, Department of Sociology, College of Arts and Letters. Parent-child relationships and the co-parental relationship, especially in the context of parental divorce or conflict.

## **Mental Health**

Anita Kelly, PhD, Professor, Department of Psychology, College of Arts and Letters. Secrecy, self-disclosure, and self-presentation in psychotherapy and everyday interaction.

Scott Monroe, PhD, William K. Warren Foundation Professor of Psychology, Department of Psychology, College of Arts and Letters. Psychopathology and depressive disorders. Etiological differences in unipolar depression.

Alexandra Corning, PhD, Assistant Professor, Department of Psychology, College of Arts and Letters. Psychosocial health impacts of perceived discrimination.

David Smith, PhD, Associate Professor, Department of Psychology, College of Arts and Letters. The links between depression and marital discord.

Christian Smith, PhD, William R. Kenan, Jr. Professor of Sociology, Director of the Center for the Study of Religion and Society at the University of Notre Dame. College of Arts and Letters. Sociology of religion, impact of religion on life outcomes.

## **Public Health/Health Policy**

William N. Evans, PhD, Keough-Hesburgh Professor of Economics, Department of Economics and Econometrics, College of Arts and Letters. Socio-economic determinants of health, effectiveness of medical interventions, and economic control of substance issue.

Rudolf Navari, MD, PhD, Professor of Medicine, Assistant Dean and Director, Indiana University School of Medicine South Bend. Supportive care in clinical oncology, development of antiemetics, palliative care, and the doctor-patient relationship in clinical oncology.

Vania Smith Oka, PhD, Nancy O'Neill Assistant Professor, Department of Anthropology, College of Arts and Letters. How marginal peoples around the world respond to the impact that globalization has on their health needs and local knowledge.

## **Appendix 10: Bioethics Thought Leader Interviews Summary**

Thomas Berg, Ph.D. (Westchester Institute for Ethics and the Human Person)

Fr Thomas commented that, in his view, the field is largely secularized. In Fr Thomas' estimation, the leading voices clearly articulating the Catholic position in the field of biomedical ethics are the National Catholic Bioethics Center, the Doctrine committee of USCCB, the Westchester Institute, and a network of Catholic scholars who address questions from a natural law perspective.

Fr Thomas was read the "vision" document and, in his estimation, the document was a bit too strident in that it sounded like Notre Dame was proposing that it would be the first to combine significant commitments to the common good and to the dignity of the human person. He thought the document should express a spirit of collaboration with the organizations cited above. He also noted that there was a need to specifically call out in the vision document a commitment to avoid proportionalism and to cite *Veritatis Spondor* to distance ourselves from that approach (for example, *Veritatis Splendor* (#75-76)). He thought the document would benefit from making a deeper commitment to natural law theory as the only truly logical foundation for a Catholic bioethics.

Fr Thomas thought there is a substantial problem with academic bioethics initiatives because they attempt too large of a vision that incorporates all facets of life and common good issues, from conception through life, to natural death, including the issues associated with the pursuit of the common good. In his view, there are enormous challenges with specific moral norms and this needs to be an important foundation for a truly Catholic bioethics. Specific beginning of life issues are where a very large percentage of the issues lie. In his view, health care is largely a separate issue from bioethics.

Lisa Sowle Cahill, Ph.D. (Boston College): April 17, 2009

*How would you describe the current state of the field of academic bioethics? What issues and questions are currently being addressed, and what issues and questions are not being addressed?*

*Given (1) ND's existing strengths and (2) ND's lack of a medical school and teaching hospital, what (if anything) can ND do to achieve recognized excellence in the field of bioethics?*

The field of academic bioethics is slowly turning into social ethics, as vs. both the "principle of autonomy" oriented and the Catholic "personal decision-making" approaches. Issues of global health access and health care justice are huge. One could address these issues without necessarily having a medical school, etc., since location around the latter implies an older "clinical ethics" approach, with an overlay of U.S. law

and courts, and focusing a lot on introduction of new technologies (such is till pretty dominant at Georgetown).

