

Department of Bioethics & Humanities

2017 Program Review SELF-STUDY PART A

Section I: Overview of Organization Mission & Organizational Structure

General Overview (Appendix A & C, Fac 1-Faculty Activities Table)

The Department of Bioethics and Humanities (BH) is one of thirty academic departments in the School of Medicine (SOM). It is a small department with a core mission of ethics teaching, research and service. Its primary strength is a talented, multidisciplinary faculty, who pursue a broad range of scholarship, teach a wide range of courses and mentor faculty, students and trainees at all levels.

The teaching and scholarship of the Department of Bioethics & Humanities is far-reaching, extending from the clinical setting of patients and providers, to academic research labs where basic science research occurs and clinical products are tested, to the communities and neighborhoods where social conditions influence who gets sick and who stays healthy. Faculty and staff engage in both normative and empiric research that explores ethical challenges in the delivery and organization of clinical care, the conduct of research in clinical and community settings, the development and use of innovative technologies and the impact of public policy and priorities on population health. Our research shapes the educational activities we lead, from classroom teaching to ethics consultations to individual student mentoring. Our educational investments help students recognize and address bioethical concerns they face now and will face in the future as clinicians, scientific researchers, public health practitioners, health policy analysts and community advocates.

Much of the department is informed by a framework, developed by some members of our faculty (Figure 1), to identify ethical issues across the translational cycle in which research discoveries lead to the development of products and processes intended to improve health. Fundamental to this model is the insight that research and implementation priorities must be continuously assessed through meaningful dialogue among stakeholders. This model reflects a shared commitment that unifies our normative and empiric work, namely, investing in community and interdisciplinary engagement. Such engagement promotes equity in healthcare, enhances health-related social conditions and promotes the health of all.

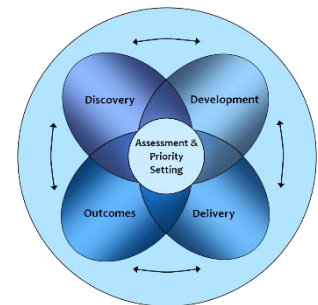


Figure 1: Kelley M, Edwards K, Starks H, Fullerton SM, Goering S, Holland S, James R, Burke W. Values in Translation: How Asking the Right Questions Can Move Translational Science Toward Greater Health Impact. *Clin Transl Sci* 5:6. 2012:

History

The Department of Bioethics & Humanities was originally established in 1967 as the Department of Biomedical History, the sole humanities department in the SOM. Recognizing the growing importance of ethics in medicine, the SOM formally incorporated medical ethics into the department's mission in 1987, when it recruited noted bioethicist, Albert R. Jonsen, PhD to serve as Professor and Chair and changed the department's name to Medical History and Ethics. Under Jonsen's leadership, the department gained a national reputation for excellence in scholarship and education, added an undergraduate minor in Medical History and Ethics, a Master of Arts in Medical History and Ethics and initiated an annual continuing professional education course geared toward health professionals (the Summer Seminar in Health Care Ethics).

In 2000, Wylie Burke, MD PhD was appointed Chair. Under Burke's tenure, extramurally funded research expanded, the department budget quadrupled, the number of faculty doubled, teaching programs grew and the department became a recognized leader in empirical bioethics research. The department's broader mission led to a change in its name to the Department of Bioethics and Humanities (BH) in 2010. In 2004, the Department established the Center for Genomics and Healthcare Equality, a Center of Excellence in Ethical, Legal and Social Implications Research funded by the National Human Genome Research Institute. The Center sponsored interdisciplinary work exploring ethical and policy implications of genomic research, offered training at all levels and established new opportunities for underrepresented minorities.

In 2015, Denise Dudzinski, PhD MTS was appointed Chair. Thus far, under Dudzinski tenure, the department has set forth a vision that includes expanding its clinical ethics presence, establishing a UW Medicine ethics consultation service serving four hospitals, expanding organizational ethics consultation, increasing collaboration with clinical departments throughout the SOM and creating online educational programs. The Department recently added a junior faculty member, Dr. Gina Campelia, who will teach the ethics curriculum (the Ethics Theme) in the undergraduate medical education program and contribute to the Department's clinical ethics expansion.

Faculty

BH faculty are comprised of fourteen core and thirty-seven adjunct and affiliate faculty. Core faculty contribute to scholarship and teaching of clinical, empirical and conceptual bioethics; public health ethics; ethical and social implications of human genetics; philosophy; feminist ethics; health services; religious studies, palliative and end-of-life care, and other areas. Faculty partner with the schools of medicine, law, nursing, pharmacy, public health, social work and the college of arts and sciences.

PRIMARY ACADEMIC PROGRAMS

The Master's Degree in Bioethics and the Undergraduate Minor in Bioethics represent our primary academic programs.

The Master's Degree in Bioethics *(Appendix: Dept 2-Academic Conduct Policy, Grad 1-Curriculum, Grad 2-Enrollment & Diversity, Grad 4-Post_MA Job Placement)*

The overarching mission of the MA program is to train the next generation of academic bioethicists. We target health professionals with a track record of success in their respective professions and offer high quality advanced coursework in bioethics. Core courses in theory, methods and jurisprudence are supplemented with electives tailored to students' goals. Students represent a diverse range of health professionals, including physicians pursuing post-residency fellowships; PhD students from social work, pharmacy, and veterinary medicine; and nurses at all levels. The program is comprised of a 2-year in-residence course of study which culminates in a Master's Project. The MA Project takes the form of a publishable paper developed under the close supervision of a faculty mentor. Roughly half of students publish their MA Projects in peer-reviewed journals and many pursue ongoing research collaborations with faculty post-graduation. We have a track record of successful job placement.

The Undergraduate Minor in Bioethics *(Appendix: Minor 1-Minor Planning Worksheet, Minor 2-Minor Enrollment/Diversity)*

BH offers the only undergraduate minor in the School of Medicine. Its mission is to furnish an ethics education for undergraduates who aspire to advanced training in medicine, healthcare and health sciences research.

Undergraduate courses address clinical ethics, philosophical issues in bioethics, justice, research ethics, and public health ethics. Coursework builds capacity for critical reasoning and nurtures an appreciation of the broad social, political, and cultural contexts that frame bioethical debates. The minor targets pre-health science majors

pursuing careers in healthcare and health sciences research and attracts students in public health, philosophy and other fields. BH minors have a successful track record of admission to medical, nursing, pharmacy, public health and dentistry schools.

SECONDARY ACADEMIC PROGRAMS (*Appendix C, sap 1-Secondary Academic Programs Information, and A Organizational Chart*)

Our secondary academic programs include a new advanced course of study in clinical ethics for health professionals (formerly the Certificate in Healthcare Ethics); a Bioethics Research Integrity Program which furnishes instruction in the responsible conduct of research for health sciences researchers and trainees; a Graduate Certificate Program in Palliative Care (co-sponsored with the School of Nursing) which provides narrative ethics and palliative care communication training to community-based clinicians from medicine, nursing, social work, spiritual care and other disciplines; a Continuing Professional Education course (the Summer Seminar in Healthcare Ethics) for health professionals; the Ethics Theme integrated throughout the curriculum for medical students; and advanced ethics training for medical residents and fellows.

Department Organization & Administration

The BH Department is administered by a Chair, who coordinates with the Directors of Graduate and Undergraduate Studies, as well as with the Department Administrator. The Chair and Directors together constitute the leadership team representing the Department's primary academic programs. The department details are as follows:

Faculty: 14 core faculty, including 5 state-funded tenure-line faculty; 5 grant-funded research faculty; and 4 emeriti (3 emeriti professors and 1 emeritus senior lecturer).

Staff: 4 professional staff (Administrator, Education Programs Specialist, Assistant to the Chair, and Research Scientist) and 1 classified staff (Budget/Fiscal Analyst).

Students: 63 students in primary academic programs (MA and BH Minor); variable numbers of medical students, residents, clinicians and health sciences researchers in secondary academic programs.

Facilities: Health Sciences Magnuson Building A and H wings. The A wing includes the professorial faculty and departmental staff; the H-wing includes primarily research staff and graduate student research assistants.

All faculty participate in strategic decisions, educational programs, admissions, hiring strategies and other essential administrative functions. Faculty teaching, research and service link the department to UW and external constituents, including UW Medicine hospitals, the Schools of Law and Nursing, the Cambia Palliative Care Center of Excellence, the Treuman Katz Center for Pediatric Bioethics, and the Battelle Research Center.

Budget & Resources

5 primary funds comprise the largest portion of the BH budget:

- General Operating Funds (GOF) made up of institutional funds to support faculty, and operations
- Research Cost Recovery (RCR) funds, which flow from indirect cost returns from the School of Medicine (SOM) based on indirect expenditures on department research grants
- Fee-based revenues generated from tuition paid through CME; Gifts and Endowments
- Clinical Medicine Funds
- Other Sources of Funds, such as self-sustaining revenues

In addition, BH receives funds from UW Medicine for contributions such as: leading ethics training for medical

students, residents and clinicians; clinical ethics consultation; and the Biomedical Research Integrity Program.

The Chair works closely with an Advancement Officer to increase charitable donations and identify donors. Progress over the last year includes a donor commitment of \$10,000 over 5 years and the initial \$10,000 endowment by Dr. Starks of the Wylie Burke Scholarship for Diversity.

Academic Unit Diversity (Appendix: Dept 1- Diversity Statement)

Our core faculty and staff of 18 include 11 Caucasian women, 1 Caucasian man, 1 African-American man, 1 Filipino woman, and 2 self-identified members of the LGBTQ community. Our 4 Emeriti faculty are Caucasian men. We actively recruit minority students, with special attention to Native American students and fellows.

Diversity, equity and inclusion are central to our faculty's research and teaching missions. We contribute broadly to UW diversity efforts by offering courses and conducting research on health and healthcare disparities, public health, implicit bias, social justice, cross cultural ethics and inclusion of underserved populations.

Our Director of Undergraduate Studies formed a Diversity, Inclusion, and Equity task force in November 2016, which developed a plan to enhance recruitment of underrepresented groups in the Minor and diversify BH curriculum.

Our Director of Graduate Studies is developing a course entitled "Cross-Cultural Approaches to Bioethics" that will be offered to graduate students and BH minors in Spring 2018. Her international scholarship and teaching throughout Asia Pacific has led to developing cross-cultural components in BH courses (BH 402/502; BH 474; BH 420) that explore ethical issues from non-Western standpoints.

For the past ten years, our senior lecturer, Dr. Tom McCormick, has directed a week-long "Short Course in Bioethics" for 5th year medical students from Hyogo College of Medicine, Tokyo. This week-long intensive introduction to bioethics in Seattle is hosted by Professor Furuyama of Hyogo and has many faculty participants from the UW, Seattle Cancer Care Alliance, Northwest Hospital, and the Northwest Kidney Center. Dr. Stephen King, affiliate faculty member from the Seattle Cancer Care Alliance, is assuming directorship of the course in 2017.

All faculty contribute to outreach efforts to minority and underrepresented groups by participating in student organizations working on issues related to diversity, inclusion and equity, including: Minority Association of Pre-Health Students, Dawg Daze Freshmen Orientation, Global to Local Connection Volunteers, Health Equity Circle, Tent City Collective, HIV Awareness Exposed Medical Ethics Discussion for Interdisciplinary Collaboration, MedTalk (UW Medlife Chapter), Free Speech and Safe Space Panel.

Section II: Teaching & Learning (+/- 6 pages)

MA Student Assessment (Appendix: Grad 3-MA Exit Surveys,)

Upon completion of the Master's program, students demonstrate core competencies in research and clinical aspects of bioethics as well as empirical and normative methods of analysis. We evaluate MA student learning primarily through classroom-based assessment. Students are required to earn a minimum grade of 3.0 in Master's courses and complete 40 credits in the following areas:

- 1 Ethical Theory (10 Credits)
- 2 Empirical Research Methods (6 Credits)
- 3 Clinical Ethics (6 Credits)
- 4 Research Ethics (3 Credits)
- 5 Approved Elective Courses (6 Credits)
- 6 Practicum (3 Credits)
- 7 Masters' project (6 credits)

MA student learning includes a practicum, which requires combined clinical, research and classroom-based instruction.

At the final stage of the MA program, learning is assessed by the Master's Project, which is a capstone experience involving preparation, presentation and approval of a final paper designed to be publication-ready in an academic peer-reviewed journal.

Courses in the Master's degree program are evaluated by students using the UW Center for Teaching and Learning standard instrument for student evaluation, the Instructional assessment, and an exit survey.

BH Minor Student Assessment (Appendix: Minor 1-Minor Planning Worksheet, Minor-3-Minor Survey Results, Minor 4-2017 Minor Survey)

Upon completion of the Minor program, students demonstrate knowledge of a wide range of bioethical issues that arise in the health sciences and professions, methods of ethical analysis, and critical reasoning and ethical inquiry.

Evaluation of students in the Minor program occurs by classroom-based assessment and varies by pedagogical methods employed by each course. Evaluation methods include, for example, online quizzes, essay exams, research papers, journaling, blogs, in-class debates, and small group assignments. Students are required to maintain a minimum of 2.0 GPA in all Minor courses. Students must complete a total of 25 credits, 18 of which must have a BH pre-fix with the remaining 7 credits from a list of some 75 courses offered in a wide range of departments and schools.

Courses in the Minor program are evaluated by students using the UW Center for Teaching and Learning standard instrument for student evaluation, the Instructional Assessment. Additionally, students are invited to complete an annual survey soliciting feedback on the content, structure, inclusiveness, and administration of the Minor program.

Instructional Effectiveness

In addition to student feedback, BH faculty receive regular peer teaching evaluations addressing the

content and structure of courses and instructional quality. Based on peer and student feedback, BH faculty are skilled instructors. Evaluations are reviewed annually by the faculty and Chair and faculty modify courses annually based on student feedback.

Technology Training represents a key enhancement to teaching. Dr. Jecker was awarded a 2014 Technology Fellow opportunity through the Office of the Provost and the Center for Teaching and Learning to integrate technology into the classroom, and shared technology teaching tools with BH faculty. Faculty are utilizing learning management systems and developing hybrid courses; “flipping” lectures to free up class time for activity-based learning and utilizing online course evaluations tailored to course-specific concerns. Future technology integration includes utilizing a new technology-based interactive learning classroom (Autumn 2017, Spring 2018) and offering 3 new online-only courses (Autumn 2017).

Teaching and Mentoring Outside the Classroom Appendix: Fac 2-Teaching [includes teaching & mentoring, courses, and OEA evaluations reports]

BH faculty engage in educational activities outside the classroom through mentoring undergraduates in independent study; collaborating with students on research projects and papers; supervising graduate student theses and dissertations; and teaching clinical ethics to MA, medical students and residents in clinical settings. Specific examples include course-sponsored field trips to UW animal care laboratories, participation in the Pre-Health Conference sponsored by American Medical Student Association, student participation in BH research involving the Bodemer Antique Medical Instrument Collection, and mentoring Treuman Katz Bioethics Fellows in ethics consultation.

Beginning Spring 2018, select BH minors will have the opportunity to participate in a week-long intensive shadowing experience to be held in conjunction with the UW Liver Transplantation Program. The opportunity will target students from financially disadvantaged and underrepresented minority groups.

Faculty and Staff work closely with graduate and undergraduate students to ensure steady academic progress by means of a “MA Progress Tracking Sheet” and a “BH Minors Worksheet.” All students are encouraged to use the UW-based academic planner system (MyPlan) to plot their path to degree completion. Students not making satisfactory progress in academic programs are contacted by program directors and staff.

We prepare students for the next phases of their academic or professional lives by co-authoring publications; offering grant and research assistantship opportunities; inviting ethics committee observation; offering a practicum experience in research and clinical settings; recommending submissions to competitions, conferences and journals; preparing letters of recommendation; and connecting trainees with groups outside the UW where further expertise is needed.

Section III: Scholarly Impact (+/- 5 pages)

The broad impact of faculty members’ research reflects the unit’s mission to serve diverse constituents.

Faculty Scholarship (Appendix: Fac 3-Research)

Faculty publications explore a wide range of topics, including clinical and organizational ethics; ethical issues arising from new technologies; community-based participatory research; social justice and access to healthcare; social justice and social inequalities in health; public health ethics; the ethical, legal and social implications of genetics and genomic research; patient safety; palliative and end-of- life care, population

aging and justice between age groups; and cultural humility and cross-cultural approaches to bioethics. Our faculty contribute theoretical, conceptual, empirical, and normative analyses in top tier peer-reviewed journals and present research to national and international audiences.

Student Awards and Noteworthy Academic Accomplishments

See Appendices: Grad 5-Student Publications, Grad 6-Awards and Honors, Minor 5-Awards and Honors, Minor 6-Undergraduate IS Projects

BH graduate and undergraduate students have an impressive record of awards and activities.

Cross-Disciplinary Partnerships (Appendix: Dept 3-Cross Disciplinary Partnerships)

Close relationships with the Department of Philosophy have been developed through BH faculty participation in the Program on Values in Society and the Rabinowitz Endowment for Medical Ethics; adjunct appointments (Drs. Jecker, Goering, Fourie,); participation in the Health and Social Justice Group (Drs. Jecker, Blacksher); and course cross listings (Dr. Jecker). We also have close ties with the School of Law, through team teaching (Drs. Dudzinski, Kuszler) and adjunct appointments (Drs. Jecker, Dudzinski). Our faculty were part of the core of the interdisciplinary Institute for Public Health Genetics in the School of Public Health (Drs. Bowen, Burke, Edwards, Fullerton, Starks). Our faculty also hold adjunct appointments with the Treuman Katz Center for Pediatric Bioethics (Drs. Dudzinski, Starks) and the majority of their faculty hold adjunct appointments with BH.

We foster cross-disciplinary partnerships through sponsorship of UW research institutes and through collaborative activities with UW departments and programs. Please see Appendix Dept 3 for further information).

Individual faculty participate in cross-disciplinary research through contributions and collaborations with colleagues outside the UW both nationally and internationally; for further information, see Appendix Dept 3.

Faculty Development and Diversity (Appendix: Dept 1-Diversity Statement)

Senior faculty mentor junior colleagues by assisting in identifying funding and scholarly opportunities & by providing advice and guidance. New faculty receive funding earmarked for professional development, and senior faculty regularly observe teaching and provide ongoing career development feedback. All faculty undergo peer-review annually, which informs professional development.

Search committees members recruiting new faculty participate in diversity training through the UW Center for Equity, Diversity, and Inclusion. Participation in SOM faculty development workshops are encouraged.

Section IV: Future Directions

The Department's future is built upon strong foundations and an international reputation for educational and scholarly excellence. We strive to achieve the following specific goals in education, research service, and outreach.

We will innovate and expand our contributions to the Ethical, Legal, and Social Implications of genetics/genomics research and clinical genetic testing, public and population health, public deliberation, community partnerships, and social determinants of health (NIH). The department is highly regarded internationally for the work of the Center for Genetics and Health Care Equality (CGHE). This includes scholarship on 'big data', disclosure of genetic variants of unknown significance to research participants, and inclusion of diverse racial and ethnic groups in genomic research.

We will engage with diverse communities to promote health and healthcare equity through new research partnerships. We plan to deepen our relationships with Alaska Native and American Indian communities with whom we've partnered through grants such as NARCH, CGHE, PGRN, and the Ethics of Dissemination, as well as other minority and marginalized communities. This is a distinguishing feature of our work.

We will deepen our work in public deliberation in the health sector (APOL1) and continue work in quality and safety funded by NIH, AHRQ (genomic & clinical error disclosure), health outcomes, and population health (Project VICKY, PCORI). Building on CGHE's success, we are poised to apply for another Center of Excellence Grant such as the NIMHD's Specialized Centers of Excellence on Minority Health and Health Disparities (U54). In order to meet these goals, we will improve departmental structures, practices, and resources to support grant writing and increase the annual number of grant submissions.

We will integrate empirical and normative scholarship and focus on broader policy development that flows from this integration. Informed by our empirical work, we will publish ethical frameworks and conceptual analyses that guide research and practice in genomics/genetics, palliative care, precision medicine, public and population health, clinical and organizational ethics, patient safety, and the just distribution of health care resources. In this way, we will have greater influence on national and international clinical and research practices.

We will develop synergistic research partnerships with large UW and SOM initiatives. Dr. Fullerton's national reputation in the ethical and social implications of genomic technologies means she will provide essential expertise in the Precision Medicine Initiative. We are also interested in bringing population health concerns to the agenda of genomics and precision medicine research. Dr. Blacksher's and Ms. Trinidad's expertise in community and stakeholder engagement can be brought to bear on UW Medicine's mission to improve the health of the population through the Care Equity and Population Health Initiatives. Dr. Bowen's expertise in population health and her close affiliation with the School of Public Health ensures rich, ongoing research and teaching collaborations. Dr. Starks' pivotal role in the Palliative Care Center of Excellence reinforces bioethics as a pillar of palliative care. Dr. Edwards' contributions to environmental ethics and community partnerships have demonstrated the value of embedded ethics as

part of scientific practice. Dr. Gallagher's scholarship in error and adverse event disclosure has led directly to culture changes in error disclosure practice and has shaped UW Medicine patient safety initiatives.

We will expand the UW Medicine Ethics Consultation Service and extend the reach of our clinical ethics education. We currently provide ethics consultation services to three (soon to be four) UW Medicine hospitals. Our goal is for UW Medicine leadership to rely on us for organizational ethics issues ranging from the expansion of mechanical circulatory support programs to error disclosure policies to fundraising practices. In terms of education, our *Ethics in Medicine* website is a highly utilized and respected public resource viewed by tens of thousands of people each year. For twenty-five years, hospitals around the country have sent ethics committee members to the Summer Seminar, a testament to the quality of the program and the department's national reputation. Our medical school ethics curriculum and upcoming training program in healthcare ethics will allow us to educate far more clinicians and hospital administrators, directly impacting the quality of patient care. Finally, we plan to bridge clerkship and residency education by revising both clerkship and residency ethics curriculum, incorporating online instruction and faculty development.

We will improve and broaden educational programs to address global perspectives and meet the needs of diverse student populations. Our Diversity, Inclusion, and Equity committee's mission is to assess the needs and interests of diverse student populations and adjust our curricula accordingly. For example, we plan to offer new courses in cross-cultural bioethics and to innovate in the Biomedical Research Integrity program. Likewise, our faculty address global perspectives in their scholarship and research and have expertise in community-based participatory research, community outreach, and stakeholder engagement. We envision broadening our self-sustaining educational offerings in line with faculty expertise.

We will actively seek ways to diversify departmental funding to include self-sustaining distance learning programs, NIH and other federal grants, foundation funding, and philanthropy. As a small department without the distinctive scientific or clinical niche of basic science or clinical departments, stable funding sources are scarce. We must create our own and experiment with new approaches to attract grant and foundation funds. State and School of Medicine funding is essential to our survival. We see greater potential for philanthropy and we are working closely with Advancement to increase our public profile. In the past year, we have successfully identified three new donors, including Dr. Starks.

We will revamp our departmental website and increase our public profile in order to attract philanthropy, new students, and future research collaborators. We will seek opportunities to publicly showcase our faculty's talent and we will capitalize on appropriate media and outreach opportunities.

We will diversify humanities scholarship by hiring a new faculty member with expertise in a humanities discipline not currently represented, such as history, anthropology, or literature.

We will develop new and innovative collaborations with SOM departments and other UW Schools. We are closely tied with Public Health, Law, Genome Sciences, and Pediatrics and we have begun a new alliance with Surgery. In the summer of 2017, we will offer our first Surgical Ethics continuing education course. The Chairs of Surgery and Bioethics & Humanities are working together to bring surgical ethics expertise to both departments through new hires and educational collaborations. This will undoubtedly broaden our national reputation in surgical ethics.

PART B

UNIT-DEFINED QUESTIONS (+/- 5 PAGES)

How can our departmental programs improve to better serve their constituents?

Master's Degree in Bioethics

- How can we improve the MA program? What are the program's strengths and weaknesses?
- How do MA programs in bioethics around the country train the next generation of bioethics leaders?
- What is the optimal size of the MA program? We would like to expand the program, what are the advantages and disadvantages of doing so?

Undergraduate Minor in Bioethics:

- How can we improve the BH minor program? What are the program's strengths and weaknesses?
- How do bioethics minor programs around the country recruit and teach students?
- Is the current size of the BH minor program optimal?
- How can we create community among undergraduate students minoring in bioethics?

