

PhD Program Student Manual

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SAINT LOUIS UNIVERSITY
—
ALBERT GNAEGI CENTER FOR
HEALTH CARE ETHICS

Albert Gnaegi Center for Health Care Ethics

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

If you have questions for which you do not find an answer in the official student manual, please consult the Center Chair, Jason Eberl, PhD or the PhD Director, Erica Salter, PhD.

We are happy to have you as a part of our family here and wish you the best of luck in your academic journey.

VISIT OUR CENTER'S SITE:

<http://bioethics.slu.edu>

PhD Program Student Manual

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Mission

The mission of CHCE is academic research integrated with teaching, learning and service in health care ethics. Our mission brings the Catholic, Jesuit tradition into interdisciplinary discourse with our pluralistic society.

1.A. Curriculum: PhD Program

PHD PROGRAM IN HEALTH CARE ETHICS CURRICULUM, POLICIES, & READINGS

HEALTH CARE ETHICS

The PhD program presents an integrated, interdisciplinary curriculum in Health Care Ethics that prepares students to work as scholars, clinicians, and corporate ethicists. Students may tailor aspects of their coursework and their dissertation research to focus on theological, clinical, research or empirical ethics. Students pursuing the JD/PhD, MD/PhD, MA/PhD, or the Joint PhD follow a modified curriculum. Students entering the PhD program from baccalaureate studies pursue additional coursework as described below.

COURSEWORK

All students in the Traditional PhD in Health Care Ethics program are required to complete 60 credit hours of coursework in five categories of courses: Foundations of Health Care Ethics (12 credit hours); Context of Health Care (12 credit hours); Disciplinary Lens (12 credit hours); Bioethics Content (12 credit hours) and Dissertation Research (12 credit hours). With approval of the PhD Program director, up to 12 credit hours (in 5000-level courses or higher) from previous graduate coursework may count as advanced standing toward the “Disciplinary Lens” or “Bioethics Content” elective categories. Students pursuing the JD/PhD, MD/PhD, MA/PhD or the Joint PhD in Theology and Health Care Ethics follow a modified curriculum.

Foundations of Health Care Ethics (12 hours)

The Foundations courses provide students foundational skills and knowledge related to several primary health care ethics methodologies. All four courses are required and typically advanced standing cannot be applied for these courses.

- HCE 6010 Philosophical Methods (3)
- HCE 6020 Religious Methods (3)
- HCE 6040 Interdisciplinary Methods (3)
- Either HCE 6050 Philosophical Foundations (3)
OR- HCE 6070 Foundations of Catholic Morality (3)

Context of Health Care (12 hours)

The Context courses provide students exposure to a survey of theoretical issues and practical topics related to the delivery of health care. All five courses are required and typically advanced standing cannot be applied for these courses (exceptions related to dual-degree students; see below).

- HCE 6110 Medicine for Ethicists (1)
- HCE 6120 Bioethics and the Law (2)
- HCE 6130 Clinical Ethics (3)
- HCE 6140 Research Ethics (3)
- HCE 6150 Practicum (3)

Disciplinary Lens (12 hours)

The Disciplinary Lens courses are elective courses that provide students the opportunity to gain a deeper understanding of a primary disciplinary lens (e.g. philosophy, theology, empirical methods, anthropology/sociology), through which topics and arguments in the field might be examined and constructed. The disciplinary lens courses should ideally correspond to the student’s intended dissertation method and should ordinarily be clustered in the same discipline. These courses are electives and students are encouraged to take courses in outside departments, with the approval of the PhD Program Director. Up to 9 credit hours of advanced standing from previous graduate coursework may be applied to these 12 credit hours, with the approval of the PhD Program Director (exceptions related to dual/joint degree students; see below).

Bioethics Content (12 hours)

The Bioethics Content courses are elective courses that provide students exposure to a variety of health care ethics-related topics, thinkers and practices. Ideally, at least some of the Bioethics Content courses should correspond to the student’s intended dissertation topic. These courses are electives and students are encouraged to take courses in outside departments, with the approval of the PhD Program Director. Up to 9 credit hours of advanced standing from previous graduate coursework may be applied to these 12 credit hours, with the approval of the PhD Program Director (exceptions related to dual/joint degree students; see below).

Dissertation Research (12 hours)

After passing the comprehensive examinations, students prepare a dissertation proposal and write a dissertation while registered for 12 credit hours of dissertation research (HCE-6990).