*Is there currently a place in the field of academic bioethics for a distinctly Catholic voice? Could such a voice be part of the broader conversation in bioethics or would it be marginal?*

There are several aspects of the "distinctly catholic voice" question. First of all, media, the public, and many Catholics themselves see Catholics as about "pro-life" issues in the older sense. It is really hard to get out of this box. The very existence of the box (and the vociferousness of those who believe this is the proper place for Catholics, again including many bishops) make it hard for catholics to be taken seriously on any other issues, and on pro-life issues, they are very narrowly stereotyped. A big challenge is to advance a position more in tune with catholic social teaching, preferential option for the poor, and to engage this effectively in the public debate. And of course catholics are not the only ones committed to social justice. This in fact provides an opportunity for collaboration with others.

Jorge Garcia, Ph.D. (Boston College), and Gilbert Meilaender, Ph.D. (Valparaiso University): March 27, 2009

*How would you describe the current state of the field of academic bioethics? What issues and questions are currently being addressed, and what issues and questions are not being addressed?*

*Given (1) ND's existing strengths and (2) ND's lack of a medical school and teaching hospital, what (if anything) can ND do to achieve recognized excellence in the field of bioethics?*

At present, work on bioethics is heavily focused on public policy agreements on various issues. Such agreements are necessary, but the focus leaves unaddressed a lot of the basic concerns of philosophical and theological anthropology that are usually not addressed in policy agreements. As an example, take transplantation: is the body just a resource? Or, take the alteration of human nature: what do we understand ourselves to be? These are the kinds of questions usually not addressed in policy statements, and sometimes they help us understand disagreements and conflicts in policy recommendations. As many people point out, these issues were widely discussed in the early years of bioethics. ND could bring them back into conversations about bioethics. This could make ND an ongoing location for what the U.S. President's Council on Bioethics [of which Meilaender is a member] did with respect to the field. No other bioethics center is doing this kind of thing. Not even the Hastings Center does it. Dan Callahan [co-founder of the Hastings Center] is disappointed at the direction the Center has taken, losing sight of the broader issues.

*Is there currently a place in the field of academic bioethics for a distinctly Catholic voice? Could such a voice be part of the broader conversation in bioethics or would it be marginal?*

If ND were to go in this direction, there are a lot of issues that are of concern not only to Catholics and are not thought of as “Catholic” issues. Take research ethics: not all of this is focused on life issues in the narrow sense. Also, uses of the body or how to use the human body: there are questions involving research, organs, “transhumanism.” It is similar for issues of technology transfer of biomedical research and research ethics. In all of these cases, there are broad philosophical and theological questions that are of concern from a Catholic perspective but would not be perceived as a narrow range of concerns. They are broadly Christian and humanistic concerns, not only Catholic. And, all of them can be addressed in a setting where there is no medical school or teaching hospital. In terms of treating these issues, there is a need to articulate them in a way that is not sectarian, as a strand of common morality, and ND can do this because unlike many other Christian traditions it has a nonsectarian form of moral reason. In any event, one thing is certain: there is no need for yet another bioethics center of the usual kind.

Andrew Lustig, Ph.D. (Davidson College)

[This interview will be conducted in mid- or late May.]

Edmund Pellegrino, M.D. (U.S. President’s Council on Bioethics, Georgetown University): March 28, 2009

[This was a breakfast conversation and did not explicitly follow the three questions.]

There is certainly a need for a bioethics center that is committed to the full range of Catholic concerns in the area of health care ethics and policy. There is no other academic center that attempts to do this. Indeed, ND would be wasting its time if it were to do anything other than this: there are enough centers devoted to other things and no other institution can do what ND can do to bring a Catholic voice in its fullest sense to bioethics [his emphasis]. Many people in the field of bioethics would be interested in an academically rigorous presentation of a Catholic perspective, and Catholic health care institutions as well as health care institutions of other Christian denominations would look to ND for intellectual leadership. The field of bioethics has lost sight of the fundamental philosophical and theological questions that animated it in its earlier years, and there is a great need to return to these questions. Also, education and training in the field lacks rigor because fundamental questions are not being addressed. The U.S. President’s Council on Bioethics [which Dr. Pellegrino currently chairs] has raised these questions again but is probably set to expire in August. After that, there will be a need to address these larger and more fundamental questions. The Catholic tradition approaches moral issues in a nonsectarian way, so a Catholic bioethics center would not be sectarian.