Medical School Ethics Theme:

- How can we improve the ethics theme for medical students? What are the program's strengths and weaknesses?
- What can we learn from other medical schools that teach ethics to medical students? What is the best way to design an ethics clerkship and teach ethics to medical students during their clinical training? How can we improve outreach in ethics to rural clerkship sites in Washington, Wyoming, Alaska, Montana and Idaho (WWAMI region)?

Residency Training/Clinical Teaching:

- How can we improve ethics teaching to residents? What are the program's strengths and weaknesses?
- How can we integrate a blended methodology for residency training – both online modules and through scheduled educational conferences? What is the best way to expand clinical education for residents?

Advanced Training in Healthcare Ethics (formerly, the Certificate in Healthcare Ethics):

- How can we improve the program? What are the program's strengths and weaknesses?
- What is the best way to integrate distant learning into the clinical ethics certificate program to improve access? What are the best ways to use of standardized patients during on-site components of the training?

Summer Seminar in Healthcare Ethics:

- How can we improve the summer seminar? What are the program's strengths and weaknesses?
- How can we best coordinate the summer seminar participants with certificate program students who are involved with the seminar? How can we make the summer seminar more attractive to our own clinicians and increase its appeal to medical students and residents?

What stakeholders should be included?

The following stakeholders should be included to represent the diverse ethics training offered by the department.

Medical School Ethics Theme:

- Stakeholders: BH faculty; 1-2 clinical faculty members leading curriculum renewal; medical students

Residency Training/Clinical Teaching:

- Stakeholders: a representative from GME office (?); BH faculty; one or two residency directors; medical students; resident physicians; nurses and other health professionals involved clinical ethics training;

Advanced Training in Healthcare Ethics program

- Stakeholders: current students; Summer Seminar attendees who expressed interest; regional hospitals' willingness to invest; BH faculty

Summer Seminar

- Stakeholders: BH faculty, current certificate students

Graduate Certificate in Palliative Care

- Stakeholders: BH faculty, past and current certificate students; community hospitals and health systems looking for alternatives to fellowships for practicing clinicians

B H Minor Program

- Health Sciences undergrads
- B H minors
- B H faculty
- B H staff
- Graduate Students
- Leadership from other bioethics minor programs

How can the program review support the department/school mission?

Master's Degree in Bioethics

- How well does the MA program align with the School of Medicine's (SOM) mission? Are we currently doing an adequate job training of the next generation of leaders in bioethics

Undergraduate Minor in Bioethics

- How well does the BH minor program align with the SOM's mission? Are we currently doing an adequate job improving training of the next generation of leaders in bioethics and of future leaders in the health professions (e.g., medicine, nursing, public health, global health, social work, etc.)?

Medical School Ethics Theme:

- How well does the medical school ethics theme align with the SOM's mission? Are we currently doing a good job with meeting our goals of assisting with LCME requirements, excellence and innovation in ethics training in WWAMI region, integrating ethics into clinical skills development?

Residency Training/Clinical Teaching:

- How well does the ethics residency/clinical teaching align with the SOM's mission? Are we currently doing a good job meeting our goals of assisting with ACGME milestones; improving patient care; improving the ethical climate in our hospitals and clinical training programs; identifying residents and fellows with special interest in ethics and offer advanced training?

Advanced Training in Healthcare Ethics (formerly, the Certificate in Health Care Ethics)

- How well does this advanced training program align with the SOM's mission? Are we currently doing an adequate job improving expertise of clinicians in WWAMI region; improving patient care; increasing competencies of current and future leaders within UW Medicine; increasing collaborations between BH and clinical departments?

Summer Seminar in Healthcare Ethics

- How well does the summer seminar align with the SOM's mission?

Graduate Certificate in Palliative Care

- How well does the Graduate Certificate align with the SOM's mission? How might we better engage with our own community to support workforce development and training in primary and specialty palliative care?

PART C APPENDICES

Appendix A: Organization Chart

For information about the unit's organizational structure, including titles of those in leadership positions and names of departments/centers/units.

Appendix B: Budget Summary

For a summary of the department's 3 most recent biennia.

Appendix C: Information about Faculty

For a list (reflective of the past academic year, autumn to summer) of all faculty members' names, ranks, appointment types and affiliations with other units.

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I. **Department Information**

A. Organizational Chart

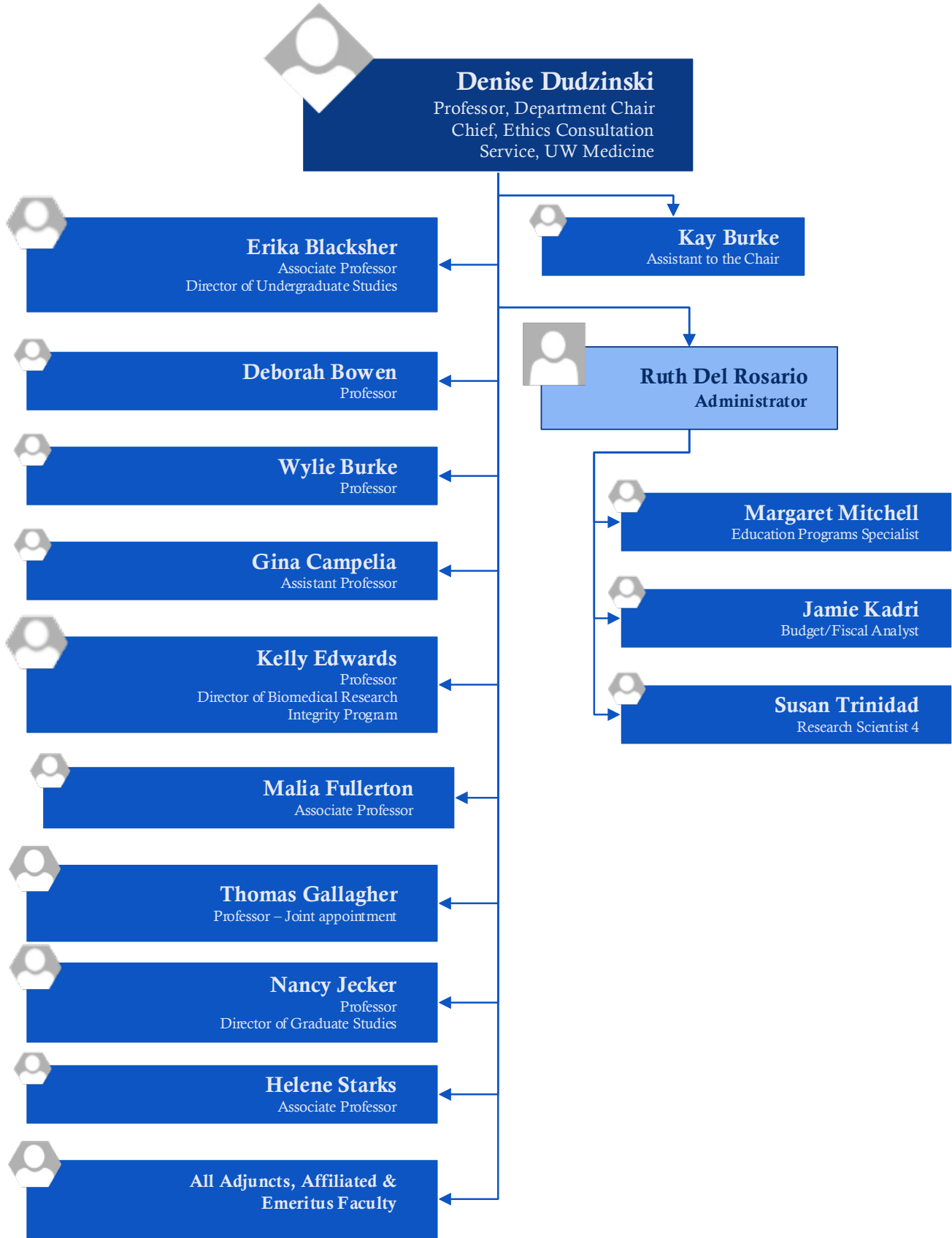
B. Budget Summary

Dept 1. Diversity Statement

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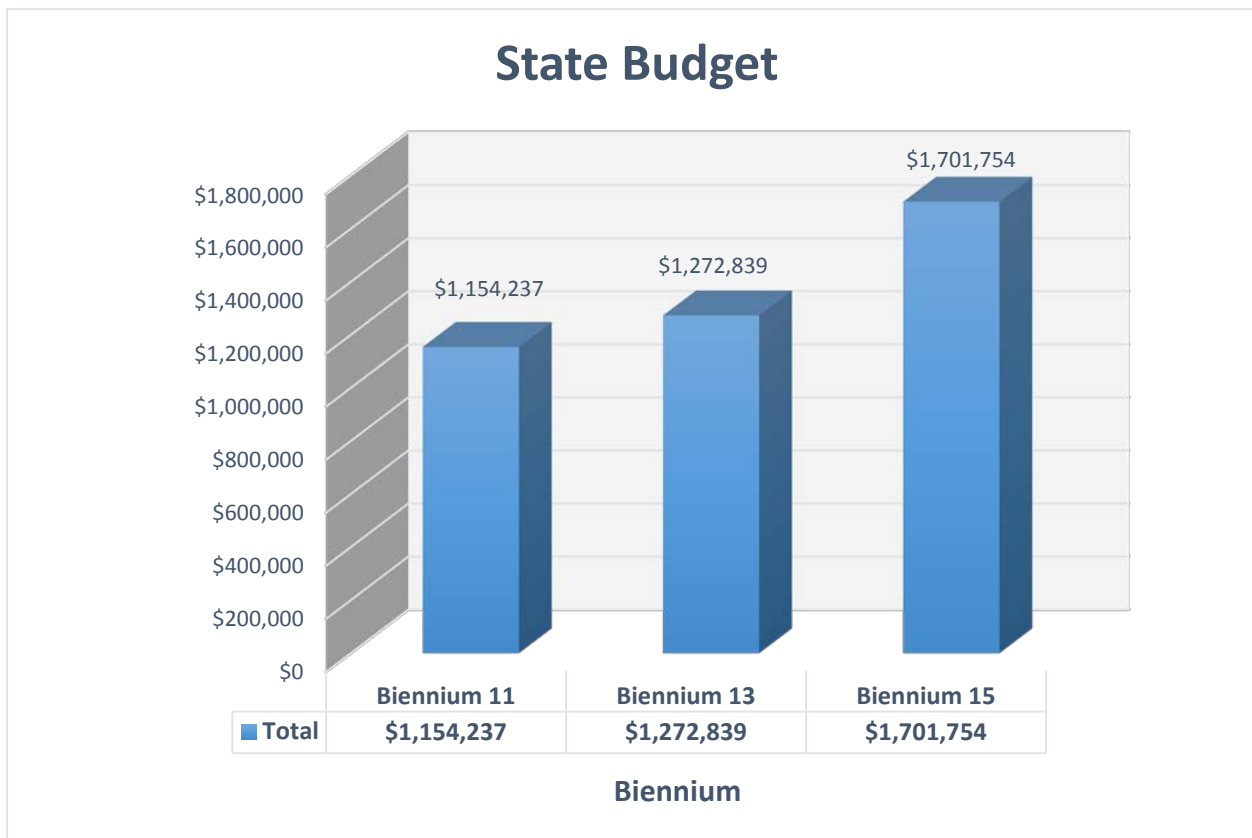
DEPARTMENT OF BIOETHICS AND HUMANITIES ORGANIZATIONAL CHART



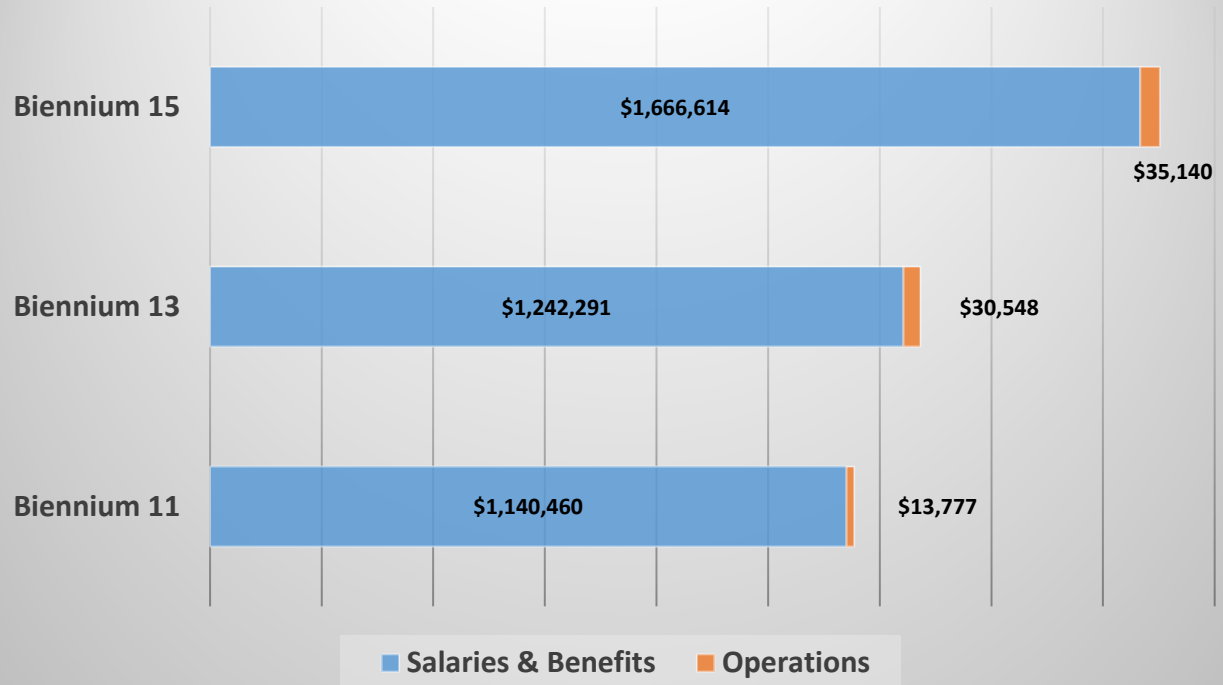
Budget Summary

STATE BUDGET

	Biennium 11	Biennium 13	Biennium 15
Salaries & Benefits	\$1,140,460	\$1,242,291	\$1,666,614
Operations	\$13,777	\$30,548	\$35,140
Total	\$1,154,237	\$1,272,839	\$1,701,754

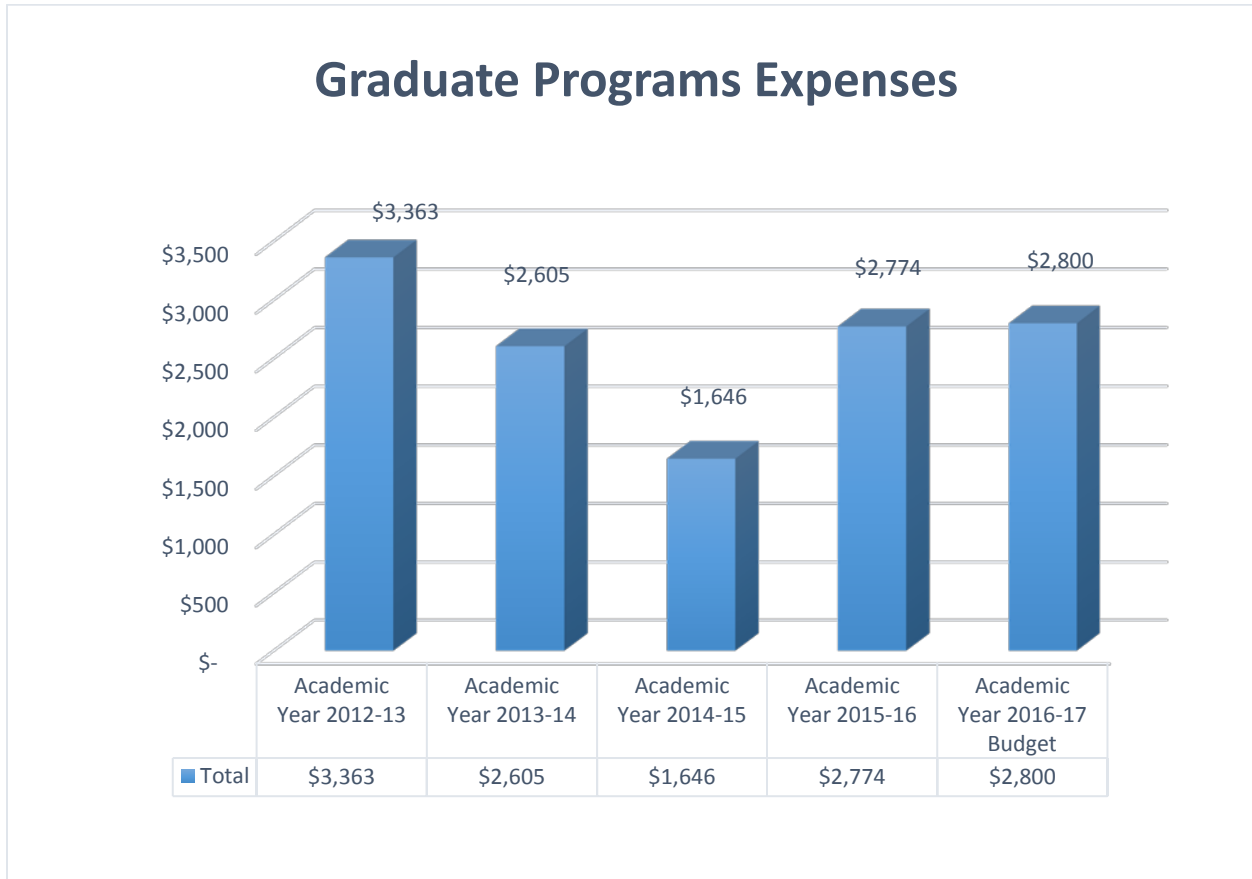


State Budget Expenses



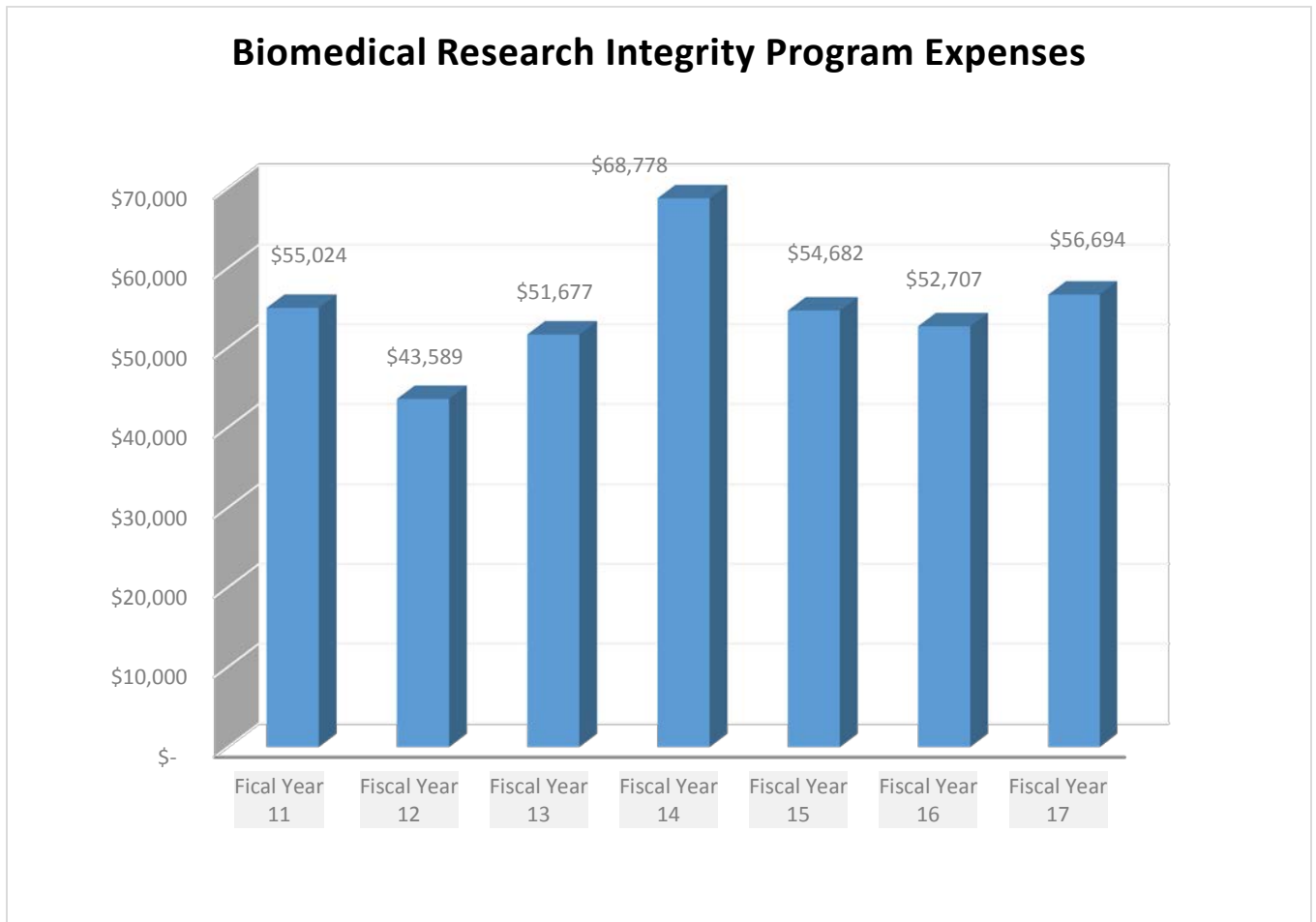
GRADUATE PROGRAMS

Expense categories	Academic Year 2012-13	Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17 Budget
ASBH Conference	\$ 2,661.60	\$ 1,821.80	\$ 1,252.10	\$ 1,573.46	\$ 828.20
ASBH Sponsor Dinner	\$ -	\$ -	\$ -	\$ 169.40	\$ 104.10
New Students Orientation	\$ 264.70	\$ 267.83	\$ 241.06	\$ 405.70	\$ 495.04
Student Events	\$ 436.44	\$ 415.00	\$ 152.82	\$ 625.06	\$ 461.45
Misc. Expenses	\$ -	\$ 100.00	\$ -	\$ -	\$ -
Total	\$ 3,363	\$ 2,605	\$ 1,646	\$ 2,774	\$ 2,800



BIOMEDICAL RESEARCH INTEGRITY PROGRAM

Budget Categories	Fiscal Year 11	Fiscal Year 12	Fiscal Year 13	Fiscal Year 14	Fiscal Year 15	Fiscal Year 16	Fiscal Year 17
Salary & Benefits	\$ 46,181	\$ 39,715	\$ 43,427	\$ 53,135	\$ 51,469	\$ 45,252	\$ 47,383
Operations	\$ 8,843	\$ 3,874	\$ 8,251	\$ 15,643	\$ 3,213	\$ 7,455	\$ 9,311
Total	\$ 55,024	\$ 43,589	\$ 51,677	\$ 68,778	\$ 54,682	\$ 52,707	\$ 56,694



DEPARTMENT OF BIOETHICS & HUMANITIES
DIVERSITY STATEMENT
Approved January 2017*

The Department of Bioethics and Humanities is committed to diversity, inclusion, and equity in all facets of our scholarship, teaching, and service. We believe that the best work in bioethics is achieved when varied perspectives are incorporated, which requires a commitment to including underrepresented voices in our research, education, and practice. We are committed to furthering social, health, and healthcare equity as fundamental to work in bioethics. This entails partnering with minority and marginalized populations, initiating outreach with underrepresented and minority communities, and leading by example. In these regards and others, we strive to respect and promote diversity, inclusion, and equity by creating an environment that embodies these values in our (1) recruitment, (2) scholarship and research, (3) education, and (4) service.

Our goals in each of these areas are to:

Recruitment

- Conduct ongoing review and refinement of practices for recruiting and retaining students from diverse and underrepresented communities using annual surveys and other metrics aimed at identifying and eliminating implicit biases.
- Review and demonstrate effectiveness in recruiting and retaining faculty and staff from diverse and underrepresented communities.

Scholarship and Research

- Develop and pursue scholarship that explores the ethical foundations of social justice and equity, in the contexts of health and healthcare, biomedical and community-based research, and public and global health.
- Develop and pursue scholarship that encourages cross-cultural research and education.
- Pursue collaborative research with partners from minority and underrepresented communities.
- Design and conduct research that provides ethically salient information about the values, perspectives, and priorities of diverse and underrepresented individuals and communities.