ADDITIONAL REQUIREMENTS IN THE CURRICULUM INCLUDE THE FOLLOWING:

1. Research Tools Requirements:

Students are required to demonstrate competency in the following three areas:

1. Library Database Skills
2. Medical Terminology
3. Statistics and Study Design

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

2. Comprehensive Examinations (*see section 2*)

3. Dissertation Prospectus (*see section 3*)

4. Oral Defense of Dissertation (*see section 3*)

ADDITIONAL COURSEWORK REQUIREMENT FOR STUDENTS ENTERING DIRECTLY FROM BACCALAUREATE STUDIES

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

HCE 6050: Philosophical Foundations of Ethics (3) - or an equivalent 3-credit hour graduate-level foundations of ethics course

HCE 6060: Psychosocial Foundations in Ethics (3) - or a suitable 3-credit hour graduate-level applied ethics course available in another department

HCE 6070: Catholic Foundations of Morality (3)- or a suitable 3-credit hour graduate-level applied ethics course available in another department

CMHC 502: Ethical Issues in Public Health (3)- or a suitable 3-credit hour graduate-level applied ethics course as available in another department

And **1 upper level ethics elective** either within HCE or another department.

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

1.B. Curriculum: Dual Degree Programs

JD/PHD CURRICULUM

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

Dual degree students ordinarily graduate with the JD in three years of full-time study. It is recommended that they sit the bar exam in the summer following their graduation.

Beginning in the fall following their graduation from the School of Law, all academic work is dedicated to the PhD program. The PhD program recognizes 9 hours of law school courses towards the PhD. (See details below.) Additionally, students will have completed 9 hours of Health Care Ethics classes during the JD program. Thus it is expected that students will complete their PhD coursework in two semesters following their JD program. Comprehensive exams and the dissertation ordinarily require an additional three semesters.

During the entire time that students are enrolled in the dual degree program, it is expected that they will be engaged in both programs. Starting with their second year of law school, students will take part in PhD seminars and other extracurricular programs offered by the doctoral program. Once they have completed their JD and are enrolled in the doctoral program, it is expected that they will remain engaged in relevant health law activities at the School of Law.

CURRICULAR DETAIL

Students complete the usual curriculum in both the Juris Doctor (JD) and PhD programs. However, as indicated below, 18 credit hours of coursework satisfies requirements in both of the dual degree programs.

Law Courses Counted Toward PhD (8 credits)

1. LAW8000- Health Care Law (3) *replaces T&S
2. LAW8005- Bioethics and the Law (2) *Context Req
3. Three credit hours of the following Health Care Law classes: *replaces T&S
 - LAW 8010- HC Finance & Business Planning (1-3)
 - LAW 8035- Disability Law (3)
 - LAW 8030- FDA Law and Policy (2-3)
 - LAW 8040- Elder Law (2)
 - LAW 8045- HIPAA Privacy Law (1)
 - LAW 8050- Innovation & Emerging Technologies in Medicine (2)
 - LAW 8065- Fraud, Abuse & HC Regulation (2)
 - LAW 8075- Health Care Compliance & the Law (3)
 - LAW 8080- Legal Issues in Long Term Care (3)
 - LAW 8085- Child Protection, Child Health & Law (3)
 - LAW 8090- Health Care Regulation (3)

PhD Courses Counted Toward JD Degree (9 credits)

1. HCE 6040- Interdisciplinary Methods (3)
2. Six credit hours of the following:
 - HCE 6010 Philosophical Methods (3)
 - HCE 6020 Religious Methods (3)
 - HCE 6050 Philosophical Foundations (3)
 - HCE 6070 Catholic Foundations of Morality (3)
 - HCE 6130 Clinical Ethics (3)
 - HCE 6140 Research Ethics (3)

** Note: Dual degree students complete the Masters-level PhD program track, not the more extensive BA-level track.*

MD/PHD CURRICULUM

Students begin their dual degree studies as traditional first year students in the School of Medicine. After the second year of medical school, students begin full-time study in Health Care Ethics. Students are expected to complete the PhD in three years, after which they return to the School of Medicine to complete the third and fourth years of medical studies.