Daniel P. Sulmasy O.F.M, MD, Ph.D. (New York Medical College): April 20, 2009

*How would you describe the current state of the field of academic bioethics? What issues and questions are currently being addressed, and what issues and questions are not being addressed?*

The field of bioethics has become less oriented to fundamental philosophical and theological questions and increasingly occupied with much narrower questions of politics and policy. Basic academic questions and issues are not taken as seriously as they should be taken and once were taken. The ASBH [American Society for Bioethics and Humanities, on whose board Sulmasy sat until recently] is mostly engaged in political and policy arguments. Increasingly, degree programs no longer train students in an academic discipline. There is no disciplinary basis for their education. When I see a resumé with “MBioethics” I get nervous! There is a great need for places that train people in a disciplinary approach. Many disciplines contribute to bioethics, and bioethics should be multidisciplinary, but disciplinary training is not occurring and so the scholarly level in the field is low.

*Given (1) ND's existing strengths and (2) ND's lack of a medical school and teaching hospital, what (if anything) can ND do to achieve recognized excellence in the field of bioethics?*

Not having a foot in the medical world does make it difficult. ND could cultivate its Indiana University connection, developing it further into faculty exchanges with the main medical campus. Also, most bioethics is taught in the first two years anyway, and ND already has a connection with the medical school for the first two years of study. In any case, ND could offer IU a broader philosophical background in their bioethics instruction while ND would get a foot in the medical world.

*Is there currently a place in the field of academic bioethics for a distinctly Catholic voice? Could such a voice be part of the broader conversation in bioethics or would it be marginal?*

Perhaps you could think in terms of two strategies, one being distinctively Catholic, one blending into the bioethics world like yeast. As you know, there are not really any Catholic bioethics centers that do any of this in a significant way. Loyola Marymount has a program but it is a small one. Creighton’s program does not really try to be explicitly Catholic and once Ed Pellegrino retires Georgetown will not have anything explicitly Catholic either. On the other side, NCBC prefers just to be on the outside shouting; it is not integrated into mainstream academia or mainstream medicine. One thing you could do is work through the newfound interest in spirituality and health care from a perspective grounded in a tradition that is richer than the new age approaches to that issue. It is true that it is difficult to do anything with the word “Catholic” attached to it. On the ASBH board no one would even consider thinking for more than three nanoseconds about why physician-assisted suicide might be wrong. “Why waste our time

just talking about what all those religious people think?” So, yes, there is a major challenge here. Once people hear the word “Catholic,” they dismiss you.

## **Appendix 11: Health Policy Thought Leader Interviews Summary**

### **Contents:**

- 1. Summary notes from interviews with key Catholic Health Policy actors at the USCCB and Catholic Health Association (pp. 1-3)**
- 2. Response from Sr. Carol Keehan, President of the Catholic Health Association (pp. 3-4)**
- 3. Response from Michael F. Rodgers, Senior Vice President, Advocacy and Public Policy, Catholic Health Association (pp. 5-6)**
- 4. Notes from interview with Sr. Patricia Eck, Chair of the Board, Rich Statuto, President and CEO, Bon Secours (pp. 7-8)**
- 5. Response from the Mission Office of the Catholic Health Association (2 pages following page 8)**

### **1. A summary from notes with Key Catholic Health Policy Actors Brief Overview**

#### **Key Actors**

The U.S. Conference of Catholic Bishops, the Catholic Health Association, Catholic Charities USA, and Catholic Relief Services are four of the major Catholic voices on health policy in Washington and at the local and state levels.

The principal reason these three actors have clout in Washington is that they represent the largest not-for-profit system of health care providers in the country.

- The 624 Catholic hospitals in the 60 Catholic health systems, provide about 15% of hospital-based care in the United States. They employ 525,193 F/T and 233,934 P/T workers. These hospitals often provide a higher percentage of public health and specialty services than other health care providers.
- Catholic Charities agencies provide health-related services to close to 200,000 people, especially the elderly, those with disabilities and the poor.

For obvious reasons, the U.S. Conference of Catholic Bishops has a deep interest in policy issues related to these Catholic institutions, since individual bishops have direct or indirect legal, ecclesial and historical relationships to these institutions in their dioceses.

As one of the largest relief and development agencies in the world, Catholic Relief Services is a major player on global health policy, including HIV/AIDS, malaria, TB and other public health issues.

While advocacy done by CHA and Catholic Charities is grounded in the Catholic tradition, and not simply their narrow institutional interests, the bishops have the lead in defining the “Catholic position” on policy issues.