Education

- Design and teach curricula that address the ethical foundations on which diversity, inclusion, and equity are built, including topics such as cross-cultural perspectives, theories of justice, health and healthcare disparities, and implicit bias, to students, clinical and research trainees, and graduate and undergraduate students.
- Review and revise curricula and programs to ensure they meet the educational needs of diverse populations and underrepresented students.
- Advocate for, and collaborate in, the design and adoption of curricula in other health sciences units that address the diversity, inclusion, and equity concerns of other disciplinary perspectives.

Service

- Identify opportunities to promote broader understanding of the ethical foundations of diversity, inclusion, equity and justice to a diverse range of communities and groups.
- Identify opportunities to promote cross-cultural dialogue, collaboration, and enrichment.

We collectively adhere to these goals and commit to holding one another, and the broader communities with which we are affiliated (scholarly, professional, and personal), accountable for ensuring that they are continually upheld and actualized.

****Definitions & Background Information***

"...consistent with state law, the focus of diversity, equity and inclusion is not on the demographic background of faculty candidates but on the intellectual direction of their work and that work's proven or potential impact."

"...faculty whose research, teaching, mentoring, service and/or outreach interests promote the University's goals of diversity, inclusion, equity, and equal opportunity."

Expressions of diversity include, but may not be limited to, the following: *race, color, creed, religion, national origin, ethnicity, language, citizenship, sex, age, marital status, sexual orientation, gender-identity or expression, disability, socio-economic background, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans. (Pulled from UW Affirmative Action Statement and University of Arizona diversity statement).*

Department of Bioethics & Humanities Policy

Policy on Academic Conduct

The Department of Bioethics & Humanities (BH) abides by UW Arts and Sciences, Graduate School, and School of Medicine policies governing academic conduct and follows all applicable state laws. The Department policies set forth below are intended to clarify individuals' responsibilities and promote accountability and integrity in carrying out these responsibilities.

Non-compliance with BH Department or instructor policies violates the UW Student Conduct Code, which requires students to comply with all departmental and instructor guidelines and policies.

This Policy must be included in the course syllabus (or as an attachment to the syllabus) of every course offered in the BH Department (including jointly listed courses).

GENERAL STANDARDS OF CONDUCT

UW Student Code of Conduct

Students in the BH Department abide by the UW Student Code of Conduct, which requires students to "conduct themselves as responsible members of the academic community," and requires "[p]racticing high standards of academic and professional honesty and integrity."

(Source: University of Washington, Standards of Conduct, Washington Administrative Code, WAC 478-120-020 at <https://www.washington.edu/admin/rules/policies/WAC/478-120-020.html>)

UW Medicine Standards of Professionalism

Faculty, staff, and students in the BH Department abide by the UW Medicine standards of professionalism. Professionalism requires demonstrating excellence, integrity, respect, compassion, and accountability in all interactions, and ensuring that all are treated with respect, dignity, and courtesy. Violations of professionalism include, but are not limited to, shouting or using offensive language, unwanted physical contact, demeaning comments, and behaviors interpreted as disrespectful, retaliatory, or disruptive.

When unprofessional behavior is reported, the Department strives to achieve an informal resolution satisfactory to all parties. This may include: one-on-one communication among affected parties; communication involving the BH Chair and/or the appropriate BH program director (for graduate students, the Director of Graduate Studies, and for undergraduates, the Director of Undergraduate Studies); and/or communication involving the UW Ombudsman. Issues that require reporting beyond the Department will be referred appropriately.

(Source: UW Medicine Policy on Professional Conduct at <http://www.uwmedicine.org/global/policies/pages/professional-conduct.aspx>)

Equal Opportunity

The BH Department abides by UW's policies affirming equal opportunity for all members of the UW community regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, and complies with all

applicable federal and state statutes and regulations.

STANDARDS OF CONDUCT FOR COURSES

Cheating & Plagiarism

Students are responsible for understanding what cheating is and avoiding it. Cheating consists of presenting as your own something that you did not do, or using unfair means in completing assignments. For example, cheating occurs when a student copies another student's answers during an exam, helps another student to cheat, or has a friend write a paper for them. Cheating also occurs when a student puts his or her name on a group assignment that they did not help to produce, consults notes or the Internet during an assignment that prohibits this, or obtains a copy of an exam from a prior year that is not provided by and sanctioned by the instructor.

A common form of cheating is plagiarism. Plagiarism consists of representing the words, ideas, or creations of another person without proper citation. It does not matter whether the ideas you represent as your own are taken from the Internet, a conversation with a friend, or a scholarly book or article. Plagiarism may be intentional or unintentional, overt or implied (e.g., failing to cite sources implies that you are the author), and may involve all or a portion of someone else's work (e.g., using another student's outline to write your own paper). Even when you provide appropriate references, you commit plagiarism if you use someone else's exact words and omit quotation marks.

Instructors who suspect cheating in their classes are responsible for reporting it in writing to the BH Chair and to the student(s) suspected of cheating. The Chair will determine if the matter can be resolved at the Department level, or if reporting to a UW committee on academic conduct is warranted. (The appropriate UW committee is determined by the student's major field of study or, in the case of pre-majors, is determined by the student's school of matriculation.) Any individual may at any time request that the case be referred to a UW committee on academic conduct or may refer the matter directly.

(Sources: The UW Committee on Academic Conduct in the College of Arts and Sciences at url: <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf> ; UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code)

Multiple Submissions

The UW defines "multiple submission" as "the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters)." Although the UW does not prohibit multiple submissions, individual BH faculty may prohibit the practice in their classes. Any student wishing to make a multiple submission must clear it with all professors involved.

(Sources: Student Academic Responsibility policy, College of Arts and Sciences; University of Washington, Standards of Conduct, Washington Administrative Code, WAC 478-120-020 at <https://www.washington.edu/admin/rules/policies/WAC/478-120-020.html>)

Incompletes

UW Policy allows an incomplete grade in a class only when a student has attended a class throughout the quarter and completed satisfactory work until within two weeks of the quarter's end. To qualify for an incomplete, the student must demonstrate to the instructor's satisfaction that the remaining course work cannot be completed due to illness or circumstances beyond the student's control.

(Source: UW General Catalog Online, "Student Guide/Grading")

Late Assignments

The Department requires students to submit assignments by instructor deadlines. This avoids giving some students advantages (i.e., extra time) not available to others. Unless there is a documented disability or documented medical reason for a student to miss an assignment deadline, the instructor will reduce student grades for late assignments, e.g., by assigning a zero for the late assignment, or deducting points for each day the assignment is late. The Department encourages faculty to communicate class policies for missed assignments to the entire class at the beginning of each quarter. Students who know in advance that they have a conflict with a class deadline should contact the instructor in advance to make alternate arrangements, such as submitting the assignment early.

Grade Appeals

A student who believes that an assignment grade is unfair should discuss the matter with the instructor. After doing so, if the student believes that there has not been a fair resolution, the student may make a written appeal to the BH Chair, the BH Director of Graduate Studies (for graduate students), or the BH Director of Undergraduate Studies (for undergraduates), with a copy of the appeal sent to the instructor. The Chair or Program Director will consult with the instructor. If the grading is not arbitrary or capricious, the instructor will determine an appropriate remedy. If a Program Director believes that the instructor's grading is arbitrary or capricious, this must be reported to the Department Chair.

If the Department Chair believes that the instructor's grading is arbitrary or capricious, the Chair will ask the instructor to revise the student's grade. If the instructor declines to revise the grade when requested to do so, the Chair will appoint an appropriate member, or members, of the BH faculty to grade the student's assignment and this grade will substitute for the instructor's; this action will be reported to the Dean and Provost, with copies of the student's written appeal and all subsequent actions on this appeal recorded in the student's file.

(Source: UW General Catalog Online, "Student Guide/Grading")

ADDITIONAL RESOURCES

Disability Accommodation

UW is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwdss@u.washington.edu.

Sexual Harassment

Sexual harassment is defined as using one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your

instructor, the BH Director of Undergraduate Studies, the BH Director of Graduate Studies, or the BH Chair. In addition, the University has designated special people to help you. They are: UW Ombudsman and UW Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Susan Neff, 301 Student Union (HUB), 543-6028; and the UW Complaint Investigation and Resolution Office, 616-2028.

(Sources: UW Graduate School, CIDR, and Office of the President)

Office of Scholarly Integrity

The UW defines scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism or other forms of cheating; abuse of confidentiality; deliberate violation of regulations applicable to research. The UW has also created the Office of Scholarly Integrity to address such concerns. The Office investigates and resolves allegations of scientific and scholarly misconduct by UW faculty, students, and staff. The Office is responsible for compliance with reporting requirements established by Federal and other funding agencies in matters of scientific or scholarly misconduct.

(Sources: Handbook, Vol. II, Section 25-51, Executive Order #61 at <http://www.washington.edu/admin/rules/policies/PO/EO61.html>)

This Guide is adapted from material prepared by the Department of Philosophy and the Department of History, and is used with permission.)

Department of Bioethics & Humanities Cross-Disciplinary Partnerships

1. **Department of Philosophy.** Over the past 10 years, our ties with the Department of Philosophy have strengthened and grown. Areas of collaboration and joint participation include the Program on Values in Society, the Rabinowitz Endowment for Medical Ethics; Bioethics Grand Rounds; and the Health and Social Justice Group. In addition, we have expanded adjunct faculty appointments, collaborated on research grant proposals, and increased cross-listing of courses. Our most recently appointed BH faculty member, Dr. Gina Campelia, is trained in philosophy, and the most recently appointed PHIL faculty member, Dr. Carina Fourie, is trained in bioethics. We look forward to further strengthening ties with the Department of Philosophy in the future.
2. **Institute for Public Health Genetics (IPHG).** This transdisciplinary program is housed in the School of Public Health, yet was directed for several years by BH faculty member, Dr. Malia Fullerton. IPHG confers both MPH and PhD degrees in Public Health Genetics as well as a MS in Genetic Epidemiology. BH faculty teach courses in IPHG programs and supervise IPHG graduate students. The IPHG program affords opportunities for BH faculty to establish teaching and research partnerships with faculty from the Schools of Public Health, Law, Nursing, and Pharmacy.
3. **Treuman Katz (TK) Center for Pediatric Bioethics.** We enjoy strong ties with the Treuman Katz Center for Pediatric Bioethics, which is a research center based at Seattle Children's Hospital Research Institute. We participate in a number of teaching and research partnerships with TK faculty. Dr. Nancy Jecker serves on the Immunotherapy Production Review Committee and contributed to policy recommendations developed at TK for inclusion of research subjects in phase-I clinical trials; many BH faculty engage in research and teaching collaborations with TK faculty. Most TK fellows complete the MA degree in our department.
4. **Simpson Center for the Humanities.** BH faculty contribute to the UW Science Studies Network and the Critical Medical Humanities initiative, as well as to the Graduate Certification in Science, Technology, and Society Studies.
5. **School of Law.** We engage in collaborative teaching and research with faculty from the School of Law. Joint appointments between our programs include three Law faculty who are adjunct faculty in the Department (Drs. Kuszler, Mastroianni, and Rivin) and two BH faculty with adjunct appointment in the School of Law (Dr. Jecker, Dudzinski). Joint teaching includes Medical Ethics and Jurisprudence (Drs. Dudzinski and Kuzsler). We conduct joint scholarship and grant-funded research. Future collaborations include developing new courses aimed to enhance advance training in clinical bioethics (Drs. Dudzinski, Campelina, Jecker and Kuzsler).
6. **Cambia Palliative Care Center of Excellence (PCCE), School of Medicine.** BH adjunct faculty direct PCCE, Drs. Randy Curtis and Anthony Back. Dr. Helene Starks is the Director of the Metrics, Quality & Evaluation Core at PCCE and contributes to activities across the Center. PCCE is supported by the University of Washington.
7. **Palliative Care Training Center, Schools of Nursing (SON) & Medicine (SOM).** The Interprofessional Graduate Certificate in Palliative Care, which targets clinicians providing specialty and primary palliative care consult services for patients with serious illness, is housed in the SON and cross-listed in our department. Dr. Starks serves as core faculty, along with adjunct faculty member, Dr. Ardith Doorenbos, from the SON.

Department of Bioethics & Humanities Cross-Disciplinary Partnerships

8. **Disability Studies Program.** The department contributes support for educational programs to the UW Disability Studies Program. Adjunct faculty member, Dr. Sara Goering, from the Department of Philosophy collaborates with us in teaching and research, and adjunct faculty member, Dr. Joanne Woiak's course, History of Eugenics, is cross-listed in our department (B H 421/DIS St 421).
9. **Harborview Medical Center; University of Washington Medical Center; Northwest Medical Center.** We lead the UW Medicine Ethics Consultation service, which serves these hospitals and UW Medicine more generally. Plans are underway to add Valley Hospital.

Additional Faculty Partnerships

1. Faculty enjoy substantive and longstanding collaborative ties with ELSI colleagues throughout the United States and globally, particularly in conjunction with **Dr. Burke's** Center of Excellence in ELSI Research.
2. Professor Emeritus, **Dr. Jack Berryman**, teamed with Dr. Breana Murphey from the American College of Sports Medicine project and served as a Distinguished Leader in Sports Medicine and Exercise Science.
3. **Dr. Erika Blacksher** collaborated with Dr. Susan Dorr Goold, University of Michigan, and Dr. Julia Abelson, McMaster University, to develop and host an International Symposium on Public Deliberation and Bioethics: Mapping a Research Agenda (September 2010). Dr. Blacksher contributed two co-edited volumes on the topic of public deliberation science in bioethics and health policy (published 2012 and 2013). Dr. Blacksher's research on conceptual dimensions of public deliberation has led to leadership roles for her on NIH funded projects and NIH proposals.
4. **Dr. Deb Bowen** participates with UW colleagues and scholars throughout the US on grants and projects in areas such as OB/GYN, Health Services, Epidemiology, Psychiatry and Behavioral Sciences.
5. **Dr. Georgina Campelia** directs the Ethics Theme in the UW SOM undergraduate education program. She also contributes to research and teaching with the UW Department of Philosophy and Seattle Children's Hospital. In the future, Dr. Campelia (who joined the BH Department in Autumn 2016) plans to develop partnerships with the UW Department of Gender, Women & Sexuality Studies and the UW Department of Interprofessional Education.
6. **Drs. Kelly Edwards and Malia Fullerton** serve as members of the Interdisciplinary Steering Committee for the Graduate Certificate in Science, Technology, and Society Studies (STSS).
7. **Dr. Nancy Jecker** participates in cross-cultural research on aging and other topics with faculty throughout Asia Pacific, including the University of Tokyo Center for Biomedical Ethics and Law, Kyoto University Center for Bioethics, The National University of Singapore Centre for Biomedical Ethics; The Chinese University of Hong Kong Centre for Bioethics; and Tsingua University Department of Philosophy. Dr. Jecker has been a Visiting Professor at Chinese University of Hong Kong (2016) and will be a Visiting Professor at the National University of Singapore next year (2018). She is applying for

Department of Bioethics & Humanities Cross-Disciplinary Partnerships

a Japanese Society for the Promotion of Science grant to conduct collaborative research with Kyoto University, the University of Tokyo, and the Metropolitan Institute of Gerontology. She has participated in the United Kingdom Arts and Humanities Research Council Grant on Duties to the Elderly in collaboration with bioethics and philosophy scholars from Queen University, Belfast and the Chinese University of Hong Kong. She will be a Scholar-in-Residence at the Brocher Foundation in Hermance, Switzerland (Summer 2017). She is currently writing a book on ethics and aging, which includes chapters addressing global policies and cross-cultural perspectives.

II. Faculty Information

C. Faculty information

Faculty 1. General Activities Table

Faculty 2. Teaching

Faculty 3. Research

Bioethics & Humanities

Core Faculty



Erika Blacksher, PhD, Associate Professor, Director of Undergraduate Studies
Dr. Blacksher joined the department in June 2010 and serves as the Director of undergraduate studies. She received her PhD from the University of Virginia in Religious Studies (Bioethics) and was a Robert Wood Johnson Health and Society Scholar at Columbia University. Most recently, she was a Research Scholar at the Hastings Center and adjunct faculty at Albert Einstein/Montefiore Medical Center. Her research examines the ethical and policy implications of the social determinants of health and social inequalities in health. CV: http://depts.washington.edu/bhdept/facres/eb_bio.html



Deborah J. Bowen, PhD, Professor
Professor Bowen joined the department November 2013. Her general research interests include health behavior, and health communication with an emphasis on underserved populations. Dr. Bowen has extensive experience in community-centered cancer prevention and screening intervention research. CV: http://depts.washington.edu/bhdept/facres/db_bio.html



Wylie G. Burke, MD, PhD, Professor, Adjunct Professor, Department of Medicine (Medical Genetics); Member, Fred Hutchinson Cancer Research Center
Professor Burke joined the department in October 2000 and served as Chair of the Department from October 2000 through January 2014. General interest in the ethical, and policy implications of genetic information in research, public health and clinical care. Recent work addresses a range of implications of genomics, including family communication about shared risk; the use of genetic testing in immigration; the potential for unintended uses of stored genomic data; and challenges in the implementation of pharmacogenomics and precision medicine. CV: http://depts.washington.edu/bhdept/facres/wb_bio.html



Georgina Campelia, PhD, Assistant Professor
Dr. Campelia joined the department October 2016. Her research interests include the intersection between empathy, virtue ethics, and care ethics - using virtue ethics and care ethics to guide patient care, establishing structures to enable and encourage empathy, and creating greater awareness of the relational constitution of patient identity and medical decisions. CV: http://depts.washington.edu/bhdept/facres/gc_bio.html



Denise Dudzinski, PhD, MTS, Professor and Chair, Adjunct Professor School of Law, and Departments of Family Medicine and Pediatrics; Chief, UW Medicine Ethics Consultation Service
Dr. Dudzinski joined the department September 2001 and was appointed chair March 2015. Her general interests include bioethics, clinical and organizational ethics, and ethical reasoning. Special interests include ethical issues in transplantation and destination therapy, large scale adverse event disclosure, competent refusal of nursing care, methods and practices in ethics consultation, literature and medicine, moral distress, and ethical issues in end-of-life care. CV: http://depts.washington.edu/bhdept/facres/dd_bio.html



Kelly Edwards, PhD, Professor, Adjunct Professor, Environmental and Occupational Health Sciences, Director, Biomedical Research Integrity Program, Core Faculty, Institute for Public Health Genetics, Associate Dean of the Graduate School
Dr. Edwards joined the department in October 2000. Her general interests include ethics education and bioethics. Special interests include physician-patient relationships, communication, informed decision-making, ethics of medical education, physician career satisfaction, research integrity issues, ethical issues with new technologies, and feminist ethics. CV: http://depts.washington.edu/bhdept/facres/kfe_bio.html



Stephanie Malia Fullerton, D.Phil, Associate Professor, Adjunct Associate Professor, Department of Genome Sciences and Department of Epidemiology, Affiliate Investigator, Fred Hutchinson Cancer Research Center

Dr. Fullerton joined the department in September 2005. Her general research interests include a focus on the ethical and social implications of emerging genomic technologies and especially their integration into clinical care. Recent work has focused on data-sharing, secondary use, and result return in the context of genomic research using banked and prospectively collected biospecimens.

CV: http://depts.washington.edu/bhdept/facres/mf_bio.htm



Thomas R. Gallagher, MD, Professor, Bioethics & Humanities and Professor, Medicine, Associate Chair for Patient Care Quality Improvement, Safety and Value, Department of Medicine

Dr. Gallagher joined the department in July 2002. His general interests include ethical issues related to the doctor-patient relationship and to biomedical research. Special interests include conflicts of interest, managed care, medical errors, doctor-patient communication, and adverse events in biomedical research. CV: http://depts.washington.edu/bhdept/facres/tg_bio.html



Nancy S. Jecker, PhD, Professor, Director of Graduate Studies, Adjunct Professor Department of Philosophy and School of Law

Dr. Jecker joined the department in August 1988. Her general interests include biomedical ethics and ethical theory. Special interests include justice theory and the allocation of scarce health care resources, ethics and aging, clinical ethical decisions to withhold or withdraw life-sustaining treatments, and cross-cultural perspectives in bioethics with a focus on Asia Pacific.

CV: http://depts.washington.edu/bhdept/facres/nj_bio.html



Thomas R. McCormick, DMin, Senior Lecturer Emeritus, School of Medicine

Dr. McCormick joined the department in September 1974. His general interests include biomedical ethics, both particular medical-ethical problems arising in the clinical context and general issues which arise in the broader society and culture. Special interests include topics related to caring for patients with life threatening illness, perinatology, issues related to reproductive technologies, cross-cultural similarities and differences in patient/provider communication.

CV: http://depts.washington.edu/bhdept/facres/tm_bio.html



Helene Starks, PhD, MPH, Associate Professor, Adjunct Associate Professor, Department of Health Services

Dr. Starks joined the department in January 2005. Her research interests include issues related to palliative and end-of-life care for patients, their family members, clinicians, and health systems; medical decision-making and clinician-patient communication; qualitative and mixed methods research; community-based participatory research; and research ethics, especially involving indigenous communities and vulnerable human subjects in research.

CV: http://depts.washington.edu/bhdept/facres/hs_bio.html

Bioethics & Humanities

Adjunct Faculty

Anthony Back, MD, Professor, VAMC, Department of Medicine, Division of Oncology

Dr. Back was appointed adjunct professor in July 2000. His interests include oncology, ethics, and palliative care at the end of life. CV: <http://www.uwmedicine.org/bios/anthony-back>

Jonna D. Clark, MD, MA, Assistant Professor, Department of Pediatrics, Treuman Katz Center for Pediatric Bioethics

Dr. Clark was appointed adjunct assistant professor in April 2016. Her interests include fertility, end of life decision making, and palliative care in the critical care environment. CV: <http://www.seattlechildrens.org/medical-staff/jonna-derbenwick-clark/>

J. Randall Curtis, MD, Professor, HMC Department of Medicine, Division of Pulmonary and Critical Care Medicine, Adjunct Professor in the Department of Health Services and Biobehavioral Nursing and Health Systems

Dr. Curtis was appointed adjunct professor in July 2002. His research interests include the ethical dimensions of end-of-life care and palliative care in the intensive care unit and for patients with chronic life-limiting diseases.

CV: <http://depts.washington.edu/pulmcc/directory/bio/curtis.html>

Ardith Z. Doorenbos, PhD, RNN, FAAN, Professor, Biobehavioral Nursing and Health Systems

Dr. Doorenbos was appointed adjunct professor in April 2016. She is a principal investigator in the Palliative Care Training Center. CV: <https://nursing.uw.edu/person/ardith-doorenbos/>

Douglas S. Diekema, MD, MPH, Professor, Pediatrics, Adjunct Professor in Medicine and the Department of Health Services, School of Public Health, Director of Education, Treuman Katz Center for Pediatric Bioethics at Children's, Attending Physician, Emergency Medicine, Children's

Dr. Diekema was appointed adjunct professor in July 1994. His interests include bioethical issues, especially those pertaining to children and adolescents. Special interests include consent and confidentiality issues in pediatrics, the limits of parental medical decision-making authority for children, ethics and child health policy, ethics in emergency medicine, ethical issues that arise in medical training, teaching of ethics to residents and students, and ethics in pediatric research.

CV: <http://www.seattlechildrens.org/medical-staff/Douglas-S-Diekema/>

Carina Fourie, PhD, Benjamin Rabinowitz Assistant Professor in Medical Ethics, Department of Philosophy

Dr. Fourie was appointed adjunct assistant professor in April 2016. Her scholarship and teaching focusses on moral philosophy, bioethics, justice, and health policy. CV: <https://phil.washington.edu/people/carina-fourie>

Nanibaa' A. Garrison, PhD

Dr. Garrison was appointed adjunct assistant professor in December 2016. Dr. Garrison's career has combined genetics with a desire to be involved in studies of health conditions prevalent in American Indian communities, such as Type 2 diabetes. CV: <http://www.seattlechildrens.org/medical-staff/Nanibaa--A-Garrison/>

Fred J. "Gino" Gianola, PA, MA, DFAAPA, Lecturer, MEDEX Northwest Division of Physician Assistant Studies

Gino Gianola was appointed adjunct lecturer in January 2010. His passion for bioethics propelled him into the Master of Arts in Bioethics program. He earned the degree autumn 2013. He is a lecturer in UW SOM Family Medicine and teaches bioethics to MEDEX students and works with the Department of Bioethics and Humanities in the summer Biomedical Research Integrity Program. CV: <https://depts.washington.edu/fammed/profile/?id=00218>

Sara Goering, PhD, Associate Professor, Department of Philosophy

Dr. Goering was appointed adjunct associate professor in May 2011. Her interests include biomedical ethics and ethical theory. Special interests include philosophy of disability, genetic engineering, feminist bioethics, and justice in health care.