A minimum of 48 hours of coursework is required for the PhD. This ordinarily includes 33 hours of course work, three hours of practicum, and 12 hours of dissertation research. CHCE accepts 7 credit hours from Phase 1 and Phase 2 of the MD curriculum. The required courses HCE-6110 Introduction to Medicine for Ethicists, one 3-credit Topics and Scholars elective and the HCE-6150 Practica are waived based on medical school coursework in Patient, Physician, and Society I and II, and in Fundamentals of Biomedical Science. MD/PhD students will be recognized as having satisfied all three Research Tools requirements based on trainee knowledge of medical terminology, bio-statistics, and library database searches. The remaining 27 credit hours of PhD coursework, comprehensive exams, the dissertation, and the public defense of the dissertation must be completed during the three years of PhD study.

** Note: Dual degree students complete the Masters-level PhD program track, not the more extensive BA-level track.*

MA/PHD CURRICULUM

Ordinarily, students begin their MA studies at Aquinas Institute of Theology (AIT) during their first year of the program. In year 1, students will complete 30* hours of 36 hours required for the MA from AIT:

- 6 credits Biblical Studies
- 3 credits Historical Studies
- 12 credits Systematic Theology
- 9 credits Moral Theology

During the second year, students enter the PhD program at SLU and follow the PhD curriculum for students who already hold Masters degrees. In Year 2, dual degree students become eligible for assistantship funding. AIT will count 6 credits from the PhD coursework completed in Year 2 toward completion of the MA. The following PhD courses may be used to fulfill the final 6 credits toward the MA:

- HCE 6020 Religious Methods (3) or HCE 6310: Health Care Ethics in the Catholic Tradition (3)

**Note: Dual degree students must enroll in both of these courses during their time in the Ph.D. program. Completion of 1 of the courses is required for completion of the M.A. These courses are offered in alternating spring semesters. Therefore, students will complete only one of them in Year 2 of the dual degree program.*

- An elective in HCE (3)

- A total of 6 credits taken toward the MA at AIT will count towards fulfillment of the Topics and Scholars elective requirements in the Ph.D. program. Two of the following MA courses may be treated as Topics and Scholars electives for the PhD:

- Justice and Catholic Social Teaching
- Ethics of Human Sexuality
- Christian Anthropology

(Any substitutions to these courses must be approved by the MA advisor and the Center Director.)

After the end of Year 2 and completion of the major paper and comprehensive exams required for the MA degree, students are awarded the MA in Theology from AIT. The timing for completion of the major paper and the comprehensive exams is to be determined in consultation with the MA advisor at AIT.

In Year 3, students complete the coursework required for the PhD.

1.C. Curriculum: Joint PhD in Theology and Health Care Ethics

Students interested in both bioethics and theological ethics that wish to write a dissertation on bioethics from a theological perspective should consider the Joint PhD in Theology and Health Care Ethics, offered by the CHCE and the Department of Theological Studies. Unlike a dual degree, this program offers one degree: a PhD in Theology and Health Care Ethics. The degree consists of 60 credit hours: 27 hours in HCE, 21 hours in DTS and 12 dissertation hours. Pre-comprehensive exam coursework can usually be completed in three years (nine credit hours each Fall and Spring).

COURSE REQUIREMENTS

Required Coursework in Health Care Ethics:

- HCE 6010 Philosophical Methods (3)
- HCE 6020 Religious Methods (3)
- HCE 6040: Interdisciplinary Methods in HCE (3)
- HCE 6070: Foundations of Catholic Morality (3) or THEO 5620: Fundamental Moral Theology
- HCE 6110: Medicine for Ethicists (1)



- HCE 6120: Bioethics and the Law (2)
- HCE 6130: Clinical Ethics (3)
- HCE 6140: Research Ethics (3)
- HCE 6150: Practicum (3)
- HCE 6310: Catholic Health Care Ethics (3)

Required Coursework in Theological Studies:

- 9 Credit Hours in Historical Theology (Specific courses chosen in consultation with faculty)
- 9 Credit Hours in Constructive Theology (Specific courses chosen in consultation with faculty)
- Theology Elective (3)

Dissertation Research:

- THEO 6990 (6) and HCE 6990 (6)

NON-COURSE REQUIREMENTS:

- Research Tools Requirements (Statistics and Study Design, Library Research Skills, Medical Terminology)
- Reading comprehension of French or German (or another language with consent of the Joint program)
- Written and Oral Comprehensive Exam

1.D. Curriculum: Concentrations

CONCENTRATION IN RESEARCH ETHICS

Students enrolled in the PhD program in health care ethics may take 15 hours of coursework with an emphasis on research ethics and write a dissertation (12 credits) in research ethics to develop expertise in the area of human research ethics. The concentration requirements are outlined here:

- HCE 6140 Research Ethics (3)

- **Elective in Research Methodology (3)**

*Note: Concentration students would be required to take a class in research methodology or would be required to demonstrate advanced standing in this area. [Note: This will be treated as one of the Topics and Scholars electives required as part of the PhD program.