### **Policy Priorities**

What is striking about the policy agenda of these three institutions is how broad it is. They all start from a Catholic understanding of having access to quality health care as a fundamental human right, with special attention given those on the margins of the health care system.

The USCCB’s advocacy agenda would be the most comprehensive of the three, ranging from deep engagement with broad issues of universal access to health care to specific issues of opposing federal funding for abortions, stem cell research, euthanasia, and insisting on conscience clauses. Working closely with CRS, the USCCB has also been a leader in shaping U.S. policies on global health issues in recent years, especially the Bush administration’s major programs on HIV/AIDS, malaria, TB and other problems.

CHA’s obvious concern for a host of policies that strengthen the viability of Catholic health care is closely linked to a broad health care reform agenda, as well as the host of specific issues, such as abortion and sterilization, that comprise the USCCB’s agenda.

From an institutional perspective, Catholic Charities’ agenda would be less comprehensive than CHA’s insofar as it does not offer as wide a range of services; given its mandate to serve the poor, it naturally focuses on expanding eligibility and quality of care for the poor through Medicaid, Medicare, and the State Children's Health Insurance Program.

### **Some Major Challenges**

From several conversations with key staff at some of these organizations, the following were identified as some of the major challenges they face:

- a) A lot of people talk about the problem of the uninsured, but the reality is that the needs of the poor are the first to be left aside when larger interests are at stake.
- b) It is difficult to connect bioethics and health policy in ways that are consistent with Catholic teaching yet also take into account the real constraints imposed by institutional and political realities.
- c) There is often a major gap between the teaching Church, practitioners and scholars on specific issues, such as ordinary/ extraordinary care, or how to align large issues of the right to health care with specific issues, such as euthanasia and abortion.
- d) The Catholic debate, like the wider debate, is highly polarized, with key players not talking to each other.

## **Notre Dame's Potential Role**

- a) ND should not just meet the needs of its students, but should serve the wider Church
- b) ND could play a convenor role, offering a safe place for a wide variety of practitioners (health care institutions, health practitioners, insurance companies, consumers, politicians) to discuss issues in the context of Catholic teaching. Too many of the major Catholic players on health care operate in isolation from each other.
- c) Could Notre Dame work on the implications of new technology for the poor?
- d) Whatever Notre Dame does, it should be firmly anchored in the Catholic tradition; if not, ND will step on a lot of landmines and simply polarize and already polarized debate within the Church.
- e) Don't enter the discussion through the most controverted issues (eg, cloning, stem cell research, euthanasia) or from a narrow perspective (e.g., sexual ethics). Better approach: CST on the common good, especially the needs of the poor.
- f) Don't need another academic institute that is distinctive mostly for pushing the envelope on highly controverted issues with little understanding of the implications for the wider Church and Catholic health care.
- g) Do not duplicate what is already being done – ie, at Georgetown or other Catholic universities – and do not try to be a player in DC debates over health care reform – Notre Dame has little new to contribute to the dozens of health care coalitions with their well-established positions on health care reform.
- h) Any institute or center cannot be, or perceived to be, an academic arm of CHA, Mayo, doctors or any other player in the health care debate.

## **2. Response from Sr. Carol Keehan, President of the Catholic Health Association**

1. What are the top 2 or 3 policy issues facing you as a Catholic health organization?
  - The underinsured and the uninsured and access to care for them.
  - The underpayment by government payors, who now are over 50% of the healthcare market, both to hospitals and physicians.
  - The potential to continue having the “freedom to serve” up by Catholic healthcare providers, both individual and institutional.

2. What are the top 2 or 3 issues that you face that you feel are being inadequately addressed at present?

- The perverse incentive system in payment to providers and in the insurance system with individual subscribers.
- The failure to achieve benefits that quality information technology could add.
- Mental health treatment, including addictions.
- The cost of medical education.
- The failure to pay for primary care appropriately to incentivize physicians to choose to remain in primary care and function as managers of care.

3. What special challenges do you face as a Catholic organization in dealing with these issues?

- The unknown regarding stem cell treatments and genome therapy to name a couple.
- The focus of some members of the Catholic hierarchy on the ethical and religious directives as the major issue in Catholic healthcare.
- A lack of a sense of partnership by some bishops in the Catholic health ministry.
- A challenge in developing leadership at the management, governance and sponsorship level that understands and is supportive of the church's teaching and her health ministry apostolate that is strong enough to drive the decisionmaking process, particularly when there are challenging issues.
- The availability of sacramental services in Catholic facilities.
- The preparation of ethicists in Catholic facilities.
- The preparation of pastoral care for personnel.
- An appropriate universal appreciation of the importance of a strong cooperative relationship with hospital personnel, nursing home personnel and physicians with the management of Catholic hospitals and nursing homes.
- The ability to articulate the Catholic identity in terms of what it stands for, as opposed to the few things it stands against.