CV: <https://www.phil.washington.edu/users/goering-sara>

David Harrison, MD, PhD, Assistant Professor, Department of Psychiatry and Behavioral Sciences

Dr. Harrison was appointed adjunct assistant professor in August 2011. He currently works as a consulting psychiatrist for the Mental Health Integration Program (MHIP), a statewide program for improving mental health care in the primary care setting, as an attending psychiatrist on the UW Medical Center consult-liaison and inpatient psychiatry services, and as course chair of the first year medical student course on behavior medicine called Systems of Human Behavior. Dr. Harrison's professional interests also involve improving the integration of spiritual care and complementary and alternative medicine into psychiatry. CV: <http://apps.uwmedicine.org/uwpsychiatry/ResultsDetail.aspx?EmployeeID=741002323>

Ross Hays, MD, Professor, Department of Rehabilitation Medicine, Adjunct Professor, Department of Pediatrics

Dr. Hays was appointed adjunct professor in October 2008. Dr. Hays research includes using botulinum toxin to improve function for children with cerebral palsy, and study of the efficacy of selective dorsal rhizotomy in the treatment of cerebral palsy. He has participated in research investigating pain and painful procedures in children and projects to improve education on chronic disease and disability. CV: <http://www.seattlechildrens.org/medical-staff/Ross-M-Hays/>

James N. Kirkpatrick, MD, Associate Professor of Medicine, Director of the Echocardiography Laboratory

Dr. Kirkpatrick was appointed adjunct assistant professor November 2016. Research interests include echocardiography, particularly for patients with ventricular assist and other cardiac assist devices; research in the use of echocardiography in developing world nations; research into education and the practice of cardiac palliative care, especially for patients with cardiac devices; research and scholarship on the ethical issues in the practice of cardiology ("cardioethics").

CV: <http://www.uwmedicine.org/bios/james-kirkpatrick>

Diane M. Korngiebel, DPhil, MA, Assistant Professor, Department of Biomedical Informatics and Medical Education

Dr. Korngiebel was appointed adjunct assistant professor in August 2016. Her research focuses on the creation of a decision support tool to promote responsible and effective utilization of screening for Lynch syndrome, a genetic condition associated with increased cancer risk. CV: <http://bime.uw.edu/faculty/diane-m-korngiebel/>

Patricia C. Kuszler, MD, JD, Charles I. Stone Professor of Law, School of Law, Adjunct Professor Department of Health Services

Dr. Kuszler was appointed adjunct professor in September 2000. Her interests include the impact of law and regulation upon health care delivery, health care finance, emerging integrated delivery systems, health insurance fraud and abuse, research standards and misconduct, and legal, ethical and policy issues presented by genetic information and the biotechnology industry. CV: <http://www.law.washington.edu/faculty/kuszler/>

Mithya Lewis-Newby, MD, MPH, Associate Professor Pediatrics, Affiliated Faculty, Division of Bioethics, Treuman Katz Center for Pediatric Bioethics

Dr. Lewis-Newby was appointed adjunct associate professor in July 2013. Her research focus is the bioethical issues that arise in the provision of pediatric critical care medicine. She is a member of both the Seattle Children's Ethics Committee as well the Ethics Committee of the American Thoracic Society (ATS). She is the co-founder and co-chair of the Seattle Ethics in ECLS (SEE) Research Consortium. CV: <http://www.seattlechildrens.org/medical-staff/Mithya-Lewis-Newby/>

Anna Mastroianni, JD, MPH, Professor, School of Law & Institute for Public Health Genetics, Adjunct Professor, Department of Pediatrics, School of Medicine

Mastroianni was appointed adjunct professor in September 2010. Her interests include law, ethics and policy issues related to genetics, reproduction, and human subjects research. CV: <http://www.law.washington.edu/Faculty/Mastroianni/>

Douglas Opel, MD, MPH, Associate Professor, Treuman Katz Center for Pediatric Bioethics, Division of Bioethics and General Pediatrics

Dr. Opel was appointed adjunct associate professor in September 2012. His research interests include provider-parent communication, health communication, public health ethics, and clinical ethics consultation. His current research involves developing evidence-based communication strategies for providers who encounter parents who refuse or delay childhood immunizations. He also practices inpatient general pediatrics at Seattle Children's Hospital.

CV: <http://www.seattlechildrens.org/medical-staff/Doug-Opel/>

Robert A. Pearlman, MD, MPH, Professor of Medicine, Geriatric Medicine & Gerontology, Adjunct Professor, Department of Health Services, Chief, Ethics Evaluation Service, National Center for Ethics in Health Care, Director, Ethics Program, VA Puget Sound Health Care System

Dr. Pearlman was appointed adjunct professor in July 2001. His general interests include medical ethics, especially ethics in end-of-life care including role of patient, quality of life in medical decision making, advanced care planning, and assisted suicide issues. CV: http://depts.washington.edu/hserv/faculty/Pearlman_Robert

Beth Rivin, MD, MPH, Research Associate Professor, School of Law, Adjunct Research Associate Professor, Department of Global Health, Program director, Global Health and Justice Project, Center for Law in Science and Global Health

Dr. Rivin was appointed adjunct research associate professor in August 2009. Her interests include clinical pediatrics and adolescent medicine, field research, epidemiology, emergency humanitarian assistance, and public health and human rights program development and evaluation. CV: <http://www.law.washington.edu/Directory/Profile.aspx?ID=152>

Jamie L. Shirley, PhD, RN, Lecturer, Nursing, UW Bothell

Dr. Shirley was appointed adjunct lecturer in January 2013. Her academic interests include complex issues in guardianship and end-of-life care. CV: <http://www.pce.uw.edu/biography/jamie-shirley/>

Nancy Stevens, MD, MPH, Professor, Department of Family Medicine, Adjunct Professor, Department of Epidemiology

Dr. Stevens was appointed adjunct professor in February 2006. Her interests include developing clinical epidemiology (evidence based decision making) skills in family physician faculty and residents including enhancing physician access to knowledge at the point of care, adaptation/interpretation of advances in medical knowledge to direct care of patients- currently genetics and oral health, and creation of information systems that allow more systematic evaluation of clinical training across the region. CV: <https://depts.washington.edu/fammed/profile/?id=00030>

Mark D. Sullivan, MD, PhD, Professor, Psychiatry and Behavioral Sciences

Dr. Sullivan was appointed adjunct professor in July 2002. His interests include clinical and ethical dimensions of interaction between physical and mental illness. Specific interests include: depression and chronic pain, palliative care, end-of-life decision making. He is also interested in conceptual and ethical issues concerning quality of life as a medical outcome. CV: <https://depts.washington.edu/fammed/profile/?id=00030>

Mark Tonelli, MD, MA, Professor, Pulmonary and Critical Care Medicine

Dr. Tonelli was appointed adjunct professor in July 2008. His interests include medical ethics and philosophy of medicine. Specific interests in ethics include advance directives, withholding and withdrawing intensive care and ethical issues arising in the care of persons with cystic fibrosis; in philosophy of medicine, the limits of evidence-based medicine and understanding tacit aspects of clinical judgment. CV: <http://depts.washington.edu/pulmcc/directory/bio/tonelli.html>

Gail Van Norman, MD, Professor, Department of Anesthesiology and Pain Medicine

Dr. Van Norman was appointed adjunct professor in June 2008. Her general interests include clinical medical ethics and clinical ethics education; informed consent, and coercion. Recent publications concern the implications of brain death in organ donation, the non-heart-beating donor, and ethical care of elderly patients.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_VAN_NORMAN_Gail.pdf

Benjamin Wilfond, MD, Professor and Head, Division of Bioethics, Department of Pediatrics, director, Treuman Katz Center for Pediatric Bioethics, Seattle Children's

Dr. Wilfond was appointed adjunct professor in August 2006. His interests relate to ethical issues in clinical pediatrics and pediatrics research; clinical genetics and genetics research; with an emphasis on the ethical and policy issues related from the transition of new technologies from the research to the clinical setting.

CV: <http://www.washington.edu/medicine/pediatrics/divisions/bioethics.php#contact>

Joanne D. Woiak, PhD, Lecturer, Disability Studies in the Program of Law, Societies, & Justice, College of Arts and Sciences

Dr. Woiak was appointed adjunct lecturer in April 2016. Her research interests include disability rights, eugenics, and justice for underserved populations. CV: <https://depts.washington.edu/disstud/faculty/joanne-woiak>

Bioethics & Humanities

Affiliate Faculty

Bert B. Boyer, PhD, Director, Center for Alaska Native Health Research, Professor of Biochemistry and Molecular Biology

Dr. Boyer was appointed affiliate professor in January 2011. The major objective of his research program is to understand the interaction between genetic and environmental risk and protective factors for obesity and diabetes in Yup'ik Eskimos.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_BOYER_Bert.pdf

Clarence H. Braddock, MD, MPH, Professor, Department of Medicine, Stanford University, Associate Dean for Undergraduate and Graduate Medical Education, Director, Stanford Center for Medical Education Research and Innovation

Dr. Braddock was appointed affiliate professor in July 2010. Research interests include doctor-patient communication, particularly around medical decision making in outpatient practice settings and the design and evaluation of innovative methods in bioethics education.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_BRADDOCK_Clarence.pdf

Mary Beth Foglia, RN, PhD, MA, Health Care Ethicist, National Center for Ethics in Health Care, Veterans Administration, Affiliate Faculty School of Public Health and Community Medicine, Department of Health Services

Dr. Foglia was appointed affiliate faculty in February 2006. Her research interests include mixed method approaches to studying the intersection of clinical and organizational ethics especially the application of quality improvement methodology to improve ethical health care practices and the application of technology to improve the quality of ethics consultation.

CV: http://www.ethics.va.gov/about/staff/foglia_2013.asp

David Forster, JD, MA, CIP, Chief Compliance Officer, Western Institutional Review Board

Forster was appointed affiliate assistant faculty in September 2002. His general interest is in the ethical and legal issues in human research subject protection and Institutional Review Board (IRB) activities.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_FORSTER_David.pdf

George H. Grant, MDiv, PhD, DAPA, Clinical Assistant Professor and Director of Research in Faith and Health, Faculty in Medicine, Nursing and Theology, Emory University

Dr. Grant was appointed affiliate assistant professor in July 2001. His interests include psychology of religion, spiritual assessment in medicine, healthcare stress, and clinical ethics.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_GRANT_George.pdf

Suzanne Holland, PhD, Professor of Religious and Social Ethics and Chair of the Department of Religious Studies, University of Puget Sound

Dr. Holland was appointed affiliate professor in July 2009. Her research interests range from the ethics of human genetics and stem cell research, biotechnology and commodification, as well as broader issues in religion, culture and public policy.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_HOLLAND_Suzanne.pdf

Stephen D. W. King, PhD, Director of Chaplaincy Seattle Cancer Alliance, Affiliate Assistant Professor, Department of Psychiatry and Behavioral Sciences

Dr. King's research interests include religious and spiritual distress in cancer treatment. He teaches a course Spirituality in Healthcare and is a host leader for the week-long short course in bioethics for 5th year medical students from Hyogo College of Medicine.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_KING_Stephen.pdf

Paul T. Menzel, PhD, Professor Emeritus, Department of Philosophy, Pacific Lutheran University

Dr. Menzel was appointed affiliate professor in July 2001. His research interests include philosophy of health care economics (rationing and prioritizing generally, and measurement models and techniques for use in cost-effectiveness analysis in particular) and philosophical views about equity of access and their relationship to political strategies.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_MENZEL_Paul.pdf

Steve Milam, JD, Part-time Lecturer, University of Washington School of Law

Milam was appointed affiliate assistant professor in July 2001. His research interests include legal and ethical issues related to 1) end-of-life, termination of care, and, aid-in-dying; 2) transplant criteria and eligibility; 3) consent for health care and surrogate decision making; 4) the evaluation of clinical performance of health professional students (medicine, dentistry, nursing, pharmacy, social work as well as teacher education), and medical resident clinical performance; and, 5) academic dismissal of health professional students and medical residents.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_MILAM-Steve.pdf

Guenter B. Risse, MD, PhD, Professor Emeritus of the History of Medicine, University of California, San Francisco

Dr. Risse was appointed affiliate professor in August 2002. His research interests include the history of clinical medicine, patient/physician relationships, as well as the history and architecture of hospitals.

CV: http://depts.washington.edu/bhdept/faculty/CV2015_RISSE_Guenter.pdf

Thomas Robey, MD, PhD, Clinical Instructor of Medicine, Yale School of Medicine, Ethics Committee Chair, Waterbury Hospital

Dr. Robey was appointed affiliate faculty in January 2014. His primary interests are in emergency medicine; bioethics consultation; medical ethics education; and radiation exposure from diagnostic imaging.

CV: http://people.yale.edu/search/thomas_robey.profile

Maile Taulii, PhD, MPH, Assistant Professor, Health Policy and Management, John A. Burns School of Medicine, University of Hawaii

Dr. Taulii was appointed affiliate assistant professor in January 2013. Her primary interests are in the areas of Indigenous Health, Public Health Informatics, and Public Health Genetics. CV: <http://manoa.hawaii.edu/publichealth/directory/maile-taulii>

Diane Timberlake, MD, MA, Clinical Associate Professor, Department of Family Medicine

Dr. Timberlake was appointed affiliate associate professor in March 2007. Her general interest is in medical ethics and ethics education. Special interests include clinical ethics consultation, professionalism in medicine and methods of teaching ethics to medical students. CV: <https://depts.washington.edu/fammed/profile/?id=00070>

B&H Faculty Activities

Teaching (by constituency)	Funded Research (by topic)	Scholarship (by topic)	Service (by type)
Grad Students: BH/PHG/Other <i>Faculty: Most</i>	CGHE/Genomics/Genetics/ Pharmacogenetics <i>Faculty: WB, HS, MF, DB, KE</i>	CBPR/Public Deliberation <i>Faculty: KE, MF, EB, WB, HS</i>	Leadership/Service Professional Organizations: <i>Faculty: WB, TG, DB, MF, DD, NJ, HS</i>
Undergraduates: BH Minors/Others <i>Faculty: NJ, EB, MF</i>	Palliative Care/Communication* <i>Faculty: HS, KE</i>	Public Health Ethics <i>Faculty: EB</i>	ITHS Research Ethics Consultation <i>Faculty: KE, MF</i>
Undergraduate Medical Education <i>Faculty: KE, NJ, DD, GC</i>	Social Determinants of Health <i>Faculty: EB, DB</i>	Clinical & Organizational Ethics <i>Faculty: TG, NJ, DD, GC</i>	Clinical Ethics Consultation <i>Faculty: DD, GC</i>
Graduate Medical Education <i>Faculty: DD, GC</i>	Cancer/Prevention <i>Faculty: DB, MF</i>	Research Ethics <i>Faculty: KE, HS, MF, NJ</i>	SOM Committees/ Leadership <i>Faculty: Most</i>
NIH-funded faculty/trainees (BRI) <i>Faculty: KE, HS, MF, WB, DB</i>	Public Health Genetics <i>Faculty: WB, MF, HS, KE, DB</i>	Justice/Social Justice <i>Faculty: NJ, EB</i>	University Committees/ Leadership <i>Faculty: Most</i>
Professional Development (scientists/other) <i>Faculty: KE</i>	Pt Safety; Error Disclosure; AHRO <i>Faculty: TG, MF</i>	Cross-Cultural Bioethics <i>Faculty: NJ, EB, DD</i>	Community Education <i>Faculty: TM, KE, EB, MF, NJ</i>
Professional Development (clinicians) <i>Faculty: TM, DD, TG, GC</i>	CBPR: AI/AN <i>Faculty: WB, KE, HS, EB</i>	Moral Philosophy/Theory <i>NJ, GC, DD</i>	Voluntary Mentorship <i>Faculty: Most</i>
Continuing Professional Education <i>Faculty: DD, KE, TM, NJ, GC</i>	Biobanking & Data Repository <i>Faculty: WB, MF, KE</i>		
	Ecogenetics <i>Faculty: KE</i>		
	ITHS <i>Faculty: KE, MF</i>		
	Palliative Care <i>Faculty: HS, KE</i>		
	Health Outcomes <i>DB</i>		
NOTES			

Faculty initials: Erika Blacksher [EB], Deborah Bowen [DB], Wylie Burke [WB], Georgina Campelia [GC], Denise Dudzinski [DD], Kelly Edwards [KE], Malia Fullerton [MF], Tom Gallagher [TG], Nancy Jecker [NJ], Tom McCormick [TM], Helene Starks [HS]

TEACHING & MENTORING

- **Blacksher:** As Director of Undergraduate Studies, my mentoring activities focus on undergraduate students. I often serve as faculty advisor for Independent Studies (BH499), speak to student organizations about substantive topics in my area of expertise and about the Bioethics minor, and regularly meet with students to discuss their current studies, activities, and career aspirations and planning. I regularly represent the Bioethics minor at student events and am the faculty advisor for Medical Ethics Discussion for Interdisciplinary Collaboration (MEDIC). I have also served as master's project advisor of graduate students in the MA program and the dissertation committee of a doctoral student in the Public Health Genetics program. Other activities have included (under Dr. Berryman's tenure as director of undergraduate studies) annual participation in the Pre-Health Conference sponsored by American Medical Student Association; research involvement with Bodemer Antique Medical Instrument Collection (9 undergraduates involved).
- **Bowen:** I have extensive involvement with MPH and doctoral students in the school of public health, through one on one mentoring and guidance provided as part of their research experiences. I meet weekly with all doctoral students and almost as frequently with master's students to review research, suggest changes, and review written products, including protocols, reports, conference proceedings and manuscripts. I also engage in advising these students on career development and pursuit of academic and research careers as interested.

I meet with any students that ask for help to provide guidance and support in developing a research career. This could include reviewing products, giving suggestions on submissions to conferences and journals, guiding the research process, and connecting trainees with others where further expertise is needed. I ask for meetings with all advisees at least every other week to review products and progress in what they are doing, courses, and research to insure that they stay on track and produce high quality work.

- **Campelia:** I joined the faculty in October of 2016. I lead the ethics theme in the medical school and co-teach BH548 Methods in Clinical Ethics. I have begun mentoring MA students and anticipate mentoring graduate and select undergraduate students as well as clinicians interested in clinical ethics.
- **Dudzinski:** I frequently speak with prospective and current students, recruit students, oversee our Bioethics Grand Rounds program, teach clinical ethics throughout UW Medicine in collaboration with some of our clinician students; teach and mentor students at the bedside in ethics consultation, and collaborate with students on research and publications. I invite our students to co-teach with me in the clinical setting.

I co-direct a week long annual CME course, the Summer Seminar in Health Care Ethics, targeting healthcare providers and healthcare personnel. I teach resident physicians, fellows, clinical faculty, and nurses. Ethics consultations afford teaching opportunities in real time. Many of our faculty collaborate with students on research projects and papers and close mentorship is a hallmark of our graduate program.

As former Director of Graduate Studies, I mentored and supervised all Masters students, including supporting academic presentations within and outside the University, co-authoring publications, mentor students interested in clinical ethics, providing opportunities to observe ethics committee meetings and discuss ethics consultations and policy development. I review draft papers and presentations and help students identify the right journals for their publications. I also alert students to opportunities to publish (calls for papers) and collaborate at conferences.

- **Edwards:** In addition to serving as dissertation and theses directors for numerous graduate students from many departments, as Associate Dean for Student and Postdoctoral Affairs in the Graduate School, I lead UW-wide efforts to support and mentor post-doctoral and graduate students. For many years, I co-taught HuBio 548, Cases in Clinical Ethics, the ethics course for medical students. I also direct the Biomedical Research Integrity program. I have taught many courses in BH and PHG, including BH597, Ethics of Food (taught with a doctoral student I mentored); BH514/PHG 512, ELSI Issues in Public Health Genetics.

TEACHING & MENTORING

- **Fullerton:** I mentor both undergraduate and graduate students outside the classroom on a regular basis. I have served as a faculty advisor for undergraduate Independent Studies (BH499), have served as a dissertation and/or committee member for numerous Public Health Genetics MPH and PhD candidates, as well as several MA candidates. I have directly supervised the research of several PhD candidates, and served as the ethics lead for many other Public Health Genetics PhD students. I also regularly interact, and occasionally collaborate, with basic science graduate students who hold an interest in bioethics and/or science policy.
- **Jecker:** As Director of Graduate Studies, I mentor students concerning the next phase of their academic and professional lives. This includes general guidance, referral to resources and faculty within the UW and beyond, communicating opportunities and pointing out student strengths. I conduct collaborative research with graduate students resulting in co-authored publications that help to prepare students for future scholarship and careers in academic medicine or healthcare. In addition, I mentor graduate students outside the classroom on a regular basis. For example, I assist with papers that students are preparing for journal submission; host dinners for students to meet with invited speakers following Bioethics Grand Rounds and other events; and meet informally to assist students with finding appropriate courses, Masters Project Advisors, and addressing other needs.

I serve undergraduate students in all of my classes and provide information about the Bioethics minor. I coordinate with the Director of Undergraduate Studies (Erika Blacksher) on a regular basis and conduct outreach to students with an interest in pursuing further study in bioethics. I am currently developing a shadowing opportunity in conjunction with the liver transplant services program for undergraduate minors.

- **Starks:** I teach BH552, Advanced Qualitative Methods and BH568, Palliative Care Policy Systems. The latter is a new course in the Graduate Certificate in Palliative Care offered jointly with the School of Nursing. I mentor many graduate students in departments as diverse as social work, nursing, health services, pediatrics, and public health. I have served as Masters Project Advisor for many B&H students. I frequently serve on dissertation and thesis committees and mentor junior faculty, providing guidance in empirical research methods.