- **Elective in Research Ethics (3)**
- **HCE 6980: Directed Readings (3)** - Students will complete at least one directed reading course in research ethics.
- **HCE 6150: Practicum (3)** - Students will complete portions of their practicum in the area of human subjects research.
- **HCE 6990: Dissertation Research (3)** - Students will write a dissertation in research ethics.

CONCENTRATION IN CATHOLIC TRADITION

Students enrolled in the PhD program in health care ethics may take 15 hours of coursework with an emphasis on health care ethics in the Catholic tradition and write a dissertation (12 credits) in the Catholic tradition to develop expertise in the area of Catholic health care ethics. To enroll in the Concentration in Health Care Ethics in the Catholic Tradition, students must already hold a Masters degree in Theology or Religious Studies or be enrolled in the MA/PhD dual degree program. The concentration requirements are outlined below:

- **HCE 6020: Religious Methods in Health Care Ethics (3)**
- **HCE 6310: Health Care Ethics in the Catholic Tradition (3)**
- **Elective related to Health Care & the Catholic Tradition (3)**
Usually this elective is taken outside of HCE.
- **HCE 6980: Directed Readings (3)**
- **HCE 6150: Practicum (3)** - Students will complete portions of their practicum in Catholic health care.
- **HCE 6990: Dissertation Research (12)** - Students will write a dissertation on health care ethics in the Catholic Tradition.

CONCENTRATION IN CLINICAL ETHICS

Students enrolled in the PhD program in health care ethics may take 15 credit hours of coursework with an emphasis on clinical ethics and write a dissertation (12 credit hours) on a topic relevant to clinical ethics to develop an expertise in clinical health care ethics. The concentration requirements are

outlined below:

- **HCE 6130: Clinical Ethics (3)**
- **HCE 6540: Advanced Clinical Ethics Practicum (3)**
- **Elective related to clinical ethics (3)**
- **HCE 6150: Practicum (3)** - Students will complete portions of their practicum in the area of clinical ethics.
- **HCE 6980: Directive Readings (3)**
- **HCE 6990: Dissertation Research (12)** - on a clinical ethics topic.

CONCENTRATION IN EMPIRICAL RESEARCH METHODS IN BIOETHICS

With the approval of the Concentration directors and the PhD program director, students enrolled in the PhD program in health care ethics may opt to complete this concentration to develop an expertise in empirical research methods. The aim of this concentration is to prepare students to incorporate empirical methods into a normative dissertation and future research. The focus of the track will be in qualitative research methods (such as ethnography, interviews, focus groups, public deliberation, etc.), though, in consultation with the directors of the concentration, students will have the option of adopting quantitative or mixed methods approaches. Completion of the concentration is meant to indicate special competencies over and above those gained in the PhD Program, specifically those that pertain to qualitative empirical research in the field of bioethics.

Content: Students must elect to pursue this concentration by the end of their first semester at the latest. The Empirical Concentration Curriculum plan of each student must be approved by a concentration director. The concentration requires at least 12 hours of coursework.

- **HCE 6040: Interdisciplinary Methods (3)**
- **HCE 6520: Capstone-Empirical Research in Bioethics (3)**
- **HCE 6150 Practicum: (3)** - Students will focus on the population the student intends to research in their dissertation.
- **Two (preferably three*) graduate-level qualitative methods courses (3)** [usually outside HCE]

* Note: The third course can be either a methods course or a course covering the content area of the students empirical research.

- **HCE 6990: Dissertation Research (3)** - Students will write a dissertation incorporating original research using a qualitative methodology.

1.E. Curriculum: MA in Health Care Ethics

Once a PhD student in Health Care Ethics has successfully completed all required, non-dissertation research, PhD coursework (48 credit hours for post-BA, 36 credit hours for post-MA), they may petition to complete a MA in Health Care Ethics at any point prior to completing the PhD.

A petition will be approved if the student is in good academic standing. Once a student's petition is approved, he or she will register for "HCE 596 Master's Capstone Project", 0 credit hours.