4. What type of assistance you would need in addressing these challenges and how can, or should, Notre Dame play a role?

- CHA is currently developing a process entitled Vision 2020 to envision the preferred future for Catholic healthcare in the year 2020 and what steps need to be taken to get there. Notre Dame brings tremendous potential and intellectual capital that would be welcome in this discussion.

### **3. Response from Michael F. Rodgers, Senior Vice President, Advocacy and Public Policy, Catholic Health Association**

March 13, 2009

Dr. Eckel:

Sister Carol Keehan passed on your request seeking input and thoughts regarding Notre Dame's potential to contribute to the broader health policy discussion in the area of teaching and research. I have discussed some of the questions you posed to Sister Carol with several of my colleagues here at the Catholic Health Association. So my response includes their thinking as well.

1. What are the top 2 or 3 policy issues facing you as a Catholic health organization?
  - Broad based systematic reform of the Nation's ailing health care system with particular emphasis on expanding coverage opportunities to the 47 million persons in this country who lack access to health care / health insurance.
  - Preservation of our Not-for-Profit status. Recently we have seen policy makers at both the Federal and State level question the commitment of not-for-profit health care to the broader community. Some have suggested that our tax-exempt status be linked to a more formal pledge to provide uncompensated care to those who lack insurance. We have attempted to assume a more proactive role in helping to define community benefit and educate policy makers on the value of Catholic health providers
  - Protection of "conscience" provisions in law. It is important for Catholic health providers to operated in accordance with the Ethical and Religious Directives of the Church. Maintaining conscience protections is a top issue for CHA.
2. What are the top 2 or 3 issues that you face that you feel are being inadequately addressed at present?
  - Overall health reform and coverage initiatives. Although the new Congress and Administration have pledged to make this a top priority, it is yet to be addressed as a national priority.
  - The Nation's commitment to Long-Term Care and a focus on our growing aging population has not been part of an overall health reform effort. From the perspective of Catholic commitment to health care for all, more needs to be accomplished on this front.
  - Finally, aligning adequate and fair reimbursement to Catholic providers who are caring for a growing number of poor (under insured or uninsured) needs to be addressed more adequately.

3. What special challenges do you face as a Catholic organization in dealing with these issues?

- I am not sure our challenges – i.e. – those of Catholic organizations – are substantially different than those faced by other faith based or secular nonprofit health systems. Helping to develop, however, a better knowledge base or understanding of the values that Catholic health care brings to their individual communities and to the Nation as a whole – and communicating this to the various constituencies (public policy makers, colleague organizations, church leaders, etc.) is probably challenge to our organization. Additionally, a solid formation in Catholic social teaching – particularly around health care – will remain a challenge as we anticipate the development and education of future leaders in this field.

4. What type of assistance would you need in addressing these challenges and how can, or should, Notre Dame plan?

- Currently, CHA Policy and Advocacy department works with a number of DC based policy and legislative firms to facilitate our work – especially in the challenges noted above. Additionally, we have worked collaborative with Georgetown University on a number of policy related projects. Because they are both Catholic and based here in Washington we have had a tendency to work closely with them. Additionally, they have often retained professional staff / researchers / professors who have previously been associated with either the Administration or Congress.

I would assume that Notre Dame could continue to contribute to research work and teaching that would enhance the formation and development of future leaders in the various ministries of the Catholic Church.

We would be happy to continue discussions with you as the University formalizes its plans in this area.