Course #	Course Name	Credits	Limit	13-14	14-15	15-16	16-17	17-18	18-19	19-20
B H 502	Ethical Theory (NJ) parallel w/B H 402 Studies the major normative ethical theories, including both teleological and deontological approaches. Emphasizes moral philosophy during the eighteenth and nineteenth centuries, as well as contemporary commentary.	5	5	A 3	A 2	A 8	A 11	A	A	A
B H 509	Ethics and the Social Determinants of Health (EB) parallel w/new BH409 Engages student in ethical questions that confront healthcare workers who serve poor and minority patient populations. Using literature from social epidemiology, bioethics, and case studies, students examine questions about clinicians' duties and patient responsibilities, controversial disease prevention programs and policies, and broader questions of social justice.	was 2, will be 3	30	Sp 14	A 21	A 17	course being update d	Sp	Sp	Sp
B H 514 / LAW 504 / PHG 512	Law Ethics in PHG (AM) Equips the student to anticipate and assess potential legal, ethical, and social barriers complicating the incursion of new genetic advances, information, and technologies into public and private healthcare delivery efforts.	3		W BH=0 PHG=8	W BH=0 PHG=4	W	W BH=0 PHG=3	X		
B H 515/ PHG 525	Public Commentary on Ethics Issues in PHG (KE) Explores issues in public health genetics through academic commentary, personal narratives, science fiction, and film using ethical frameworks from narrative ethics, feminist ethics, and principlism. Includes cloning, assisted reproduction, prenatal genetic testing pre-symptomatic genetic testing, gene therapies, scientific	3					X			
B H 516/ PHG 522	Ethical Frameworks for PHG (AM) Case-based application of ethical principles in genetic medicine to range of problems arising in genetics practice, policy, research. Examination of traditional problems including eugenics and testing/screening for genetic disease, as well as emerging problems in population and environmental genetics.	2					X			
B H 518/ *FAMED 547 / SOCW587	Spirituality in Medicine (TMSK) Examination of the beliefs, values, meaning, and spirituality of health professionals for the well-being of their patients as well as for themselves	2	30	Sp 14	Sp 18	Sp	course being update d	Sp	Sp	Sp
B H 527 / PHG 527	Research Methods in Bioethics (DB) new joint Sp 2017 Introduces students to research methods in bioethics, ranging from qualitative to quantitative: interviews, focus groups, surveys, and experimental and observational designs. Students write research questions, match research methods to research questions, and conclude with a proposal that uses a social sciences empirical approach to address their research question.	3	30	Sp 9	Sp 8	Sp 14	Sp 6	Sp	Sp	Sp
B H 530 / PHG 542	Genetic Discovery in Medicine & Public Health (WB) Addresses the clinical and societal implications of genetic knowledge, with an emphasis on the ethical and policy issues surrounding the use of genetic technology in medicine and public health from 1900 to the present.	3			W 2		X			
B H 535 / LAWH 503	Med Ethics & Jurisprudence (DD/PK) Examines the relationship between bioethics and law. Reviews the basic concepts of both disciplines; their theoretical and practical connections. Analysis of principle legal cases and	3	15 / 30 total	W 4	W 5	W 3	Sp 15	W	W	W
B H 536	Research Ethics (AM) Explores the ethical foundations, principles and concepts, and U.S. laws related to the conduct of research with human subjects. Required for graduate students in Bioethics and Humanities.	3		Sp 5		Sp 7		Sp		Sp
B H 544	Ethical Implications of Emerging Biotechnology (SMF) parallel w/B H 544 Introduces students to select biotechnology innovations and invites consideration of the ethical and policy implications surrounding their development and potential use.	3	5 / 35 total			W (as 597) 1	W	W	W	W

Course #	Course Name	Credits	Limit	13-14	14-15	15-16	16-17	17-18	18-19	19-20
B H 548 † (all years beg 2017-2018)	Methods in Clinical Ethics (DD) Introduces the history, practice, and research methods in clinical ethics. Case-based examination of methods including principlism, casuistry, narrative methods, virtue ethics.	3	20	A 10		W 12	W 14	Sp		Sp
B H 551 / PHG 551	Human Genomics: Science, Ethics, & Soc (MF) Explores the ethical and social implications of human molecular genetics and genomics investigation. Recent research is critically evaluated for its potential impact on scientific practice, research participation, and societal understandings.	4		A BH=0 PHG=9	A BH=0 PHG=8		X			
B H 552 (all yrs, 2012, 2014, etc)	Advanced Qualitative Methods (HS) Examines and compares phenomenology, discourse analysis, and grounded theory. Reviews the history of ideas and critically reads examples of published articles to appreciate how each method frames questions and produces different analyses.	4	20	W 16		W 13		W		W
B H 556	Social Justice and Health (EB) parallel w/B H 456 Examines the moral grounds for the view that social inequalities in health are unjust, using contemporary literature from moral philosophy and bioethics, case studies, and film. Explores basic questions integral to determinations of social injustice as well as moral constraints on the pursuit of health equity.	5	5 / 30 total	A 3	A 1	A 0	A 5	A	A	A
B H 566 / NSG 526 <i>distance learning</i>	Intro Pall Care (PCTC Certificate) online Introduces fundamental concepts in narrative and person centered communication and interprofessional practice. Presents foundations for learning to apply an interdisciplinary approach to palliative care.	3					A	A	A	A
B H 567 / NSG 527 <i>distance learning</i>	Adv Topics Pall Care (PCTC Certificate) online Interprofessional course presenting advanced concepts in narrative and person centered communication and interprofessional practice.	3					W	W	W	W
B H 568 / NSG 528 <i>distance learning</i>	Pall Care Policy Sys (PCTC Certificate) online Prepares students to integrate team based palliative care into a larger system, introduces community engagement, and palliative care policy issues. Specific content includes building palliative care service, engaging leadership to	3					Sp	Sp	Sp	Sp
B H 574	Justice in Health Care (NSJ) parallel w/B H 474 Examination of the ethical problem of allocating scarce medical resources. Emphasizes fundamental principles of justice that support alternative health policies.	5	5 / 30 total		W 3	W 2	W 1	W	W	W
B H 590 <i>distance learning</i>	Healthcare Ethics: Theory (NSJ) (Advanced Care Training) online Explores ethical theories and shows how they are interpreted and applied in clinical contexts. Examines deontological and teleological approaches, including utilitarianism, kant's ethics, Aristotle's ethics, Rawls's ethics, and feminist ethics. Builds knowledge of ethical theories, skills of ethical argument, and practice using theories in case analysis.	3	<i>open</i>					A	A	A
B H 591 <i>distance learning</i>	Healthcare Ethics: Law (DD/PK) (Advanced Care Training) online Explores legal cases, laws, statutes as well as paradigm ethics cases that inform clinical ethics consultation. Focus on ethical and legal issues that arise for ethics consultants from conception (assisted reproductive technologies) through death (withdrawing life-sustaining treatments). Addresses equity issues inherent in our polarized health care system.	3	<i>open</i>					W	W	W
B H 592 <i>distance learning</i>	Healthcare Ethics: Consultation Methods (GC) (Advanced Care Training) online Explores the methodologies through which students can employ ethical theory in clinical contexts. Coursework investigates ethical approaches, such as Virtue Theory, Feminist Ethics, and Casuistry. Assignments build the skills of communication and ethical analysis used in the clinical setting, such as writing chart notes and facilitating case discussion.	3	<i>open</i>					Sp	Sp	Sp

Course #	Course Name	Credits	Limit	13-14	14-15	15-16	16-17	17-18	18-19	19-20
B H 595 † (alt yrs, 2011, 2013, etc)	Ethics Practicum (WB) Students participate in clinical ethics rounds, case discussions, review of research protocols, or other professional activities related to bioethics.	5	15		Sp 8		Sp 10		Sp	Sp
B H 596	Masters Research Project Research project culminating in a scholarly paper suitable for publication in a peer-reviewed journal.	6		A=6 W=2 Sp=3 Su=1	A=1 W=3 Sp=2 Su=	A=1 W=1 Sp=2 Su=	A=3 W=2 Sp=4 Su=	A= W= Sp= Su=	A= W= Sp= Su=	A= W= Sp= Su=
B H 597	Special Topics in Medical Ethics	1-6		Sp*=8			W*=1			
B H 600	Independent Study or Research	1-12		A=2 W= Sp=1 Su=	A= W= Sp= Su=	A= W= Sp= Su=	A= 1 W= Sp= Su=	A= W= Sp= Su=	A= W= Sp= Su=	A= W= Sp= Su=
		1-15								
		*								

KW/KE: Ethics of Food

Contmp Bioethics:Secular & Jewish Persp

X = dropped

Course #	Course Name	Credits	Limit (combined)	12-13 E/W	13-14 E/W	14-15 E/W	15-16 E/W	16-17 E/W	17-18 E/W	18-19 E/W	19-20 E/W
	<p>E/W: Numbers Enrolled/Numbers Waitlist</p> <p>the moral grounds for the view that social inequalities in health are unjust using contemporary literature from moral philosophy and bioethics, case studies, and film. Explores basic questions integral to determinations of social injustice as well as moral constraints on the pursuit of health equity.</p>	5	BH456-25	11	24	22	30	35			
BH 460	<p>Responsible Conduct of Research (RJ)</p> <p>Explores ethical and policy issues that emerge in the conduct of basic, applied, translational, community-based, and collaborative research. Addresses the ethical debates that arise in the context of planning, implementing, and disseminating research.</p>	3	60 50 for 2011-12	A 6	A 14	A 12	A 10				
B H 474 / PHIL 411	<p>Justice in Health Care (NJ) parallel w/B H 574</p> <p>Examination of the ethical problem of allocating scarce medical resources. Emphasizes the fundamental principles of justice that support alternative health policies.</p>	5	30 B H =25 PHIL=5	W B H=22 PHIL=	W B H=23 PHIL=	W B H=22 PHIL=	W B H=24 PHIL=	W B H =28 PHIL=2	W	W	W
B H 497	Bioethics & Humanities Special Elective	v	25	Sp* 23	W* 16	W* 10			Sp*		
B H 499	Undergraduate Research	v	--	A W Sp Su 1	A 3 W 4 Sp 5 Su	A 2 W 3 Sp 4 Su	A W 5 Sp 1 Su 1	A 1 W Sp Su	A W Sp Su	A W Sp Su	A W Sp Su

*MRM: Critical & Indigenous methodologies

*Smith: Ethics in Env Hlth

*IS: Phil of Psychopathology

*IS: Phil of Psychopathology

FACULTY INFO
Faculty 2
High and Low Rated Courses and Instructors

Group	Course	Instructor	Rank	Students Enrolled	Response Rate	Combined Median	Adjusted Combined Median	CEI	Amount Learned	Paper/Online
Highest Rated Faculty (median ≥ 4.7)										
5.1	B H 548 A	Dudzinski, Denise	Professor	12	91%	4.9	5.1	5.7	5.0	Online
5.0	B H 552 A	Starks, Helene	Assoc Prof	13	92%	4.8	5.0	5.2	4.8	Online
4.9	B H 535 A LAW H 503 A LAW H 503 B	Dudzinski, Denise	Professor	13	61%	4.9	4.9	5.6	4.9	Online
	B H 517 A	Farber, Stuart J	Professor	15	80%	4.9	4.9	3.9	4.9	Paper
	B H 511 A	McCormick, Thomas R	Professor	14	92%	4.9	4.9	3.6	4.7	Paper
4.8	B H 401 A	Berryman, Jack W	Professor	60	43%	4.8	4.8	4.5	4.8	Paper
	B H 509 A	Blacksher, Erika	Assist Prof	21	90%	4.8	4.8	4.4	4.5	Online
	B H 456 A	Blacksher, Erika	Assoc Prof	40	37%	4.7	4.8	4.9	4.6	Online
	B H 556 A									
	B H 456 A	Blacksher, Erika A	Assist Prof	20	55%	4.7	4.8	4.4	4.0	Paper
	B H 548 A	Dudzinski, Denise	Professor	12	83%	4.8	4.8	4.7	4.5	Online
	B H 511 A	McCormick, Thomas	Lecturer	16	93%	4.8	4.8	3.6	4.6	Paper
	B H 552 A	Starks, Helene	Assoc Prof	16	87%	4.9	4.8	5.1	4.8	Paper
	B H 421 A	Woiak, Joanne	Lecturer	27	62%	4.8	4.8	5.1	4.8	Paper
	DIS ST 421 A									
4.7	B H 456 A	Blacksher, Erika	Assist Prof	27	77%	4.6	4.7	4.8	4.4	Paper
	B H 556 A									
	B H 456 A	Blacksher, Erika	Assist Prof	31	67%	4.8	4.7	4.4	4.8	Online
	B H 556 A									
	B H 535 A	Dudzinski, Denise	Professor	15	73%	4.7	4.7	5.0	4.6	Online
	LAW H 503 A									
	LAW H 503 B									
	LAW H 503 C									
	B H 402 B	Jecker, Nancy	Professor	8	75%	4.8	4.7	4.8	4.3	Paper
	B H 502 A									
	B H 497 B	Khaazam-Horovitz, Hadar	Lecturer	13	53%	4.9	4.7	4.8	4.9	Online
	B H 597 B									
	JSIS C 489 A									
	PHIL 301 B									
	B H 535 A	Kuszler, Patricia	Professor	13	53%	4.6	4.7	5.5	4.8	Online
	LAW H 503 A									
	LAW H 503 B									
	B H 536 A	Mastroianni, Anna	Professor	13	100%	4.8	4.7	5.2	4.8	Online
	LAW H 536 A									
	LAW H 536 B									
	B H 497 A	Schellenberg, Ingra	Assist Prof	17	76%	4.7	4.7	4.5	4.6	Paper
	PHIL 401 B									
	B H 497 A	Schellenberg, Ingra	Assist Prof	10	70%	4.9	4.7	5.0	4.9	Online
	B H 421 A	Woiak, Joanne	Lecturer	30	40%	4.8	4.7	4.6	4.6	Online
	DIS ST 421 A									
Lowest Rated Faculty (median < 3.0)										
2.8	B H 201 A	Blacksher, Erika	Assist Prof	29	31%	3.1	2.8	3.7	2.8	Online
Highest Rated TAs (median ≥ 4.7)										
4.8	B H 497 A	Montgomery, Michelle	Other	23	91%	4.9	4.8	5.8	4.9	Paper
Lowest Rated TAs (median < 3.0)										

Group	Course	Instructor	Rank	Students Enrolled	Response Rate	Combined Median	Adjusted Combined Median	CEI	Amount Learned	Paper/ Online
No courses fell into this ratings category.										

Note: Courses are grouped into *Highest Rated* and *Lowest Rated* based on the *Average Adjusted Rating* of the four summative evaluation items (items #1-4) . The scale for *Average Rating*, *Average Adjusted Rating*, and *Amount Learned* is 0 (*Very Poor*) to 5 (*Excellent*). For the *CEI*, it is 1 (*Low*) to 7 (*High*). Courses evaluated using Form J (Studio/Clinical) are not included in this report because the standard summative evaluation items do not appear on this form.

FACULTY INFO
Faculty 2
Department Ratings Summary

	Bioethics & Humanities			School of Medicine			Univ. of Washington, Seattle		
	No of Evaluations	Mean(SD) of Combined Medians	Mean(SD) of Adjusted Combined Medians	No of Evaluations	Mean(SD) of Combined Medians	Mean(SD) of Adjusted Combined Medians	No of Evaluations	Mean(SD) of Combined Medians	Mean(SD) of Adjusted Combined Medians
SUMMATIVE ITEMS:							0 = Very Poor, 5 = Excellent		
Lower level, Faculty	1	3.1 (0.00)	2.8 (0.00)	1	3.1 (0.00)	2.8 (0.00)	6343	4.2 (0.60)	4.3 (0.52)
Lower level, TAs							17672	4.1 (0.62)	4.1 (0.58)
Upper level	32	4.3 (0.55)	4.3 (0.48)	370	4.1 (0.61)	4.2 (0.53)	21279	4.2 (0.64)	4.1 (0.59)
Graduate level	60	4.5 (0.37)	4.4 (0.36)	686	4.2 (0.58)	4.2 (0.55)	18228	4.2 (0.65)	4.2 (0.62)
TOTAL	93	4.4 (0.46)	4.3 (0.44)	1057	4.1 (0.60)	4.2 (0.54)	63522	4.2 (0.64)	4.1 (0.59)
Course as a whole was:							0 = Very Poor, 5 = Excellent		
Lower level, Faculty	1	3.0 (0.00)	2.7 (0.00)	1	3.0 (0.00)	2.7 (0.00)	6342	4.1 (0.61)	4.2 (0.52)
Lower level, TAs							17672	4.0 (0.63)	4.0 (0.59)
Upper level	32	4.3 (0.51)	4.2 (0.45)	370	4.0 (0.62)	4.2 (0.53)	21272	4.1 (0.65)	4.1 (0.60)
Graduate level	60	4.4 (0.40)	4.4 (0.39)	686	4.1 (0.59)	4.1 (0.55)	18226	4.2 (0.68)	4.1 (0.63)
TOTAL	93	4.3 (0.47)	4.3 (0.45)	1057	4.1 (0.60)	4.2 (0.55)	63512	4.1 (0.65)	4.1 (0.60)
Instructor's effectiveness in teaching the subject matter was:							0 = Very Poor, 5 = Excellent		
Lower level, Faculty	1	3.1 (0.00)	2.8 (0.00)	1	3.1 (0.00)	2.8 (0.00)	6230	4.2 (0.70)	4.3 (0.63)
Lower level, TAs							17638	4.1 (0.70)	4.1 (0.66)
Upper level	30	4.3 (0.73)	4.2 (0.67)	368	4.0 (0.69)	4.2 (0.61)	20813	4.2 (0.72)	4.1 (0.67)
Graduate level	60	4.5 (0.38)	4.4 (0.37)	684	4.2 (0.65)	4.2 (0.62)	18009	4.2 (0.72)	4.2 (0.69)
TOTAL	91	4.4 (0.54)	4.3 (0.52)	1053	4.1 (0.67)	4.2 (0.62)	62690	4.2 (0.72)	4.1 (0.67)
Expected grade relative to other courses you have taken:							1 = Much Lower, 7 = Much Higher		
Lower level, Faculty	1	6.0 (0.00)		1	6.0 (0.00)		6275	5.1 (0.72)	
Lower level, TAs							17567	5.1 (0.71)	
Upper level	32	5.1 (0.60)		370	4.4 (0.58)		20727	5.0 (0.70)	
Graduate level	60	4.7 (0.56)		675	4.8 (0.62)		17536	4.9 (0.70)	
TOTAL	93	4.8 (0.60)		1046	4.7 (0.64)		62105	5.0 (0.71)	
Amount of effort to succeed relative to other courses you have taken:							1 = Much Lower, 7 = Much Higher		
Lower level, Faculty	1	4.1 (0.00)		1	4.1 (0.00)		6275	5.2 (0.68)	
Lower level, TAs							17567	5.2 (0.65)	
Upper level	32	4.9 (0.64)		370	5.6 (0.60)		20730	5.3 (0.73)	
Graduate level	60	5.1 (0.73)		675	5.0 (0.78)		17540	5.3 (0.83)	
TOTAL	93	5.0 (0.70)		1046	5.2 (0.78)		62112	5.3 (0.74)	
Hours spent per week per credit including class sessions:									
Lower level, Faculty	1	1.5 (0.00)		1	1.5 (0.00)		5860	1.8 (0.68)	
Lower level, TAs							8193	1.8 (0.76)	
Upper level	31	1.7 (0.29)		213	2.5 (0.67)		17602	2.2 (1.16)	
Graduate level	59	2.1 (0.66)		673	2.4 (1.17)		16875	2.6 (1.60)	
TOTAL	91	2.0 (0.59)		887	2.5 (1.07)		48530	2.2 (1.28)	
Grade expected in this course:							0.00 to 4.00		
Lower level, Faculty	1	4.0 (0.00)		1	4.0 (0.00)		6267	3.5 (0.27)	
Lower level, TAs							17563	3.4 (0.28)	
Upper level	32	3.5 (0.16)		370	3.2 (0.25)		20700	3.5 (0.26)	
Graduate level	58	3.6 (0.29)		671	3.6 (0.32)		17523	3.6 (0.36)	
TOTAL	91	3.6 (0.26)		1042	3.5 (0.35)		62053	3.5 (0.31)	

Notes: Means are calculated over all class level evaluation medians for the specified item and time period. Joint and co-taught course statistics are reported for highest course level and highest instructor rank.

FACULTY INFO
Faculty 2
Department Evaluation List

Instructor	Rank	Term	Course	Credit	Evaluations/ Enrollment	Response Rate	Form	Combined Median	Paper/ Online
Berryman, Jack	Professor	Winter 2015	B H 485 A	3.0	9 / 19	47%	B	3.4	Online
Berryman, Jack	Professor	Spring 2015	B H 483 A	3.0	3 / 16	18%	G	4.8	Online
Berryman, Jack	Professor	Autumn 2014	B H 401 A	3.0	25 / 43	58%	B	4.4	Online
Berryman, Jack	Professor	Autumn 2013	B H 401 A	3.0	32 / 47	68%	B	4.6	Paper
Berryman, Jack	Professor	Spring 2015	B H 481 A	3.0	14 / 38	36%	G	3.9	Online
Berryman, Jack	Professor	Spring 2013	B H 483 A	3.0	19 / 26	73%	A	4.1	Paper
Berryman, Jack	Professor	Spring 2013	B H 481 A	3.0	38 / 54	70%	B	4.3	Paper
Berryman, Jack W	Professor	Autumn 2012	B H 401 A	3.0	26 / 60	43%	B	4.8	Paper
Blacksher, Erika	Assist Prof	Spring 2013	B H 509 A	2.0	7 / 9	77%	A	4.4	Paper
Blacksher, Erika	Assist Prof	Autumn 2015	B H 456 A B H 556 A	5.0	21 / 31	67%	C	4.8	Online
Blacksher, Erika	Assist Prof	Spring 2013	B H 527 A	3.0	9 / 10	90%	A	4.0	Paper
Blacksher, Erika	Assist Prof	Spring 2015	B H 201 A	2.0	9 / 29	31%	A	3.1	Online
Blacksher, Erika	Assist Prof	Spring 2014	B H 527 A	3.0	9 / 9	100%	A	4.6	Paper
Blacksher, Erika	Assist Prof	Autumn 2013	B H 456 A B H 556 A	5.0	21 / 27	77%	A	4.6	Paper
Blacksher, Erika	Assoc Prof	Autumn 2016	B H 456 A B H 556 A	5.0	15 / 40	37%	A	4.7	Online
Blacksher, Erika	Assist Prof	Autumn 2014	B H 456 A B H 556 A	5.0	16 / 22	72%	A	4.9	Online
Blacksher, Erika	Assist Prof	Autumn 2014	B H 509 A	2.0	19 / 21	90%	A	4.8	Online
Blacksher, Erika	Assist Prof	Autumn 2015	B H 509 A	2.0	9 / 17	52%	C	4.3	Online
Blacksher, Erika	Assist Prof	Spring 2014	B H 509 A	2.0	11 / 14	78%	A	3.8	Paper
Blacksher, Erika A	Assist Prof	Autumn 2012	B H 456 A	5.0	11 / 20	55%	A	4.7	Paper
Bowen, Deborah	Professor	Spring 2015	B H 527 A	3.0	5 / 8	62%	A	3.8	Online
Bowen, Deborah	Professor	Spring 2016	B H 527 A	3.0	7 / 14	50%	A	3.8	Online
Burke, Wylie	Professor	Winter 2015	B H 530 A PHG 542 A	3.0	6 / 8	75%	A	4.6	Online
Burke, Wylie	Professor	Spring 2015	B H 595 A		4 / 8	50%	A	3.9	Online
Doorenbos, Ardith	Professor	Winter 2017	B H 567 A NSG 527 A	5.0	11 / 17	64%	C10	4.8	Online
Doyle, Debra	Instructor	Spring 2016	B H 514 A LAW H 504 A PHG 512 A	3.0	5 / 6	83%	A	4.5	Online
Dudzinski, Denise	Professor	Winter 2017	B H 548 A	3.0	11 / 12	91%	A	4.9	Online
Dudzinski, Denise	Professor	Winter 2015	B H 535 A LAW H 503 A LAW H 503 B LAW H 503 C	3.0	11 / 15	73%	A	4.7	Online
Dudzinski, Denise	Professor	Spring 2016	B H 535 B LAW H 503 B	3.0	1 / 3	33%	A	4.0	Online
Dudzinski, Denise	Professor	Spring 2016	B H 535 A LAW H 503 A	3.0	7 / 8	87%	A	4.3	Online
Dudzinski, Denise	Professor	Winter 2013	B H 535 A LAW H 503 A LAW H 503 B	3.0	8 / 13	61%	A	4.9	Online
Dudzinski, Denise	Professor	Winter 2014	B H 535 A B H 535 B B H 535 C LAW H 503 A LAW H 503 B LAW H 503 C	3.0	16 / 17	94%	A	4.2	Online
Dudzinski, Denise	Professor	Winter 2016	B H 548 A	3.0	10 / 12	83%	C	4.8	Online
Dudzinski, Denise	Professor	Autumn 2013	B H 548 A	3.0	9 / 10	90%	A	4.4	Paper
Dudzinski, Denise M	Professor	Winter 2013	B H 535 A	3.0	9 / 4	225%	A	4.8	Paper