If a student has received a passing score on his or her written comprehensive exam, regardless of his or her performance on the oral comprehensive exam, the written exam will suffice as a Satisfactory Masters Capstone project. If a student has not received a passing score on his or her written comprehensive exam or has not taken the written comprehensive exam, they will prepare a 25-page normative research paper for his or her Master's Capstone project. This paper will be graded as either Satisfactory ("S") or Unsatisfactory ("US") according to a rubric determined by the faculty.

2.A. Comprehensive Exams: Requirements

Once a student completes all required PhD courses in good standing, the student will sit for comprehensive examinations with an Examination Board (hereafter "Board") comprised of HCE faculty. These examinations will be written and oral and will ordinarily be completed within one academic semester (excluding summer) of completing course work. Failure to pass the written and oral comprehensive exams within one year of completing coursework

ordinarily will result in administrative withdrawal from the Ph.D. program.

WRITTEN EXAM

The purpose of the written exam is to assess the student's ability to write a doctoral dissertation in Health Care Ethics. The following process will be followed for the written exam. The written exam will consist of a 25-page un-mentored normative research paper on a bioethics topic. At the beginning of this semester, the student will submit an abstract (typically 150- 300 words) summarizing their topic and argument, specifically including a thesis statement. The Board will give feedback based on the following criteria: scope, normativity, argument, originality, relevance. Up to three abstracts can be reviewed by the board. Once either (a) three abstracts have been reviewed or (b) fewer than three abstracts have been reviewed, but the student feels comfortable proceeding, the student will schedule a due date for the initial exam submission.

Ordinarily, the Board will have one week to assess the exam. The written exam must display, above all, the ability to develop a critical ethics argument and to integrate the relevant interdisciplinary literature. Students may not receive mentoring of any kind from faculty or peers in writing the essay. (Students who receive mentoring on the essay, plagiarize, or otherwise breach clear standards of scholarly integrity will automatically fail the exam and will ordinarily be denied the opportunity to re-sit the exam.) The initial submission of the written exam will be assessed on four criteria: 1) development of the argument; 2) integration of the literature; 3) problem and significance; 4) writing style and form. Initial submissions will be graded in the following manner:

- **Pass.** Essays that meet the evaluation criteria in their present form will receive a passing grade. Such essays may have only minor flaws. In general, such essays should be of publishable quality.
- **Revise and resubmit.** Essays that show promise, but have some significant flaws will be returned to the student with feedback from the faculty. Feedback will identify flaws, but will not provide positive feedback on how to fix the flaws. Students will have one full week to revise and resubmit the essay. Resubmitted essays will be graded as pass or fail.
- **Fail.** Essays will be failed if they contain fatal flaws, problems that cannot be remedied within the current framework for the essay. Students who fail will be allowed to register in

6950 in the subsequent semester and submit a new essay on a new topic. The new essay will be graded using the same three grading options as the original submission (pass, revise and resubmit, or fail). In the event that the exam is failed a second time, the student will be ineligible to progress further in the PhD program.

ORAL EXAM

After the student has passed the written examination, an oral examination with the Board will take place, lasting 90 minutes. The purpose of the oral examination is to assess the student's "integration of knowledge across the discipline." In particular, students are expected to demonstrate mastery of the PhD curriculum. To this end, as part of his or her application to the oral examination, the student must provide the Board with a comprehensive exam reading list comprised of all required readings indicated in the syllabus of each course completed in the PhD program. After the oral exam, the Board will provide a grade of "Pass with Distinction" or "Pass" or "Fail". Students will not be told the number of pass or fail grades received. If students pass the written exam but fail the oral exam, the oral exam may be taken again. Ordinarily, students may take the oral exam twice with the permission Associate Vice President for Graduate Education. Once students have successfully passed both the written and the oral comprehensive examinations, they will be considered a PhD candidate and should begin the dissertation process.

2.B. Comprehensive Exams: Application Policy and Form

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

Application Date _____

Student's Name _____

Banner ID _____

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

Written Examination _____

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

A. LIST OF REQUESTED FACULTY EXAMINERS

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

1. _____

2. _____

3. _____

4. _____

5. _____

B. PROVIDE THE FOLLOWING ITEMS ON SEPARATE SHEETS

1. A written exam abstract (150-300 words) for faculty feedback

2. A list of all courses completed in the PhD program

3. A list of all readings required in these courses

2.C. Comprehensive Exams: Faculty From Other Specialties

EXTERNAL FACULTY EXAMINERS FROM OTHER SPECIALTIES FOR COMPREHENSIVE EXAMS

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

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

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

3.A. Dissertations: Process

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

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

PREPARING THE PROSPECTUS

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



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

I. Title

II. Problem

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

III. Review of Related Literature

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

IV. Narrative Outline

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

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

V. Outline/Table of contents

VI. Competencies (optional)

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

VII. Bibliography

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

WRITING THE DISSERTATION

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

DEFENDING THE DISSERTATION

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

ferral.