#### **4. Sr. Patricia Eck, Chair of the Board, Rich Statuto, President and CEO, Bon Secours**

Health Policy issues

- Lack of health delivery system: economic challenges
- How to contribute and influence the system when we are challenged to provide care for people who come
- Environment is very difficult : loss in financial resources=> trying to balance everything
- Balance individual, community, society rights
- Winds of change: may not be in our favor

- 47 million uninsured; then the under-insured; bankruptcies due to care
- Care for children : falls through the gap; not addressed well systemically

### Current Changes and Potential Policy Work

- New administration: Cross-winds, not head winds,
- There is desire, singing the right tune, but faces budget realities
- Propose to put significant reserves aside
- Investment in IT is a CRITICAL priority
- What will admin need to do to raise awareness and commitment to fight for coverage
- Dealing with healthcare is dealing with the economic issues
- How to quantify the benefits to get a sense of impact?
- Headwind: the labor (union) issue: % of signatures to qualify for a union (to replace election) → employees can be pressured to sign ; employees should have right to vote (privately) in an election; this will create cost and flexibility
- Foreclosure of homes tied solely to mortgages debacle; but not enough to medical expenses; therefore health policies and economic policies may be entangled
- Bankruptcies caused by healthcare costs?
- Healthcare costs need to go down; quality needs to go up → How to be more efficient; significant progress has been made
- Investment in HC Info systems: examples
  - Connect Care (Bon Secours): medical records automated within hospitals; so that all aspects of a patient's care is known== structured care plan; do not have to search for paper; can reduce time (radiology, pharmacy, ambulatory sites, homes in community (can schedule appt, review history, send info to physicians); how to support this investment
  - PACS: Automated retrieval system: CT Scanner and XRay (clinic, hospital, physician office) : ambulatory care records
  - Telemedicine (rural tied to urban centers): patients can be seen in local community and treated/diagnosed by a center of excellence
  - Robot: surgery done in Baltimore but performed from U of Maryland; robot visits patients : has a camera; can be driven around
  - Support evidence based learning: this requires documentation and information → identifying and sharing best practices
- Need policy for support of improved clinical and care practices
  - Rapid re-design of the ER in Peter Bernard's Hampton hospital: need more \$ for systemic research on good practices; resources to design the future → better cycle time, collaboration between different groups
  - Research and development around the delivery of care
  - Mix of clinicians: what should be the mix of RN, BSN,physicians on the floor that provides the best care
- Reimbursement system:  
Is skewed toward procedures, not so much toward wellness, preventive care→ need shift in the direction

Notre Dame's role:

- Healthcare is a right (similar to public education as a right): advocacy
- NETWORK (advocacy group in DC): not healthcare focused, but deal with social issues
- 30 minute guarantee work: (ER process re-design)

**5. Response from the Mission Office of the Catholic Health Association (after page 8)**

See the following 2 pages.

*Response to Dr. Eckel's Request  
Mission Department*

1. What are the top 2 or 3 policy issues facing you as a Catholic health organization?
  - Health Care Reform/access to care for the poor
  - Conscience Clause
  - Medicare/Medicaid reimbursement issues
2. What are the top 2 or 3 issues that you face that you feel are being inadequately addressed at present?
  - Inter-operability for Information Technologies/medical records
  - Leadership formation, particularly in areas of Catholic identity
  - Preventive Care – patient centered care (health care, rather than sick care)
  - Cooperation needed between health systems, and yet the law prohibits this
  - Better aligned payment incentives – can reimbursement system be re-aligned to focus on health care rather than sick care
  - Challenges of charity care - align with health-risk factors
3. What special challenges do you face as a Catholic organization in dealing with these issues?
  - Misunderstanding on part of many persons about what the Catholic moral tradition is about
  - Lack of collaboration and coordination within health care
  - Many US Bishops lack even a fundamental understanding of health care and then make pronouncements about it
  - Reimbursement system
  - Maintaining Catholic identity in an increasingly pluralistic milieu
  - Leadership is hired for business skills, not Catholic understanding
  - Availability of sacramental services in Catholic facilities (with decreasing number of clergy)
  - Downsizing of pastoral care departments
4. What type of assistance you would need in addressing these challenges and how can, or should, Notre Dame play a role?

- Collaborative efforts and financial support for the efforts of future leaders in Catholic health care: chaplains, mission leaders, ethicists, etc.
- Development of minority individuals for leadership in various positions within Catholic health care
- Research, studies, publications
- Notre Dame does an excellent job with centers that focuses an issue, but involves the multi-disciplinary aspects of the University and brings them to bear on such topics as mentioned above.

## **Appendix 12: Proposed School of Public Health Covenant**

### **Option 4: School of Public Health, Health Policy and Bioethics – Proposed Statement of Values**

- ***Commitment to Health Care and Public Health Upholds the Dignity of the Human Person***

Catholic social teaching is grounded in the faith that each person is created in the image of God and possesses inherent human dignity. Health care enjoys a privileged place in upholding and protecting sacred human life. It is entirely focused on the well-being of the person in every dimension—physical, social, emotional, spiritual and psychological.