Instructor	Rank	Term	Course	Credit	Evaluations/ Enrollment	Response Rate	Form	Combined Median	Paper/ Online
Edwards, Kelly	Other	Winter 2015	B H 514 A LAW H 504 A LAW H 504 B PHG 512 A	3.0	4 / 4	100%	A	4.0	Online
Edwards, Kelly	Other	Winter 2014	B H 514 A LAW H 504 A LAW H 504 B PHG 512 A	3.0	9 / 10	90%	A	4.1	Online
Edwards, Kelly	Other	Winter 2014	B H 554 A	2.0	9 / 9	100%	A	4.6	Paper
Farber, Stuart J	Professor	Winter 2013	B H 517 A	3.0	12 / 15	80%	A	4.9	Paper
Fullerton, Malia	Assoc Prof	Winter 2017	B H 444 A B H 544 A	3.0	20 / 26	76%	A	4.8	Online
Fullerton, Malia	Assoc Prof	Winter 2016	B H 497 A B H 597 A	3.0	21 / 27	77%	A	4.7	Online
Fullerton, Stephanie	Assoc Prof	Autumn 2014	B H 551 A GENOME 573 A PHG 551 A	3.0	7 / 8	87%	A	4.7	Online
James, Rosalina	Assist Prof	Autumn 2014	B H 460 A	3.0	12 / 12	100%	A	4.5	Paper
James, Rosalina	Assist Prof	Autumn 2013	B H 460 A	3.0	11 / 14	78%	A	3.9	Paper
James, Rosalina	Assist Prof	Autumn 2015	B H 460 A	3.0	7 / 10	70%	C	4.6	Online
James, Rosalina	Assist Prof	Autumn 2012	B H 460 A	3.0	5 / 6	83%	A	4.3	Paper
Jecker, Nancy	Professor	Winter 2014	B H 474 A PHIL 411 A	5.0	15 / 26	57%	A	4.1	Paper
Jecker, Nancy	Professor	Autumn 2014	B H 402 B B H 502 A PHIL 412 B	5.0	11 / 21	52%	A	3.4	Online
Jecker, Nancy	Professor	Winter 2015	B H 474 A B H 574 A PHIL 411 A	5.0	14 / 27	51%	A	4.5	Online
Jecker, Nancy	Professor	Spring 2013	B H 420 A	3.0	15 / 19	78%	A	4.8	Paper
Jecker, Nancy	Professor	Spring 2016	B H 420 A	3.0	4 / 17	23%	A	4.2	Online
Jecker, Nancy	Professor	Spring 2016	B H 311 A	3.0	48 / 159	30%	B	3.0	Online
Jecker, Nancy	Professor	Autumn 2016	B H 402 B B H 502 A PHIL 412 B	5.0	17 / 29	58%	A	3.6	Online
Jecker, Nancy	Professor	Spring 2014	B H 411 A	3.0	69 / 111	62%	B	3.6	Online
Jecker, Nancy	Professor	Winter 2017	B H 474 A B H 574 A PHIL 411 A	5.0	12 / 30	40%	A	4.6	Online
Jecker, Nancy	Professor	Spring 2015	B H 311 A	3.0	49 / 127	38%	B	2.8	Online
Jecker, Nancy	Professor	Winter 2016	B H 474 A B H 574 A PHIL 411 A	5.0	13 / 27	48%	C	4.3	Online
Jecker, Nancy	Professor	Spring 2015	B H 420 A	3.0	7 / 19	36%	C	4.6	Online
Jecker, Nancy	Professor	Spring 2013	B H 411 A	3.0	38 / 80	47%	B	3.7	Paper
Jecker, Nancy	Professor	Autumn 2015	B H 402 B B H 502 A PHIL 412 B	5.0	11 / 26	42%	A	3.9	Online
Jecker, Nancy	Professor	Autumn 2013	B H 402 B B H 502 A	5.0	6 / 8	75%	A	4.8	Paper
Jecker, Nancy	Professor	Spring 2014	B H 420 A	3.0	13 / 17	76%	A	4.7	Online
Jecker, Nancy As	Professor	Autumn 2012	B H 402 B	5.0	15 / 25	60%	A	4.6	Paper
Jecker, Nancy As	Professor	Winter 2013	B H 474 A	5.0	22 / 22	100%	A	4.6	Paper
Khaazam-Horovitz, Hadar	Lecturer	Winter 2017	B H 497 B B H 597 B JSIS C 489 A PHIL 301 B	3.0	7 / 13	53%	A	4.9	Online
King, Stephen	Assist Prof	Spring 2013	B H 518 A	2.0	11 / 13	84%	A	4.7	Paper
King, Stephen	Assist Prof	Spring 2015	B H 518 A FAMED 547 A	2.0	17 / 21	80%	A	4.5	Online
King, Stephen	Assist Prof	Spring 2014	B H 518 A FAMED 547 A	2.0	12 / 14	85%	A	4.7	Paper

Instructor	Rank	Term	Course	Credit	Evaluations/ Enrollment	Response Rate	Form	Combined Median	Paper/ Online
Kuszler, Patricia	Professor	Winter 2015	B H 535 A LAW H 503 A LAW H 503 B LAW H 503 C	3.0	10 / 15	66%	A	4.5	Online
Kuszler, Patricia	Professor	Spring 2016	B H 535 A LAW H 503 A	3.0	7 / 8	87%	A	4.2	Online
Kuszler, Patricia	Professor	Winter 2014	B H 535 A B H 535 B B H 535 C LAW H 503 A LAW H 503 B LAW H 503 C	3.0	14 / 17	82%	A	4.0	Online
Kuszler, Patricia	Professor	Spring 2016	B H 535 C LAW H 503 C	3.0	0 / 0		A		Online
Kuszler, Patricia	Professor	Spring 2016	B H 535 B LAW H 503 B	3.0	1 / 3	33%	A	4.0	Online
Kuszler, Patricia	Professor	Spring 2016	B H 535 D LAW H 503 D	3.0	0 / 0		A		Online
Kuszler, Patricia	Professor	Winter 2013	B H 535 A LAW H 503 A LAW H 503 B	3.0	7 / 13	53%	A	4.6	Online
Mastroianni, Anna	Professor	Spring 2014	B H 536 A LAW H 536 A LAW H 536 B	3.0	10 / 11	90%	A	4.4	Online
Mastroianni, Anna	Professor	Spring 2016	B H 536 A LAW H 536 A LAW H 536 B	3.0	13 / 13	100%	A	4.8	Online
McCormick, Thomas	Lecturer	Autumn 2013	B H 511 A	2.0	15 / 16	93%	A	4.8	Paper
McCormick, Thomas	Lecturer	Autumn 2013	B H 512 A	2.0	5 / 6	83%	A	4.2	Paper
McCormick, Thomas R	Professor	Autumn 2012	B H 511 A	2.0	13 / 14	92%	A	4.9	Paper
McCormick, Thomas R	Professor	Autumn 2012	B H 512 A	2.0	4 / 7	57%	A	4.5	Paper
Montgomery, Michelle	Other	Spring 2013	B H 497 A		21 / 23	91%	A	4.9	Paper
Rivin, Beth	Assoc Prof	Autumn 2013	B H 553 A G H 590 F LAW H 511 A LAW H 511 B	3.0	9 / 9	100%	A	4.3	Online
Rivin, Beth	Assoc Prof	Autumn 2012	B H 553 A LAW H 511 A LAW H 511 B	3.0	10 / 12	83%	A	4.4	Online
Schellenberg, Ingra	Assist Prof	Winter 2014	B H 497 A PHIL 401 B	5.0	13 / 17	76%	A	4.7	Paper
Schellenberg, Ingra	Assist Prof	Winter 2015	B H 497 A	5.0	7 / 10	70%	A	4.9	Online
Schellenberg, Ingra R	Assist Prof	Winter 2013	B H 440 A	5.0	10 / 5	200%	A	4.7	Paper
Starks, Helene	Assoc Prof	Winter 2016	B H 552 A	4.0	12 / 13	92%	A	4.8	Online
Starks, Helene	Assoc Prof	Winter 2014	B H 552 A	4.0	14 / 16	87%	A	4.9	Paper
Webster, Laura	Other	Winter 2015	B H 554 A	2.0	9 / 11	81%	A	4.7	Online
West, Kathleen	Other	Spring 2014	B H 597 A	3.0	7 / 8	87%	A	4.7	Paper
Woiak, Joanne	Lecturer	Spring 2016	B H 421 A DIS ST 421 A	5.0	12 / 30	40%	A	4.8	Online
Woiak, Joanne	Lecturer	Spring 2014	B H 421 A DIS ST 421 A	5.0	17 / 27	62%	A	4.8	Paper
Woiak, Joanne	Lecturer	Spring 2013	B H 421 A DIS ST 421 A	5.0	18 / 26	69%	A	4.3	Paper
Woiak, Joanne	Lecturer	Spring 2015	B H 421 A DIS ST 421 A	5.0	20 / 24	83%	A	4.9	Online

FACULTY SCHOLARSHIP

- **Blacksher**
I am a population health ethicist whose studies examine the ethical and policy dimensions of social determinants and social inequalities in health. I conduct both normative and empiric research. My normative work addresses topics such as the health responsibility debate, the demands of social justice in public health and health policy, and social values as determinants of population health policy. My empiric work examines participatory and deliberative approaches to engaging minority and underrepresented voices in the health arena.
- **Bowen**
I design and conduct research projects in health behavior change and health promotion, using a variety of methods and approaches. I have extensive networks of colleagues in the Schools of Medicine and Public Health, and together with these colleagues design research projects to meet the needs of UW patients and families, and communities served by UW region.
- **Burke**
My research focuses on the ethical and policy implications of the use of genomics in research, public health and health care. My scholarship includes both conceptual and empiric work. I currently serve as dual PI for a university-tribal research consortium that investigates genetic contributors to drug response, acceptability of this testing approach in tribal health systems, and factors contributing to clinical utility. I also participate in research investigating community views about genetic testing for kidney disease risk; physicians' views about the clinical utility of genome sequencing; and family communication about genetic risk.
- **Campelia**
My general research focuses on the intersection between healthcare and moral theory, particularly feminist ethics and virtue ethics. I investigate clinical practice through philosophical concepts (such as relational autonomy, epistemic justice and empathy) and with an eye towards underrepresented patient populations (e.g. patients who are female, transgender or gender nonconforming, pregnant, etc).
- **Dudzinski**
I focus on normative and conceptual analysis related to clinical and organizational ethical issues. The issues I analyze are usually drawn from my clinical and policy work. Areas of interest include mechanical circulatory support, ethical issues in palliative care, improving ethics consultation practice, moral distress, large scale adverse events, surgical and transplant ethics, just allocation of healthcare resources.
- **Edwards**
My work has focused on ethics of partnerships and collaborations and ethics of our learning environments and research training. In research ethics projects, I am interested in policies and practices that foster trustworthiness, campus-community partnerships, and cross-sector partnerships to enhance research translation and relevance. In my education programming and mentorship, I emphasize responsibility of researchers to engage with publics and communicate with and about their work to broad audiences. Threads of social and environmental justice run throughout my funded work and teaching.
- **Fullerton**
My work focuses on research ethics concerns as they relate to the just development and implementation of emerging biotechnologies, with a particular focus on genomic research and precision medicine. Some of my research has focused on participant perspectives on informed consent, data-sharing, secondary use, and result return. More recently I have become interested in exploring the implications for patient safety of rapid (and possibly premature) implementation of genomic testing in diverse clinical contexts.

FACULTY SCHOLARSHIP

- **Gallagher**
My research focuses on the interfaces between healthcare quality, communication, and accountability. Much of my early research focused on how to respond to patients when there had been an adverse event or error in their care. More recently, my scholarship has centered around Communication and Resolution Programs, institutional initiatives that seek to prevent and respond to adverse events more effectively. I also am exploring how regulators such as state boards of medicine can enhance the quality of healthcare, and related issues such as how the profession should respond to aging physicians. Lastly, I continue to study the relationship between patient safety and genomic medicine.
- **Jecker**
I am a philosopher who conducts primarily normative and conceptual research and scholarship related to justice and the allocation of scarce healthcare resources; withholding and withdrawing medical treatment, and ethical theory. My specific research interests include patient selection for scarce healthcare resources and experimental therapies; population aging and its impact on healthcare systems globally; medical futility; theories of justice between age groups; and obligations to future generations in the context of new technological advancements. I am currently working on a book on aging and ethics, which includes theoretical, conceptual, and normative analysis; recommends health policy and clinical guidelines; and incorporates cross-cultural perspectives.
- **Starks**
I use a mix of qualitative, quantitative and normative methods to examine issues related to improving communication and service delivery for seriously ill and dying patients and their families. My early research focused on developing and evaluating tools to support communication around advance care planning and developing trainings to help clinicians have better conversations with their patients around their values and preferences for treatment at the end of life. I also have an interest in how interprofessional teams work together to deliver palliative care services. A current focus of my work is at the health system level with respect to developing quality measurement and reporting tools to assess outcomes from palliative care consultation services across all health care settings, from the home to the hospital.

III. Primary Academic Program Information

A. Master Program Information

Grad 1. Curriculum

Grad 2. Enrollment and Diversity

Grad 3. MA Exit Survey Results

Grad 4. Post-MA Job Placement

Grad 5. Student Publications (Pre and Post-Graduation)

Grad 6. Awards and Honors

B. Undergraduate Minor Information

Minor 1. Minor Planning Worksheet

Minor 2. Minor enrollment / diversity/GPA

Minor 3. Minor Survey Results

Minor 4. BH Student Survey (new for 2017)

Minor 5. Minor Awards and Honors

Minor 6. Undergraduate IS Projects

MA in Bioethics

University of Washington, School of Medicine, Department of Bioethics & Humanities

Director of Graduate Studies: Nancy S. Jecker, PhD direktor@uw.edu

Graduate Program Advisor: Margaret Mitchell gradprog@uw.edu

Overall goal for the MA: Our flexible 2-year, in-residence program provides students with the foundational knowledge, skills and experience to enrich their careers and strengthen their competency in bioethics. The program offers training in research and clinical aspects of bioethics, as well as empirical and normative methods of analysis. Students have the opportunity to study with faculty from the University of Washington, the Treuman Katz Pediatric Bioethics Center and the Seattle Veteran's Health Administration. The program helps prepare students to teach, publish and conduct research that incorporates bioethical analysis. Opportunities for tailored training on a topic of interest are available through elective courses, mentored research, and practicum experiences. All students complete an in-depth intensive writing project (the MA Project) under the close supervision of a BH faculty member.

Target Audience: Practicing clinicians, biomedical scientists, health lawyers, post-doctoral fellows, and physicians accepted into a University of Washington [Clinical Fellowship Program](#) or the [Treuman Katz Pediatric Bioethics Fellowship Program](#) as well as students applying to or currently enrolled in professional degree programs at the University of Washington (i.e. [Law](#), [Nursing](#), [Social Work](#), or [Medicine](#)). Candidates should possess strong writing, critical thinking and verbal communication skills. Many applicants plan to pursue a career in academic medicine with a focus in bioethics.

Course Requirements: Completion of the MA in Bioethics requires a minimum of **40** credits, at least **29** of which must be at the 500-level. Students are required to complete **25** credits of BH (or approved) courses and an additional **6** credits of elective courses, **3** credits of a practicum and **6** credits of a masters project. Most students take additional electives to further develop their area of specialty knowledge and interest, with guidance from faculty mentor(s). **This curriculum is designed as a 2-year, in-residence program of study.** Applications are received annually on January 15.

Core Course Work and required credits in area	Required Course(s), Credits	Electives/other options	Core Competencies	Faculty
Ethical Theory: 10 Ethical Theory	BH 502 (5), Ethical Theory (A) AND 5 additional credits from the list of electives	BH 574/PHIL 411 (5) Justice in Healthcare 556 (5) Justice and Health (A) BH 556 (3) Social Justice & Health BH 404 (5) Metaethical Theory VALUES 511 (5) Ethics Matters VALUES 512 (5) Justice Matters	Students gain an understanding of major theories of normative ethics, including both teleological and deontological approaches. Coursework emphasizes Western philosophy during the modern (post-enlightenment) period, with critiques from feminist and multicultural literature.	Jecker, Blacksher, Philosophy faculty

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Empirical Research Methods: 6

Empirical Research in Ethics

BH 527 (3) (S),
AND 3 additional
credits from the list
of electives

BH 552 (4) Advanced Qualitative
Methods
HSERV 521 (3) HSERV 521
Qualitative Methods in Health
Services Research
HSERV 527 (4) Survey Research
Methods (S)
BIOSTAT 511/512/513 (4) Medical
Biometry
BIOSTAT 517/518 (4) Applied
Biostatistics
EPI 512/513 (4) Epidemiologic
Methods
HSERV 523/524 (4) Adv HS
Research Methods
HSERV 590L (3) Intro to Qualitative
Methods
NMETH 582/583 (4) Interpretive
Methods in Nursing Research
Others as approved

Students are exposed to a range of methods
utilized in empirical research specifically targeting
questions of ethics, including surveys, interviews,
focus groups, and document analysis.
Coursework emphasizes how to ask a good
research question, how to work with conceptual
frameworks within empirical projects and how
empirical methods inform normative questions

Bowen, Starks, Edwards,
Fullerton, PHG faculty,
SPHCM faculty

Clinical Ethics Topics: 6

Methods in Clinical
Ethics

BH 548 (3)
Introduction to
Clinical Ethics
AND
BH 535 (3) Medical
Ethics and
Jurisprudence

Students learn to recognize and apply utilitarian,
deontological, feminist, virtue, casuistic and other
ethical reasoning in clinical cases and enhance
ethics consultation skills. Students study paradigm
cases that have shaped clinical ethics and
examine the relationship between classic and
contemporary cases. Laws, policies, and
organizational issues that pertain to routine ethics
consultations are addressed. Students articulate
and substantiate arguments used in clinical ethics
settings.

Dudzinski, Kuszler

MA in Bioethics

University of Washington, School of Medicine, Department of Bioethics & Humanities

Director of Graduate Studies: Nancy S. Jecker, PhD direktor@uw.edu

Graduate Program Advisor: Margaret Mitchell gradprog@uw.edu

Research Ethics: 3

Research Ethics & Regulation	BH 536/LAW H 536 (3) Research Ethics	BH 597 (1+) Applied Research Ethics (Special Topics)	Students are introduced to research ethics paradigms and regulations. Coursework includes case analyses, classic cases in research ethics and special topics (e.g., genetics, research with vulnerable populations, emergency research).	Mastroianni, Starks, Burke, Edwards, Fullerton
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Master's Project: 6

	BH 596 (6)		The Master's Project consists of a 20-25 page research paper prepared under the direct supervision of a faculty member (Master's Project Advisor). It provides students an intensive writing experience that culminates in a publishable paper. The final product aims to make an original contribution to the bioethics literature.	BH, Philosophy, PHG, LAW, Treuman Katz Pediatric Bioethics Center, Fellowship
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Practicum: 3

	BH 595 (3)		The practicum offers experiential learning in clinical, research, and professional ethics. The practicum supplements formal coursework by helping students better appreciate how ethical deliberation, teaching, consultation and/or research skills are applied in clinical, classroom &/or research contexts.	Burke, other BH regular, adjunct & affiliate faculty.
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Required & Other Electives: 6+

Health Policy:
HSERV 514 (3) US Health & HC:
Health Policy Research
HSERV 552 (1-3) Health Policy
Development
Health Law:
HSERV 551/LAWH 512 (2) Health
Law
Others as approved

Enrollment and Time-to-Degree

MA Bioethics (tuition-based, 2-year, in-residence program)

Enrollment	Time to degree
2009: 7 applied/1 one year deferred start; 4 accepted	2 @ 2 years/ 2 @2 years 1 qtr, Deferred start withdrew before starting the program
2010: 2 applied/2 accepted	1 @ 2 years; 1 @ 2 years 1 qtr
2011: 7 applied/5 accepted	3 @ 2 years; 2 @ 2 years 1 qtr
2012: 9 applied/5 accepted	4 @ 2 years; 1 @ 2 years 1 qtr
2013: 4 applied/2 accepted	1 @ 2 years 1 qtr; 1 at 2 years 2 qtrs
2014: 4 applied/3 accepted	1 withdrew after 1 year; 1 on leave after 1 year with plans to return to complete; 1 @ 1 year 2 qtrs
2015: 6 applied/4 accepted	4 on track @ 2 years; 1 on track for 2 years 1 qtr
2016: 10 applied/6 accepted	6 anticipated @ 2 years
2017: 4 applied/2 accepted	2 anticipated @ 2 years

Diversity

MA Bioethics students 2009-2016 entry, $n=29$ (excludes 2 students who withdrew and 1 student on-leave)

GENDER	ETHNICITY	VETERAN STATUS
F-23 M=6	African American = 1 American Indian = 1 Caucasian = 23 Hawaiian/Pacific Islander = 0 Hispanic = 1 Multi = 1 Not Indicated = 1	Active Duty = 2

MA EXIT SURVEY

(2009-2016)

Core Courses:	• B H 536 –4.1-4.3 range
• B H 502 – 3.9-4.2 range	• B H 548 –4.1 range
• B H 527 –3.9 range	• B H 595 (practicum) –4.2-4.5 range
• B H 535–4.3-4.5 range	• B H 596 (MP) –4.2-4.5 range
Scale 5/Excellent, 4/Very Good, 3/Good, 2/Fair, 1/Poor (N=15)	

In general, the MA program staff

Responded to me in a timely manner	Was able to answer my questions	Provided me with resources	Offered helpful guidance for courses
4.9	4.9	5.0	4.9

In general, graduate program directors (14 students responded)

Were available to meet on a timely basis	Were able to answer my questions	Provided me with resources	Offered helpful guidance on courses, MA project, and/or possible mentors/advisors
4.9	4.9	4.7	4.7

In general, my master's project advisor: (13 students responded)

Was available to meet on a timely basis	Was able to answer my questions	Provided me with resources	Was a good fit with me/my interests/needs	Offered helpful feedback on drafts	Provided timely feedback on drafts
4.8	4.8	4.8	4.7	4.9	4.9

The students were asked rate how well the following resources met their needs:

MA Program web site	3.9
UW Graduate School web site	3.5
Other (specify)	4.2

Job searches:

How much was ethics a part of the job description/ what the employer was looking for?	1.8
How much do you think the MA contributed to your competitiveness for the position?	2.6

4=Very much, 3=Some, 2=Little bit, 1=Not at all

Overall Evaluation:

Overall, the MA Program was:	4.4
Overall, the MA program complemented/accommodated my other academic and employment activities (fellowship, job, etc.)?	4.8

5=Excellent, 4=Very Good, 3=Good, 2=Fair, 1=Poor; (n=15)

COMMENTS:

Program's greatest strengths:

- Well rounded exposure to foundations of bioethics
- Identifying the framework used in complex decisions
- The program is excellent in accommodating professionals and helping them apply training and knowledge in bioethics to their field, The program is challenging yet extremely supportive
- Well roundedness, and depth with which we were educated in the various areas
- combination of introduction to ethical theory, courses aimed at developing consultation skills and conducting research. You end up well rounded.

Program's greatest strengths:

- The faculty
- Great instructors, Nice array of courses that are required and flexibility for students to access the kinds of courses they are interested in
- Variety of things to learn, flexibility, ability to be tailored to students, usefulness of core competences and clarity of requirements
- Academic rigor and full support of MA faculty
- Highly motivated, intelligent and kind program directors and graduate program coordinator
- Identifying the framework used in complex decisions

Recommend the program to colleagues? Why or why not?