Typically, the oral defense happens in an open, public forum before the interdisciplinary faculty and students of the CHCE. The student's Chair will preside over the defense, which will last approximately 90 minutes and will be divided into two parts: a 30-minute presentation of the dissertation by the student, followed by 60 minutes of for questions and discussion, beginning with the Committee, then the broader CHCE faculty and finally the full audience. After the 90-minute defense, the Chair will conclude the public event and the student's Committee will meet privately to evaluate the defense and decide whether the student has passed the defense, or the project requires further work. If substantive revision is requested, the Committee may request another oral defense of the revised dissertation. The Chair will inform the student and Graduate Education of the committee's decision formally in writing.

3.B. Dissertations: The Mentor

THE POLICY ON THE DISSERTATION MENTOR OF THE PHD PROGRAM

Because "Health Care Ethics" is an established, autonomous and interdisciplinary field, ordinarily the full-time CHCE faculty will be mentors of PhD dissertations within CHCE.

Other faculty, such as adjunct faculty or faculty with secondary appointments, may direct a PhD dissertation if the faculty has recognized status in the discipline and mentoring status with Graduate Education. Such faculty must be full-time faculty members at Saint Louis University and must have the approval of the Center Director and the agreement of the full-time faculty in CHCE.

Faculty outside CHCE may be readers of PhD dissertations. Ordinarily, students should select one reader from outside CHCE. Readers must be chosen in consultation with the Mentor, the Ph.D. Program Director, and the Center Director.

3.C. Dissertations: Incorporating Original Empirical Research

MENTORING GUIDELINES DISSERTATIONS INCORPORATING ORIGINAL EMPIRICAL RESEARCH

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

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

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

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

Following Graduate Education guidelines, the dissertation committee maintains the authority to resolve disputes over these matters.

3.D. Dissertations: Non-Traditional Format

Ordinarily doctoral candidates in the PhD program in Health Care Ethics will follow the traditional guidelines for dissertations. However, when appropriate, a student’s dissertation committee may permit the student to write a dissertation

using a “non-traditional format”, the body of which consists of at least three thematically related original article-length manuscripts, at least two of which must be accepted for publication. As is always the case, all dissertation content must receive final approval by the student’s dissertation committee. The mere fact that a manuscript has been published or accepted for publication does not guarantee that it can be used toward a non-traditional dissertation. Ordinarily, if a faculty member serves as a co-author on one of the publications, this faculty member would not serve as the student’s dissertation chair. The non-traditional dissertation format requires that:

1. The three incorporated articles be preceded by a substantive introduction chapter and followed by a substantive conclusion chapter, which will integrate the three manuscripts into a coherent whole.
2. Ordinarily, the student is the sole or primary author of all three manuscripts.
3. At least two of the three manuscripts must be fully accepted for publication and the third at least under review.
4. Dissertations must satisfy the formatting requirements dictated by SLU’s “Policies and Procedures for Thesis, Project, and Dissertation Formatting”.
5. All articles incorporated into the dissertation must have been submitted while enrolled in the PhD Program.

4.A. Courses: Continuous Registration

CONTINUOUS REGISTRATION POLICY

The University requires continuous registration for students in our PhD program. Hence, during our program’s registration period, it is important for all students to register. Failure to maintain continuous registration accrues a financial penalty upon subsequent registration.

This requirement for continuous registration also pertains to students who are in the post-comprehensive exam phase of studies. After comprehensive exams, students must register for a total of 12 dissertation credit hours during the dissertation phase of the program. Thereafter, students must register each semester for 0 credit hours. Students registered for dissertation credit hours (HCE-6990) can receive the grade of “In Progress (IP)” if the student is making satisfactory progress or “Unsatisfactory (U)” if they have not made satisfactory progress in a given semester. Credit hours taken in association with a grade of “U” will not be cred-

ited toward the total of 12 hours in 6990 required for graduation. The grade of “Satisfactory (S)” will only be assigned when the student has completed the requirements (i.e., their final registration).