- ***Commitment to Health Care and Public Health Upholds Common Good and Community***

Since ancient times, the medical profession has been committed to promoting good and doing no harm for every human being. Humans are social beings, and the relationships that bring about our personal fulfillment necessarily include a mutual concern for health and well-being. We recognize a call to promote health, prevent illness, care for the sick and injured—not only for neighbors but even strangers and enemies—and to organize society with the aim of doing good for every person.

- ***Commitment to Health Care and Public Health Upholds the Preferential Option for the Poor***

The health of a society, both figuratively and literally, depends on the health of all of its members. Threats to the medical health of any part of the community pose a danger not only to those citizens but also to the whole group. Our response to the moral demand to care for the suffering poor is a measure of our own humanity and our commitment to the common good. In practical terms, it also protects the whole society because illness knows no social or economic boundaries. We recognize that health is embedded in society as a whole, and we aim to eliminate disparities in health based on economic, racial or ethnic backgrounds.

- ***Commitment to Health Care and Public Health Upholds Rights and Responsibilities***

In order to fulfill the goals of achieving personal fulfillment and building healthy communities, health care and public health are among the fundamental rights that begin with life itself and include, along with health, the requirements for a decent life such as food, clothing, shelter and education for individuals and populations. Health care stands in a special relation to the right to life. It is the responsibility of the society as a whole, and of every person appropriate to their role, to guarantee these rights.

- ***Commitment to Health Care and Public Health Upholds the Role of Government and Subsidiarity***

The protection of human rights and the provision for human needs are most effectively carried out at the closest level that can adequately fulfill the function—the family, the local community, the state, etc. This principle, called subsidiarity, is particularly true of health care and public health. No one should fail to receive health care because a certain level of the society is unable to provide it—the larger society has a moral responsibility to meet the need of individuals and populations in need. This provision also builds the common good because it enables the individual served to participate more fully in the society.

- ***Commitment to Health Care Upholds Economic Justice***

Following from the protection of rights and the option for the poor, the promotion of health and provision of health care, like food, shelter and other fundamental rights, calls for an appropriate distribution of the society's economic resources. This does not imply an adversarial relationship between the rich and the poor but rather affirms a faith that the economic activity of a society should be sufficient to provide the necessities of a decent human life for every person, and of populations and communities in need.

- ***Commitment to Health Care and Public Health Upholds Stewardship of God's Creation***

Health care occupies a special place in the way human beings relate to the creation because it aims at both the healing of the human body and utilizes the material of the physical world to accomplish its purpose. We recognize the imperative that our discoveries of healing agents are intended by God for the benefit of every person in need, and we accept the responsibilities of this particular stewardship.

- ***Commitment to Health Care and Public Health Upholds Promotion of Peace and Disarmament***

The understanding of health care as a responsibility of justice, not only within boundaries but across the human society, makes the activity an important way to promote peace. Health care's special relationship with the creation that all people share and its commitment to alleviate suffering stand as a sign of the human solidarity that transcends ideological and other divisions at the root of conflict. International aid groups such as Catholic Charities and the Nobel Prize-winning Doctors Without Borders give concrete expression to the peacemaking role of health care for individuals and keeping vulnerable populations healthy.

- ***Commitment to Health Care and Public Health Upholds Participation***

Health care can be a necessary condition to the right that all have to participate in the economic, political and cultural life of their societies. It aims precisely to move people from the margins of society, where their weakness or disease may have consigned them, to greater participation within it. Denial of this right is a violation of justice and a failure to recognize the person's dignity.

- ***Commitment to Health Care and Public Health Upholds Global Solidarity and Development***

Taken together, the relationships of health care to justice, to peace, to the creation, to the poor, to the community, to the global populations and to the human person reveal its vital role in global solidarity and development. Health care recognizes a responsibility to ensure that its gifts are not used to give some groups unjust power over others or to treat any person as a means rather than an end. It also seeks to overcome the inequality between rich and poor nations, evident in some economic and technological fields, by making its resources available globally. This approach is both the effect of a specific understanding of the common good, crossing national, racial, economic and ideological lines, and the cause of dedicated activity to foster a healthier world.