- Yes
- Yes, depending on their interests
- Yes, I have recommended this program to my colleagues as it strengthens our ability to do our job and expands our expertise
- Would depend upon their career goals
- Yes, I would recommend the program to my colleagues, I think the program provides great training in how to analyze and resolve ethical dilemmas using a systematic approach, I feel that my work as a professional has improved in many ways based on the knowledge I gained in this program
- Absolutely, very comprehensive, useful, and interesting.
- absolutely-i enjoyed this program and learned much more than i ever expected to. it was truly excellent
- Absolutely.
- Yes. great support from faculty, interesting course work, highly valuable
- Yes because I think it was valuable and would be appropriate for many learners.
- Yes. It has a small number of students per year and you get to know and trust one another
- I would
- I would warn that it's still a lot of work, despite the fact that it's far fewer credits than a lot of the other MAs that folks in my position undertake
- It was so great to be involved in a community so different from the one in which I spent the majority of my time, and that experience has added depth to interactions I have with my new colleagues. And having a dedicated education in bioethics/clinical ethics seems to have made me unique in the clinical ethics realm; whether it's because the knowledge base I've gained is itself respected or whether it's because it shows a real dedication to the field to pursue two years' worth of education, I'm not sure, but it seems to have given me some right- off-the-bat credibility.
- No-- the lack of classes available just to MA students or students with the appropriate prerequisites limited the quality of the coursework, I would recommend they go to the UChicago

POST-MA JOB PLACEMENT

- **Tracy Brazg, PhD, MPH, MA**, Assistant Director, Education & Community Partnerships for the UW Center for Health Sciences Interprofessional Education, Research and Practice
- **Crystal Brown, MD, MA**, Pulmonary & Critical Care Medicine Fellow
- **Jonna Clark, MD, MA**, Associate Professor, Division of Pediatric Critical Care Medicine; Assistant Professor, Division of Bioethics; Department of Pediatrics, University of Washington School of Medicine (teaching & scholarship in bioethics)
- **Wendy Cook, RN, MA, PhD Nursing**, U.S. Navy Service Member, Affiliate Assistant Professor, Biobehavioral Nursing and Health Informatics, UW School of Nursing
- **Jessica DeBord, DDS, MSD, MA**, Associate Director, Yakima Pediatric Dental Residency at NYU Lutheran (Children's Village, Yakima)
- **Danae Dotolo, MA, PhC Social Work**- Research Coordinator, Pulmonary and Critical Care Medicine, UW
- **Cara Friang, RN, MA**, Registered Nurse, Diagnostic Proc Supp, Harborview Medical Center
- **Katherine Gentry, MD, MA**, Assistant Professor; Department of Anesthesia, Division of Bioethics; Department of Pediatrics UW/SCH
- **Gino Gianola, MA**, Faculty, MEDEX Northwest, UW
- **Dana Gold, MA**, Research Coordinator, Cardiology, UW
- **Jennifer Guon, JD, MA**, Compliance and Privacy Officer, Kaiser Permanente, Greater Los Angeles Area, CA
- **Max Hunter, PhD, MA, Med**, Assistant Professor, Biology, Director of PPHS, Seattle Pacific University
- **Ariana Kaci, MA**, Regulatory Specialist, Research Coordinator, ITHS, Dean of Medicine, UW
- **Jennifer Kett, MD, MA**, Palliative Care, Mary Bridge Children's Hospital
- **Michelle Montgomery, PhD, MA** - Assistant Professor, American Indian Studies (Ethnic, Gender and Labor Studies) UW Tacoma
- **Mitzi Murray, MD, MA, FACMG**, Clinical Assistant Professor; Assistant Director, Collagen Diagnostic Laboratory
- **Jessica Turnbull, MD, MA**, Assistant Professor of Pediatrics, Critical Care Medicine, Vanderbilt; faculty in Center for Biomedical Ethics & Society
- **Laura Evans Webster, RN, MA**, Clinical Ethicist, area hospitals, ICU/ED Registered Nurse, Harborview Medical Center, City of Seattle, PHD student, Loyola University (online program)
- **Aaron Wightman, MD, MA**, Assistant Professor, Division of Nephrology; Assistant Professor, Division of Bioethics; Department of Pediatrics UW/SCH TK Pediatric Bioethics

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MA STUDENT PUBLICATIONS

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Webster LB, Shirley JL. Lost in translation: the complexity of a previously expressed wish when prognosis is uncertain. *Am J Bioeth.* 2014;14(7):53-5. doi: 10.1080/15265161.2014.921472. No abstract available. PMID: 24978418 [PubMed - indexed for MEDLINE]

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Wightman A, Young B, Bradford M, Dick A, Healey P, McDonald R, Smith J. Prevalence and outcomes of renal transplantation in children with intellectual disability. *Pediatr Transplant.* 2014 Nov;18(7):714-9. doi: 10.1111/petr.12339. PMID: 25135680 [PubMed - indexed for MEDLINE] Free PMC Article

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MA STUDENT PUBLICATIONS

Wightman AG, Oron AP, Symons JM, Flynn JT. Pediatric nephrologists' beliefs regarding randomized controlled trials. *J Investig Med.* 2014 Jan;62(1):84-7. doi: 10.2310/JIM.0000000000000019. Erratum in: *J Investig Med.* 2015 Oct;63(7):886. PMID: 24379023 [PubMed - indexed for MEDLINE] Free PMC Article

Awards and Noteworthy Activities:

- **Wendy Cook** was invited to present at the UW Scholars Studio: "Racial Disparities in Swimming and Drowning: History Matters". Presented November 20, 2014 at the Scholars' Studio at the UW Research Commons.
- **Danae Detolo** was selected as one of six 2016-2017 UW Magnusson Scholars!
A quote from her Scholar profile states "Danae is uniquely poised to undertake this work. Her background in research, her understanding of the health care system, and her interest in deeply theorizing her work all demonstrate her capacity to be one of the important social welfare scholars of the next generation." Direct link to the full article: <http://depts.washington.edu/uwhsa/magnuson-scholarship/2016-2017-magnuson-scholars-announced/>
- **Jessie Turnbull** was featured in the UW Medicine Connections newsletter highlighting members of the Class of 2013.
Profile <http://engage.washington.edu/site/PageNavigator/Advancement/AlumniConnection/May2013Connection.html>
- **Max Hunter** was awarded the Gordon C. Lee Outstanding Dissertation Award for 2013 by the UW College of Education on June 15. The Gordon C. Lee Dissertation Award is given in recognition of the best dissertation from the College of Education in a given year. Dr. Hunter's dissertation is entitled "Ambivalence in literacy narratives of black males: grounds for rethinking pedagogy" (2011, University of Washington).

Faculty appointments in bioethics departments

- **Jonna Clark, MD, MA**, Assistant Professor, Division of Pediatric Critical Care Medicine; Assistant Professor, Division of Bioethics; Department of Pediatrics, University of Washington School of Medicine (teaching & scholarship in bioethics)
- **Wendy Cook, PhD, MA**, Affiliate Assistant Professor, Biobehavioral Nursing and Health Informatics
- **Jessica Turnbull, MD, MA**, Assistant Professor of Pediatrics, Critical Care Medicine, Vanderbilt; faculty in Center for Biomedical Ethics & Society
- **Aaron Wightman, MD, MA**, Assistant Professor, Division of Nephrology; Assistant Professor, Division of Bioethics; Department of Pediatrics UW/SCH TK Pediatric Bioethics

Leadership of ethics consultation services

- **Laura Evans Webster, RN, MA**, Clinical Ethicist, various area hospitals, ICU/ED Registered Nurse, Harborview Medical Center

Service on National Clinical & Academic Boards:

- American Society for Bioethics & Humanities (ASBH) Board of Directors (**Wendy Cook**), Member, Ethics Committee for the United Network for Organ Sharing (UNOS) (**Jonna Clark**)

Treuman Katz Pediatric Bioethics Fellows & MA Students

- Tracy Brazg
- Daniel Benedetti
- Emily Berkman
- Jonna Clark
- Kate Gentry
- Jennifer Guon
- Jessica Jeavons
- Jennifer Kett
- Kristi Klee
- Leah Kroon
- Jeanne Krick
- Mitzi Murray
- Tyler Tate
- Jessica Turnbull
- Aaron Wightman

MINOR IN BIOETHICS

UNIVERSITY OF WASHINGTON | SCHOOL OF MEDICINE | DEPT OF BIOETHICS & HUMANITIES

A204 Health Sciences Bldg. | Box 357120 | 206.221.6548

<http://depts.washington.edu/bhdept/acapro/minor.html>

Director of Undergraduate Studies: Erika Blacksher, PhD, eb2010@uw.edu

Advisor: bhadvice@uw.edu



The Minor in Bioethics is designed for students aspiring toward careers in the health sciences and the health professions. The program is the only undergraduate minor available for students in the School of Medicine, and is one of the oldest programs of its kind in the United States. The curriculum for the Minor in Bioethics addresses ethical issues in health care, health policy, public health and the conduct of health sciences research; introduces ethical theories and methods of ethics analysis; and instills an appreciation of social and cultural issues that frame bioethical concerns. Course formats vary from small seminars that afford opportunities for peer learning to larger lecture-driven courses. The curriculum is taught by faculty from diverse disciplinary backgrounds who are experts in their respective fields.

REQUIREMENTS: (see page four for a table format)

25 credits bioethics-related courses (18 of which must be BH prefix) with a minimum 2.0 required in each course counted toward the minor

Courses must be distributed as follows with a 2.0 grade minimum required in each course counted toward the minor:

1. 18 BH credits
2. 7 additional credits, either selected from the approved electives list or accepted by the Director of Undergraduate Studies (see [worksheet below](#))

STUDENTS MUST DECLARE A MAJOR and complete a minimum of 45 credits before declaring a minor. Students must have their major advisor sign-off on the minor declaration (*complete change-of-major/minor form, available at the Advising Office, Schmitz Hall, Rm. 225; the Undergraduate Advising Center, 171 Mary Gates Hall; and online at http://depts.washington.edu/bhdept/acapro/BH_Minor_Declaration_UoW1827.pdf*)

Students are advised to plan ahead and work with the BH Education Programs Specialist to ensure completion of all requirements for the minor. *We are happy to work with students.* Most students require at least two years and up to three years to complete the minor, as

some courses are offered only once per year or only during alternate years. The recommended pathway is to allow three years, beginning with 200-300 level courses during the freshman and/or sophomore year. Junior standing is required to enroll in most 400-level courses.

In addition to BH courses, there is an extensive list of electives. However, students who discover a course related to bioethics not listed as an approved elected, are encouraged to request it be considered and approved by submitting their request along with a copy of the course syllabus to the Undergraduate Minor Director, who evaluates requests as possible exceptions and additions to the list of approved electives. For additional assistance, contact the BH Education Programs Specialist at bhadvise@uw.edu.

Department of Bioethics and Humanities courses and related information are listed under the School of Medicine in the UW Time Schedule and UW General Catalog; information and links are available on the department website at <http://depts.washington.edu/bhdept/acapro/minor.html>

A listing of departmental courses offered each quarter is available prior to registration. This information can be accessed in-person at the BH Department (Health Sciences A204); by email (bhadvise@uw.edu); or online at the BH Department website (<http://depts.washington.edu/bhdept/acapro/minor.html>).

For access to ongoing information about the BH minor, students are encouraged to subscribe to the B H minors listerv at http://mailman.u.washington.edu/mailman/listinfo/bh_minor

Independent Study:

Students interested in independent study (IS) have the option of requesting an opportunity to complete an independent study project under the sponsorship of a BH faculty sponsor (BH 499). IS enables students to investigate areas of intellectual interest that are substantially distinct from existing courses and/or to pursue modes of inquiry that are more intensive, specialized or innovative than those encountered in conventional course work. BH undergraduate research is open only to juniors and seniors and may not exceed 3 credits. Before requesting IS, a student should have a well thought out project in mind on a particular topic of interest. Due to limited faculty availability for independent study, we encourage completing requirements for the minor by enrolling in regularly listed course offerings.

The IS option requires a contract between the student and faculty sponsor that specifies a detailed program of reading and research, or a distinct project with a plan for meetings, papers and projects agreed upon at the outset. Students and faculty must complete the **BH499 Independent Study form** and provide a copy to the BH Education Programs Specialist.

Students wishing to enroll in B H 499 are required to complete the following steps.

1. Discuss the project with a faculty member of your choice or select a faculty member in cooperation with the B H Education Programs Specialist. If the faculty member agrees to serve as a sponsor, agree on the number of conferences required, whether the project will involve one large paper, several essays, annotated bibliography, etc.
2. Complete the application describing study format and specific deliverables and have the faculty sponsor sign it. If you do not yet have a sponsor, the B H Education Programs Specialist will route your application to appropriate faculty who may be able to supervise your IS project.
3. Enter into the IS contract with your faculty sponsor, who will then notify the B H Education Programs Specialist that you are approved to register you for B H 499 credits.

CREDITS AND TIME COMMITMENT

How much time do you have for an independent research study?

For a typical research paper, for example, it might be expected that the student will write 5 typed, double-spaced pages per credit. This is only an example—final requirements must be agreed upon with the faculty mentor.

In accordance with UW general standards, IS students are expected to participate in 3 hours of research activities per credit per week. This means that a 3-credit independent research study will involve 9 hours of research each week in addition to scheduled meetings with a faculty sponsor.

Student Checklist: Bioethics & Humanities Minor in Bioethics

BIOETHICS & HUMANITIES (B H prefix) courses to total 18 credits:

Checklist (Circle the course you are counting toward B H course requirement)

2	B H 201	Topics in Bioethics and Humanities (2)
3	B H 311	Ethical Issues in Modern Medicine (3)
5	B H 402 / PHIL 412	Ethical Theory (5)
3	B H 420	Philosophical Problems in Bioethics (3)
5	B H 421/Dist ST 421	History of Eugenics (5)
3	B H 444	Ethical Implications of Emerging Biotechnology (3)
5	B H 456	Social Justice and Health (5)
3	B H 460	Reflections on Research Responsibility and Society (3)
5	B H 474 / PHIL 411	Justice in Health Care (5)
	B H 497	Bioethics & Humanities Special Topics (Variable Credits, 2-5)
	B H 499	Undergraduate Research (Variable Credits, max 3)

ELECTIVES (Additional Credits from the following electives to total 25 credits .

ANTHROPOLOGY		
	ANTH 305	Anthropology of the Body (5)
	ANTH 308 **	Anthropology of Women's Health and Reproduction (5)
	ANTH 322	Comparative Study of Death (5)
	ANTH 374	Narrative, Literature, and Medical Anthropology (5)
	ANTH 375	Comparative Systems of Healing (3)
	ANTH 376	Anthropology of Disabilities (5)
	ANTH 377	Anthropology and International Health (5) (formally ANTH 415)
	ANTH 468	Anthropology of Care (5)
	ANTH 474	Social Difference and Medical Knowledge (5)
	ANTH 475/HSERV 475	Perspectives in Medical Anthropology (5)
	ANTH 476	Culture, Medicine, and the Body (5)
	ANTH 477	Medicine in America: Conflicts and Contradictions (3)
BIOCULTURAL ANTHROPOLOGY		
	BIO A 350	Men's Health Across the Lifespan (5)
	BIO A 423	Social Networks and Health (5)
	BIO A 450	Biodemography Seminar (5)
	BIO A 465	Nutritional Anthropology (3)
	BIO A 476	Sociocultural Ecology and Health (3)
	BIO A 483	Human Genetics, Disease, and Culture (5)
BIOLOGY		
	BIOL 380	Biomedical Advances and Society (3)

COMMUNITY, ENVIRONMENT AND PLANNING		
	CEP 461	Ethics and Identity (5)
COMPARATIVE HISTORY OF IDEAS		
	CHID 332/LSJ 332/DIS ST 332	Disability and Society (5)
	CHID 433/LSJ 433/DIS ST 433	Disability Law, Policy, and the Community (5)
	CHID 434/LSJ 434/DIS ST 434	Civil and Human Rights Law for Disabled People (5)
DISABILITY STUDIES		
	DIS ST 332/CHID 332/LSJ 332	Physical Activity in Health & Disease (3)
	DIS ST 433/CHID 433/LSJ 433	Disability Law, Policy, and the Community (5)
	DIS ST 434/CHID 434/LSJ 434	Civil and Human Rights Law for Disabled People (5)
GENOME		
	GENOME 351	Human Genetics: The Individual & Society (4)
GEOGRAPHY		
	GEOG 180/GH 280	Newly Emerging Diseases in Public Health (2)
	GEOG 280	Introduction to the Geography of Health and Health Care (5)
	GEOG 380	Geographical Patterns of Health and Disease (5)
	GEOG 381	Maps and Health (5)
	GEOG 480	Environmental Geography, Climate, and Health (5)
GLOBAL HEALTH		
	G H 201/GEOG 180	Newly Emerging Diseases in Public Health (2)
	G H 401	Core Topics in Global Health (1)
	G H 402	Contemporary Issues in Global Health (1)
	G H 403	Multidisciplinary Perspectives in Global Health (1)
	G H 415**	Global Health Challenges (4)
HEALTH SERVICES		
	HSERV 475/ANTH 475	Perspectives in Medical Anthropology (5)
HISTORY		
	HSTCMP 247	Before Global Health: The Histories of Public Health & International Health in the Global South (5)
	HSTCMP 311	Science in Civilization: Antiquity to the Scientific Revolution (5)
	HISTCMP 312	Science in Civilization: Science in Modern Society (5)
	HSTAA 316	History of American Science (5)
	HSTCMP 410	Medicine, History and Society (5)
HUMANITIES		
	HUM 211**	Justice and Global Health (5)
LAW, SOCIETIES & JUSTICE		
	LSJ 332/CHID 332/DIS ST 332	Disability and Society (5)
	LSJ 433/CHID 433/DIS ST 433	Disability Law, Policy, and the Community (5)
	LSJ 434/CHID 434/DIS ST 434	Civil and Human Rights Law for Disabled People (5)

NURSING		
	NURS 410	Legal and Ethical Issues in Clinical Practice (3)
	NURS 412	Health Care Systems (3)
PUBLIC HEALTH GENOMICS		
	PHG 200	Implications of Public Health Genomics for the Modern World (3-5)
	PHG 300**	Implications of Genomics for the Modern World (5)
	PHG 301	Introduction to Genetic Epidemiology (3)
PHARMACY		
	PHARM 301	Medications and Health (3)
	PHARM 493**	Medical Literature Evaluation (2)
PHILOSOPHY		
	PHIL 102	Contemporary Moral Problems (5)
	PHIL 160	Perspectives on Science, Reason, and Reality (5)
	PHIL 240	Introduction to Ethics (5)
	PHIL 242*	Introduction to Medical Ethics (5)
	PHIL 345	Moral Issues of Life and Death (5)
	PHIL 360	Introductory Topics in Philosophy of Science (5)
	PHIL 409	Philosophy of Disability (3)
	PHIL 410	Social Philosophy (5)
	PHIL 411/BH 474	Justice in Health Care (5)
	PHIL 412/ BH 402	Ethical Theory / History of Ethical Theory (5)
	PHIL 413/BH 404	Metaethical Theory/History of Recent Ethics (5)
	PHIL 415	Advanced Topics in Animal Welfare
	PHIL 440	Ethics (5)
	PHIL 459/BH 440	Philosophy of Medicine (5)
	PHIL 460	Philosophy of Science (5)
	PHIL 481	Philosophy of Biology (5)
	PHIL 482	Philosophy of Physical Science (5)
SOCIOLOGY		
	SOC 331	Population and Society (5)
	SOC 374	Law and Society (5)
	SOC 431**	Fertility and Mortality (3)

If a B H course is cross-listed with another department's course, B H credits toward the required 18 credits will be accepted.

****These elective courses are not currently offered in the course catalogs, however, they may or may not have been officially dropped so we are including them here.**

Minor Enrollment/Diversity

Classroom-Based Student Enrollment

- ❖ Minor in Bioethics (tuition-based, undergraduate minor only – no department major offered)
 - Spring 2011: 94 minors (55F, 39 M)
 - Spring 2012: 74 minors (50F, 24M)
 - Spring 2013: 80 minors (53F, 27M)
 - Spring 2014: 82 minors (55F, 27M)
 - Spring 2015: 66 minors (40F, 26M)
 - Spring 2016: 65 minors (40F, 25M)

Total enrollment since inception = 356

Diversity by Metric: Declared major, Ethnicity, Veteran status, Documented disability

AUTUMN 2011 – AUTUMN 2016			
DECLARED MAJOR	ETHNICITY	VETERAN STATUS	DISABILITY
ANTH = 8 BIOCHEM = 33 BIOENG = 3 BIOL = 47 CHEM = 1 CHID = 3 EFS = 1 ECON = 1 ENV H = 1 FINANC = 1 GEOG = 1 HPS = INDIV = 2 LSJ = 2 MATH = 1 MICRO = 3 NBIO = 14 NURS = 1 P H = 11 PHIL = 8 PSYCH = 6 SIS = 1 SOC WF = 1 SOC = 2 SPAN = 2 SPHSC = 2	African American = 3 Asian = 59 Caucasian = 100 Hawaiian/Pac Islander = 3 Hispanic = 7 International = 3 Multi = 11 Not indicated = 6	Veteran = 3 Nat'l Guard = 1 Child/Spouse = 8	Yes = 10

MINOR SURVEY RESULTS

SPRING 2012 (n=20)

Curriculum (content, focus, variety, quality):

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
9	5	1

Comments/suggestions:

i really enjoyed the courses on ethics, not as much on history | Have not taken any classes yet | more: neuroethics, history classes | Perhaps extend the reach and availability of courses | I have loved all of the classes the department offers. There is a fantastic selection

Course schedule (days/times; frequency)

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
1	11	1

Comments/suggestions:

i wish there could be more times offered, but i know this is hard with funding | More classes offered each quarter | Better selection of times would help students with difficult schedules be able to take courses. | Some courses are only offered irregularly so I have not been able to get some I would have liked to take

Advising/Communications:

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
5	8	1

Comments/suggestions:

I haven't had any advising, but the online stuff has been pretty clear, so I have been okay getting it all done!! | I just got into the major and already I can tell this is a group of really helpful individuals that value their students. Thank you very much. | What happened to Suzanne? Just curious... Also I think you should advertise the MEDIC meetings more often

Any other comments or suggestions about how our program can be improved?

I enjoyed doing this minor | Hour and a half classes take up 2 time slots which make it really difficult to fit these classes into my schedule. || Offering more classes that focus on current bioethical issues as opposed to so much focus on the history of medicine. History is important for contextual understanding, but I felt some of the classes lacked a contemporary analysis. | All of my professors in this department have been excellent. | Everybody in the office is really nice.

SPRING 2013 (n=22)

Curriculum (content, focus, variety, quality):

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
12	8	2

Comments/suggestions:

Curriculum is great and I like the topics | Having a wider selection of bioethics classes that are available for undergraduates would be nice. Many of the courses are for graduate students, so there are not many available BH courses each quarter. | My first B H course BH481, is going great! | I love how some professors bring in guest speakers directly from the medical community. It really puts everything into perspective while allowing us to apply what we learn in a practical way. | Classes are interesting but there are too few classes. Cross listed classes fail to explore dimensions of bioethics besides the philosophical issues. Bioethics would be a better program if it incorporated some sort of clinical experience.

Course schedule (days/times; frequency)

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
2	14	6

Comments/suggestions:

Most required classes are offered maybe once a year (if that) | None | It is not the fault of the department but most of my biology classes have switched to Tuesday and Thursday so most classes conflict. | It can be a bit tricky to schedule some of the longer classes, but the format works well (especially for seminars). | More B H classes should be offered each quarter. This way we can graduate on time. | The BH Minor classes are not offered often, and when they are, they almost always conflict with many of the core science classes that most people In those ethics classes have to prioritize, and so are often forced to choose between their entire science curriculum or an ethics class that runs from the middle of one science class to the middle of another science class. | Let's take a 3 credit class as an example. If it were to meet 3 times a week for a regular hour (say 830-920), it would be so much easier to fit into a schedule than when the class meets twice a week for an hour and a half (which paralyzes 2 full hours twice a week). | Summer quarter offerings would be very helpful

Advising/Communications:

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
8	11	2

Comments/suggestions:

Did not use | Everyone is always so welcoming and friendly! I appreciate it whenever I visit the advising office. | Great | Very friendly and helpful advising staff!

We are interested in how you have interacted with Bioethics and Humanities. Check all that apply.

MINOR SURVEY RESULTS

Subscribe to BH Minor Listserv	Have liked us on BH Facebook	Have met with staff	Have met with faculty	Have attended departmental events	Other:
18	3	13	18	7	1
					Worked on BH Project

In order to improve the Minor Program we would like to know your future plans in how we can better serve students for health care careers.

Has the BH minor prepared you for your academic or professional life?	Do you follow us on Facebook?	Do you plan on career in health care (e.g., medicine, nursing, pharmacy, physical therapy, occupational therapy, dentistry, social work, etc.)?	Do you plan a career in public health?	Do you plan to pursue graduate studies in the physical life, or social sciences?	Do you plan to pursue graduate studies in any other field?	Please specify field of interest for graduate study.
YES = 20 NO = 2	YES = 3 NO = 18	YES = 18 NO = 4	YES = 7 NO = 13	YES = 6 NO = 14	YES = 6 NO = 13	Medicine/Medical school/ public health/Eventually I hope to Get a degree in CSE or HCDE/ Undecided/MBA in the next few years/Cellular and Molecular biology/Medicine/Bioethics/Medicine/Medicine/ (Hopefully!) veterinary medicine/Psychology/ Dental/Medicine and Bioethics/Medicine

SPRING 2014 (n=14)

Curriculum (content, focus, variety, quality):

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
6	8	0

Comments/suggestions:

It's always interesting to tell my friends that I'm taking a BH class and then saying something that seems to have nothing to do with B or H, haha. | Ingra is a superb professor. | I found that all of my classes focused to some extent on the marginalization of certain groups which I appreciated. In taking a history, anthropology, and bioethics class it was amazing to watch them all work together. I almost feel like a departmental requirement to work across disciplines would be helpful. | The humanities classes are excellent, but as a philosophy major I think it's beneficial to have some more indepth bioethics classes. I would have found Justice in Health Care to be a better class if more ephasis was put on applying what we were taught to a larger number of hypothetical situations.

Course schedule (days/times; frequency)

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
2	9	3

Comments/suggestions:

None. | Sometimes the long time block in the 8:30-10:30 range conflicted with core science courses I needed for my major. Afternoon options may be helpful. | I wish there were more courses offered at various times!

Advising/Communications:

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
4	10	0

Comments/suggestions:

Have yet to doing anything with BH advising as of now though. | Marla rocks.

We are interested in how you have interacted with Bioethics and Humanities. Check all that apply.

Subscribe to BH Minor Listserv	Have liked us on BH Facebook	Have met with staff	Have met with faculty	Have attended departmental events	Other:
11	0	8	6	2	1
					MEDIC (UG RSO for bioethics discussion)

MINOR SURVEY RESULTS

In order to improve the Minor Program we would like to know your future plans in how we can better serve students for health care careers.

Has the minor prepared you for your academic or professional life?	Do you plan on career in health care (e.g., medicine, nursing, pharmacy, physical therapy, occupational therapy, dentistry, social work, etc.)?	Do you plan a career in public health?	Do you plan to pursue graduate studies?	If you plan to attend graduate or professional school, please specify field of interest for graduate study.
YES = 13 NO = 1	YES = 9 NO = 5	YES = 7 NO = 7	YES = 11 NO = 3	public health (health systems, policy), healthcare administration, MBA/Applied Ethics in the biomedical field, or teaching Bioethics./Medical Anthropology and Global Health/Surgical Physicians Assistant, so PA School/I will be attending medical school in the fall./Medicine/Bioengineering/Philosophy/Bioethics/Medicine/Masters of Bioscience/Medical school/medicine/public health

Bioethics & Humanities is committed to promoting diversity as well as making our programs attractive to students of diverse backgrounds and career aspirations. How is the department doing?

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
6	7	1

Comments:

I feel that most everyone is pre-med but maybe that's just because it's the people that I've talked to? | There needs to be more appeal to non-med student. Often they don't want to do the philosophy. | As I stated in my previous comment I feel that this is a strength of the program. Diversity of culture and opinion were strongly encouraged in all classes. | I think a lot of us are interested in healthcare, but I've ran across some diverse students and I would love to see more of them!

SPRING 2015 (n=12)

Curriculum (content, focus, variety, quality):

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
5	7	0

Comments/suggestions:

Deal with a larger variety of minority group studies within the vein of BioEthics | Have only taken one course, but I am excited to take more!

Course schedule (days/times; frequency)

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
0	8	3

Comments/suggestions:

overlapping class times | can't complain | Have shorter classes | Not a lot of options of classes and times offered each quarter! | Have required classes not always at 8:30 (a lot of science series are offered then), made scheduling very difficult

Advising/Communications:

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
1	9	2

Comments/suggestions:

Never met an advisor: Difficult to communicate with at first, but helpful once met up with

We are interested in how you have interacted with Bioethics and Humanities. Check all that apply.

Subscribe to BH Minor Listserv	Have liked us on BH Facebook	Have met with staff	Have met with faculty	Have attended departmental events	Other:
10	2	6	5	2	1
					Part of MEDIC

In order to improve the Minor Program we would like to know your future plans in how we can better serve students for health care careers.

Has the minor prepared you for your academic or professional life?	Do you plan on career in health care (e.g., medicine, nursing, pharmacy, physical therapy, occupational therapy, dentistry, social work, etc.)?	Do you plan a career in public health?	Do you plan to pursue graduate studies?	If you plan to attend graduate or professional school, please specify field of interest for graduate study.
YES = 12 NO = 0	YES = 11 NO = 1	YES = 6 NO = 5	YES = 10 NO = 2	Genetic Counseling or Public Health Genetics/MPH, MHA/Reproductive health or genome/Physical Therapy/Medical School, Emergency Medicine/Analytical Chemistry/Medicine Genetic Counseling/Dental school/MPH and MD

MINOR SURVEY RESULTS

Bioethics & Humanities is committed to promoting diversity as well as making our programs attractive to students of diverse backgrounds and career aspirations. How is the department doing?

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
1	10	1

Comments:

I feel like the backgrounds are diverse but I get the feeling that most everyone is headed to the medical field... | Could have had more staff interaction | I think BH minor is under-appreciated and not many people know about it. I try to tell everyone I know about the minor or at least encourage students to take classes.

Additional comments:

Keep up the good work! | I wish there had been more get togethers / hangout for all the BH minor students. | I am looking forward for the department to grow, because the faculty members have been so supportive and amazing. | Overall I had an awesome experience here and am so happy with the knowledge I have gained :) thank you!

SPRING 2016 (n=8)

Curriculum (content, focus, variety, quality):

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
4	4	0

Comments/suggestions:

Although I am graduating this year, I think the changes in the program to make more classes available to underclassmen is very helpful in completing the B H minor and planning ahead for it!

Course schedule (days/times; frequency)

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
1	4	3

Comments/suggestions:

wish there were class offerings at more times | I like how the minor provides the class schedule for the entire academic year. It allows busy students to plan accordingly. | Way too much overlap with far too few classes

Advising/Communications:

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
4	4	0

Comments/suggestions: N/A

We are interested in how you have interacted with Bioethics and Humanities. Check all that apply.

Subscribe to BH Minor Listserv	Have liked us on BH Facebook	Have met with staff	Have met with faculty	Have attended departmental events	Other:
7	0	6	6	1	

In order to improve the Minor Program, we would like to know your future plans in how we can better serve students for health care careers.

Has the BH minor prepared you for your academic or professional life?	Do you plan on career in health care (e.g., medicine, nursing, pharmacy, physical therapy, occupational therapy, dentistry, social work, etc.)?	Do you plan a career in public health?	Do you plan to pursue graduate studies?	If you plan to attend graduate or professional school, please specify field of interest for graduate study.
YES = 8 NO = 0	YES = 7 NO = 1	YES = 5 NO = 4 (1 response was Yes & No)	YES = 7 NO = 2 (1 response was Yes & No)	Biochemistry or Genetic Counseling/Stuck between: MPH, and JD/Medicine/Osteopathic or allopathic school/Medical School - Pediatrics!/Psychology

Bioethics & Humanities is committed to promoting diversity as well as making our programs attractive to students of diverse backgrounds and career aspirations. How is the department doing?

<i>Exceeds expectations</i>	<i>meets expectations</i>	<i>fails to meet expectations</i>
1	6	1

Comments: N/A

Additional comments: N/A

BH Curriculum and Administration

Record ID _____

Rate your satisfaction with the BH course offerings (using a scale of 1-5 with 5 as highly satisfied)

	1	2	3	4	5
Variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling (days/times/frequency)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective of your interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions _____

How strongly would you rate your interest in the following bioethics areas? (use a scale of 1-5 with 5 as very interested)

	1	2	3	4	5
Ethical/Moral theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical dilemmas in medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical dilemmas in community or public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social justice and health disparities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emerging technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions _____

How strongly would you rate your understanding of the following bioethics areas? (rate on a scale of 1-5 with 5 as excellent understanding)

	1	2	3	4	5
Ethical/moral theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical dilemmas in medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical dilemmas in community or public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social justice and health disparities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emerging technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

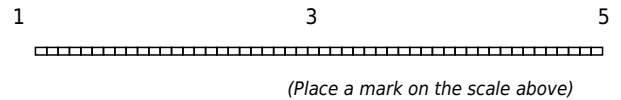
Comments/Suggestions

How have you interacted with the BH department (check all that apply).

- Subscribed to BH listserv
- Conversations with BH Staff
- Conversations with BH Faculty
- Departmental events, (e.g. BH grand rounds)
- Follow BH FaceBook page
- Other

Other BH interaction, please specify

Rate your satisfaction with advising and communications with the BH department.



What is your major?

Are you a BH minor?

- Yes No Undecided

What was the first BH course that you took?

Why did you decide to become a BH minor?

Which of the following best describes your future career plans? (check all that apply)

- Medicine
- Nursing
- Public health
- Global health
- Pharmacy
- Physical or occupational therapy
- Dentistry
- Social work
- Health services research
- Public/health policy
- Undecided
- Other

Other future career plans, please specify:

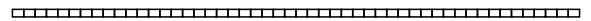
How do you imagine you will use what you have learned in BH courses in your future career, community, or life?

Diversity, Inclusion, and Equity

Bioethics and Humanities is committed to welcoming and promoting students with diverse and underrepresented identities and backgrounds. A committee with this mission was formed in late 2016 to make the BH department a place where all kinds of students can learn about bioethics.

How is the department doing in supporting students with diverse and underrepresented identities and backgrounds? (rate on a scale of 1-5 with 5 as very well)

1 3 5



(Place a mark on the scale above)

Has your BH coursework exposed you to ideas and frameworks that address issues of diversity, inclusion, and equity?

Yes No Unsure

Have any BH courses been particularly useful to you in addressing these issues?

Yes No

Please specify which courses were particularly useful in addressing diversity, inclusion, and equity. (check all that apply)

- Ethical Issues in Modern Medicine
- Ethical Implications of Emerging Technology in Medicine & Healthcare
- Ethical Theory
- Freshman Seminar: "Who Lives? Who Dies?"
- History of Eugenics
- Justice in Healthcare
- Medical Ethics & Jurisprudence
- Methods in Clinical Ethics
- Philosophical Problems in Bioethics
- Reflections on Research, Responsibility, and Society
- Social Justice and Health
- Social Science Research Methods
- Topics in Bioethics and Humanities

Comments/suggestions about BH exposure to ideas and frameworks that address issues of diversity, inclusion, and equity:

Demographics

Which of the following best represents your racial or ethnic heritage? (check all that apply)

- American Indian or Alaska Native
- Afro-Caribbean or African American
- East Asian or Asian American
- Middle Eastern or Arab American
- Non-Hispanic White or European American
- South Asian or Indian American
- Other

Other racial/ethnic heritage, please specify:

How do you gender identify? (check all that apply)

- Cisgender female/woman
- Cisgender male/man
- Transgender female/woman
- Transgender male/man
- Gender fluid
- Gender queer/ gender non-conforming
- Different identity

Different gender identity, please specify:

Do you think of yourself as (check all that apply)...

- Bisexual
- Gay or Lesbian
- Heterosexual
- Other

Other sexual orientation, please specify:

What is your age?

Are you the first in your family to attend college?

- Yes
- No

How many hours a week do you work to support yourself (and your family, if you have dependents)?

How do you spiritually or religiously identify? (check all that apply)

- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- None
- Other

Other spiritual/religious identity, please specify:

Have you ever served on active duty in the US Armed Forces, Reserves, or National Guard?

- Never served in the military
- Only on active duty for training in the Reserves or National Guard
- Now on active duty
- On active duty in the past, but not now
- Other

Other veteran status, please specify:

With which (dis)abilities or impairments do you identify? (check all that apply)

- A condition that substantially limits physical activity (e.g. walking, climbing stairs, lifting, carrying)
- A learning disability or impairment
- A long-standing psychological mental health condition
- Blindness or severe visual impairment
- Deafness or severe hearing impairment
- Other

Other disabilities/impairments, please specify:

Were this/these (dis)abilities or impairments accommodated by the department and/or your coursework?

- Yes
- No

If (dis)abilities or impairments were not accommodated, please explain:

Are you responsible for caring for another person(s)? (check all that apply)

- None
- Child(ren)
- (Dis)Able children (including chronic/severe illness)
- Adult spouse/partner/friend(s)
- Parent(s)
- Other

We would love to know more about your thoughts about and experience with the BH department, so if you are willing to talk further about any of these issues, please include your email and a BH staff member will email you.

Please click on the link to enter your name for a \$20 UW bookstore gift card. Thank you!

Awards and Noteworthy Activities

- Roderick Yang, UW Library Research Award for Undergraduates, "The Invention of Nutrition" 2010 (Berryman, advisor)
- Daniel Yusopov, "Husky 100" and president of Golden Key
- Andrew Wilmington, Phi Beta Kappa and Mary Gates Research Scholarship recipient
- Michele Drews, UW President's Medal, for highest GPA (3.98) for graduating senior, 2014
- Officers in Medical Ethics Discussion for Interdisciplinary Collaboration, American Medical Student Association, and Alpha Epsilon Delta
- Undergraduate Research Symposium (2014, 2015), 3 students (Berryman, session moderator)
- Daniel Mason, Director of Student Health Consortium of ASUW (2014)
- Hunter Phillips, Bonderman Travel Fellowship
- Dirir Abdullahi*** Dennis R. Washington Achievement Scholar (Horatio Alger Association) 2016
- Jessica Blumhagen; former MEDIC president, MD from UW! 1st year of surgery residency; 2010; jblum21@uw.edu
- Ashley Vachon; Alpha Epsilon Delta (Professional Health Honor Society); 2009; University of Chicago Medical School
- Shenika Cantrell; 2012; Roseman University Dental School, Utah
- Dara Horn; 2010; Mary Gates Scholar; Phi Beta Kappa; MD from UW; darahorn@uw.edu
- Alexander Huh; 2011; first president and founder of MEDIC; MD from University of Pittsburgh; 1st year residency in emergency medicine; MEDIC started in April 2009 Mary Gates Scholar; alex.huh@gmail.com
- Michael Nguyen; 2011; MPH UCLA; MD UW; Gates Millennium Scholar; DeEtte McAuslan Stuart Scholar; Research Fellow Australian National University; mvnguyen@uw.edu
- Nick Kramer; 2012; MD from Meharry Medical College, Nashville, TN; kramern@uw.edu
- Eric Yuen; 2011; Phi Beta Kappa; MD from Jefferson Medical College; ericyuen@uw.edu
- Lucy Kwong; 2010; cum laude; MD at Oregon Health and Science University; AED; Mary Gates Scholar; kwonglucy@gmail.com
- Megan Arnett; 2010; cum laude; MD from Medical College of Wisconsin Milwaukee; Phi Theta Kappa Honor Society, meganarnett@hotmail.com
- Daniel Park; 2012; Medical School at Uniformed Service University of the Health Sciences, Bethesda, MD
- Rebekah Milnes; 2011; Phi Theta Kappa Honor Society; medical assistant and phlebotomist; rebekamilnes@gmail.com
- Mini Tan; 2012; cum laude; Phi Beta Kappa; MD at Ohio State University; minitan@gmail.com
- Andrea Rea; 2010; MD from UW; residency in dermatology at UW; Odland Scholar in Alpha Omega Alpha Honor Medical Society
- Hunter Phillips; 2012; Phi Beta Kappa; Bonderman Honors Travel Fellowship; Mary Gates Research Scholar; MD Program at Western University College of Osteopathic Medicine, Lebanon, OR; hphillips226@gmail.com
- Dennis Sorta; 2012; Howard Hughes Medical Institute Biology Fellow; MD Program at UW; sortad@gmail.com
- Stefano Johnson; 2012; cum laude; MD student at Brown University; Stefano_johnson@brown.edu
- Monical Jelic; 2012; MD student at UW; mjelic4690@gmail.com
- Angela Kim; 2011; President's Scholarship; Stuart Scholarship; MD student at Chicago Medical School; angelak88@gmail.com
- Morgan Schoenecker; 2013; former MEDIC president; RN graduate Creighton University – Anchorage, AK; mmschoenecker08@gmail.com
- Kayva Crawford; 2013; Phi Beta Kappa; cum laude; MD student at Tufts University; Fritz Scholarship; kayva971@gmail.com
- Jack Mo; 2014; Phi Beta Kappa; MD student at UW; jackmo_ix@yahoo.com
- Gina (Chen) Lee; 2013; PA Program at Northwestern University; miss.gina.chen@gmail.com
- Aera Shin; 2013; MD student at UW; aoshin05@gmail.com
- Mark Kowalczyk; MD student at UW; kowalczykm23@gmail.com

MINOR AWARDS & HONORS – UNDERGRADUATE

- Oliver Orr; 2013; MD student at UW; oliverorr9@comcast.net
- Monica Shin; 2014; Phi Beta Kappa; cum laude; MD student at UW; Mortar Board; minkshin@uw.edu
- Rona Ding; 2014; Phi Beta Kappa; MD student at UW; r.ding92@gmail.com
- Rosalynn Nguyen; 2013; MD student at Pacific Northwest University of Health Sciences – Yakima, WA; roshiie@uw.edu
- Claire Simon; 2013; former MEDIC president; MD student at UW; clairebs@uw.edu
- Katie Truong; 2014; MD student at Oregon Health and Science University; cum laude; katieptruong@gmail.com
- Brett Jaspers; 2014; MD student at UW; brettjaspers@gmail.com
- Annie Young; 2014; Phi Beta Kappa; MD student at UW; aey3@uw.edu
- Shelby Hatzinger; 2014; MD student at Virginia Commonwealth University – Richmond; shelbyhatzinger@yahoo.com
- Nathan Ip; 2014; Golden Key National Honor Society; Pharmacy student at UW; nstip@comcast.net
- Lindsey Theda; 2014; UW dental school student; thedal@uw.edu
- Tajana Kundacina; 2013; MD Student at A T Still University; tkundacina@gmail.com
- Michael Tan; 2009; MD degree from UW; bigcina@uw.edu
- Jason Kowitz; 2014; cum laude; Phi Beta Kappa; jkowitz@uw.edu
- Clementine (Fooucher) Young; 2014; magna cum laude; Phi Theta Kappa Honor Society; MD student at Southwest Texas Medical School – Dallas; clementineyoung@gmail.com
- Jane Kwon; 2015; former MEDIC president; Howard Hughes Medical Inst. Biology Fellow; Mary Gates Scholar; MD student at University of Pittsburgh; kwonjane22@gmail.com
- Michelle Drews; 2014; UW President's Medalist; Phi Beta Kappa; MD/PhD student at Stanford University; Mortar Board National Honor Society; former MEDIC president; summa cum laude; drewsm@stanford.edu
- **Rachel Morin; 2013; Phi Beta Kappa; rmorinuw.edu
- **Ashley Bobman; 2015; Phi Beta Kappa; sophomore President's medal; Yale Clinical Nursing Program; arbobman@uw.edu

***Not Bioethics minors, but were students in Dr. Berryman's classes*

****Not Bioethics minors, but students of Dr. Blacksher*

UNDERGRADUATE INDEPENDENT STUDY PROJECTS

QTR/YR	FACULTY	Credits	TOPIC/TITLE
SUM 2013	Berryman	2	GS Peterkin Exhibit bibliography
AUT 2013	Jecker	2	Compare implementation of PAD across various state that have deemed PAD legal
AUT 2013	Berryman	3	Guy Shearman Peterkin Urology Exhibit: The History of Urology
AUT 2013	Berryman	2	Guy Shearman Peterkin Urology Exhibit: The History of Urology
WIN 2014	Berryman	1	Bodemer Collection medical instrument cataloging
WIN 2014	Berryman	2	Guy Shearman Peterkin Urology Exhibit: The History of Urology
WIN 2014	Berryman	2	Biomechanics
WIN 2014	Berryman	2	Guy Shearman Peterkin Urology Exhibit: The History of Urology
SPR 2014	Berryman	1	Bodemer Collection: Civil War kits
SPR 2014	Berryman	2	Development of antisepsis and asepsis (Pasteur, Lister, et al)
SPR 2014	Schellenberg	5	Epistemological insights into evidence-based medicine and schizophrenia
SPR 2014	Berryman	1	Bodemer Collection medical instrument cataloging
SPR 2014	Berryman	3	Concept of lifestyle over time
AUT 2014	Berryman	2	Bodemer Collection research
AUT 2014	Berryman	1	Bodemer Collection research
WIN 2015	Berryman	2	How life of Dr. Reginal Copeland Plummer fits into the practice of medicine
WIN 2015	Berryman	3	History of teeth as beauty
WIN 2015	Berryman	1	Bodemer Collection research
SPR 2015	Blacksher	3	The ethics of paternalism in Public Health
SPR 2015	Jecker	1	Ethical arguments and perspectives contained within the Texas Advance Directives Act (1999)
SPR 2015	Blacksher	3	Intersex: a brief genealogy of the intersex experience
SPR 2015	Fullerton	1	Ethics of editing the Human Genome using CRISPR/Cas9
WIN 2016	Blacksher	1	Parental responsibilities and vaccines
WIN 2016	Burke	2	Incidental findings in medical practice
WIN 2016	Starks	3	Narrative approach. Read ethnographies re: long-term & palliative care
WIN 2016	Blacksher	1	Precision medicine initiative
WIN 2016	Dudzinski	1	Bodemer Collection
SPR 2016	Fullerton	1	Scientific policy on CRISPR/Cas9 germline gene editing & its implication
SUM 2016	Blacksher	2	Annotated bibliography on Precision Medicine in the US
AUT 2016	Bowen	2	Biological effects of poverty through the ethics lens
SPR 2017	Goering	2	Ethical principles and guidelines for novel neural technologies

IV. Secondary Academic Programs

sap 1. Secondary Academic Programs information

SECONDARY ACADEMIC PROGRAMS

Our secondary academic programs include:

- **Advance Training in Healthcare Ethics (formerly the Certificate Program)**: 7 students (mean = approx. 5; numbers grew when the program restarted Oct 2016):
 - 2015: 3 accepted
 - 2016: 5 accepted
- **Biomedical Research Integrity Program**: 385 participants in 2016 (mean = 430)
- **Summer Seminar in Health Care Ethics**: 113 participants in 2016 (5 yr mean = 81)
- **Residency Training**: teach in up to 13 residency/fellowship programs
- **Medical Student Training**: Ethics theme in classroom portion; clerkship training in ethics.

Advanced training in Healthcare Ethics

We are currently developing an advanced training program in clinical ethics with a target start date of autumn 2017. Designed for clinicians, the program will include 3 online continuing education courses plus a week-long in-residence Summer Seminar.

Bioethics Research Integrity Program (BRI) "Integrity from the Inside Out" for health sciences researchers and trainees. Sponsored by the Department of Bioethics & Humanities, School of Medicine, University of Washington

BRI meets the Public Health Service (PHS) requirement for all pre-and post-doctoral researchers supported by PHS training grants to be trained in the responsible conduct of research.

The program offers trainees and researchers opportunities to reflect on everyday judgments that occur during the conduct of research, explore important questions of ethics and research conduct, discuss issues with peers and faculty and identify skills and resources to help address difficult questions related to research integrity. As part of a larger professional development experience, the BRI program aims to work with participants to develop integrity from the inside out, as the foundation for a lifetime endeavor.

PROGRAM GOALS:

Upon program completion, BRI participants:

1. Recognize ethical issues and challenges to integrity that arise in the course of routine research practice;
2. Formulate a justified response to research challenges, using select ethical decision-making tools; and
3. Identify a sense of professional responsibility to take action and make good judgments that work to support good research practices.

BRI serves the School of Public Health, College of Arts & Sciences, School of Dentistry, School of Nursing, School of Engineering, School of Pharmacy and others. Per year, we train on average 430 scientists, who attend 692 in-person lectures, view 773 lecture videos and participate in 797 discussion groups.

Graduate Certificate in Palliative Care (joint with Nursing)

Jointly offered through the UW SOM and SON, this 9-month graduate certificate includes three 5-credit courses taken sequentially.

The Interprofessional Graduate Certificate in Palliative Care is designed for health care providers from nursing, medicine, social work, spiritual care and other disciplines seeking to deliver high quality, integrated, person-centered palliative care. The target audience includes clinicians providing specialty palliative care (i.e., consult services) or primary palliative care for patients with serious illness. Members of a current team applying together will receive priority for admission, but all eligible clinicians are welcome.

This curriculum uses several teaching modalities, including weekly interactive distance learning, online modules, peer and faculty mentoring with expert faculty and quarterly in-person workshops. The modalities support

SECONDARY ACADEMIC PROGRAMS

participants in developing expertise in three key areas of palliative care practice: person-centered communication, inter-professional team training and program sustainability in palliative care practice. In addition, the certificate includes VitalTalk® training, a highly regarded national model for expert serious illness communication skills. <http://depts.washington.edu/pallcntr/palliative-care-training-center.html>

Summer Seminar in Health Care Ethics

- TARGET AUDIENCE
Physicians, nurses, social workers, chaplains, attorneys, teachers and other professionals involved in the care of patients or the education of providers
- COURSE DESCRIPTION
This annual one-week Seminar is an intensive, interactive introduction to the four box method of case analysis of ethical problems in clinical ethics, developed by Jonsen, Siegler and Winslade in their book, *Clinical Ethics*. The Seminar also introduces the Core Competencies in Health Care Ethics Consultation. Lectures are designed to familiarize participants with basic definitions and arguments in the major topics of clinical ethics. In addition, the Seminar aims to provide participants with skills and information sufficient to enable them to make competent ethical decisions in clinical situations and to assist others in doing so. Careful attention is paid to methods of case analysis and critical discussion of cases. The Seminar has always attracted a mix of participants that resembles the actual participants in clinical care, making it possible to share different, but complementary views.
- COURSE OBJECTIVES
Upon completion of this activity, attendees are able to:
 - Identify fundamental concepts and principles for the understanding of ethical issues in clinical care
 - Implement a method for analyzing ethical cases in clinical health care
 - Employ skills in decision-making for clinical cases that present ethical problems
 - Critically discuss current issues and cases in health care ethics

Medical Student Training: Medical students are trained through an integrated “ethics theme” running throughout their classes and clinical clerkships, which will soon also include a new course delivering SOM theme content.

Residency training & clinician education in the hospital setting: Ethics and professionalism curriculum is taught in many residency programs, including anesthesia, surgery, internal medicine, neurology, family medicine and sports medicine. We frequently present Grand Rounds on bioethics topics to clinical departments (Surgery, OB/Gyn, etc.). We frequently teach nurses, physicians, social workers, chaplains, physician assistants, and other allied health professionals in the clinical setting.