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

POLICY ON COURSE REGISTRATION FOR PART TIME STUDENTS

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

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

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

SUBSEQUENT MEMO ON IMPLEMENTATION

At a faculty meeting the faculty agreed to enforce the part-time policy requiring such students to register minimally for two courses each Fall and Spring semester until course work is completed. This decision reflects the unfortunate experience of part-time students progressing through the program too slowly. Ideally, the faculty would like to pursue the original goal of admitting only full-time students (as above).

4.C. Courses: Standards & Grades

The PhD Program in Health Care Ethics follows the grading policies of the University’s Graduate Education office.

The Grading Scale exclusive of Thesis or Dissertation Research is as follows:

A	4	
A-	3.7	
B+	3.3	
B	3	
B-	2.7	
C+	2.3	
C	2	
C-	1.7	
D	1	
F	0	
AF	0	Failure due to excessive absence

For most graduate level offerings carrying zero or one semester hour of credit, one of these two final grades is assigned:

“S” Satisfactory

“U” Unsatisfactory

Neither of these two grades influences the student’s term or cumulative GPA (“Pass/No Pass” grading is not permitted.)

For Thesis and Dissertation Research registrations, Project Guidance, one of these three grades is assigned at the end of the academic term:

“IP” In Progress

“S” Satisfactory

“U” Unsatisfactory

Toward fulfillment of the credit hours required for Thesis or Dissertation Research or Project Guidance, the grade of “S” may be assigned only once: at the close of the final academic term in residence during which the student has completed both the hours requirement and the thesis/dissertation/project itself. At the close of a prior term, if progress has been made, the “IP” grade is appropriate. When a “U” grade is assigned, no credit toward fulfillment of the hours requirement is earned.

At the end of a term for a course at any level that a student audits, the instructor assigns one of these two grades:

“AU” Audit (satisfactory)

“W” Authorized withdrawal (or unsatisfactory audit)

Neither of these entries into the permanent record influences the student’s term or cumulative GPA, or counts toward credit hours earned for degree.

Withdrawal from a class between the end of the Late Registration period and mid-term, a designation of “W” is entered into the grade field for that entry in the permanent record. Withdrawals beyond the mid-term date are ordinarily not allowed.

The following temporary course grades may be given:

“I”

All requirements for the course have not been completed by the student by the close of an academic term. The “Incomplete” may remain in the permanent record for a maximum of 12 months and, if not amended by then, is transformed into an “F” (Failure).

“X”

Student is absent from the final examination. This grade must be rectified within six weeks of the end of the academic term, or it is replaced by the “F” grade.

“NR”

Student is enrolled in academic work for a term and may not be expected to complete requirements by the close of that term. The notation “NR” means “Not Recorded” and remains in place until the instructor of record communicates a final letter grade to the Registrar.

TERM ESSAYS: STANDARDS AND GRADES

“It is the sole responsibility of the faculty member to determine when course requirements have been met and what grades will be assigned to individual students, within the grading policies of the college or school. ... Faculty members must not make prejudiced or capricious academic evaluations of students, and it is the responsibility of the Center Director or comparable administrator, and of the appropriate Dean, to uphold this standard.” (SLU Faculty Manual, III, G, 1).

Most courses within the PhD Program in Health Care Ethics will require a term essay, which may comprise a significant portion (or even 100%) of a student’s final course grade. While faculty have the right and responsibility to provide guidance to students regarding paper length, style, format, and purpose, the PhD faculty of CHCE agree that the following 4 elements of a paper will generally be given primary consideration in grading papers:

1. Identification and statement of a significant problem

2. Development of an argument according to the standards of the course
3. Integration of appropriate literature from the relevant fields
4. Style and conformity with stylistic guidelines (if any)

4.D. Courses: Incomplete Grade

INCOMPLETE (I-GRADE) GUIDELINES

1. Students may receive an Incomplete (I-grade) only with the approval of the Instructor.
2. An Incomplete grade will be awarded only for a serious reason. Requiring additional time to complete course requirements ordinarily will not constitute a sufficient reason. Students should request an I-grade prior to the deadline when an assignment is to be turned in. Students should not allow deadlines to pass and notify faculty after the fact that they were unable to complete an assignment.
3. The *Graduate Education Catalog* mandates that the incomplete grade may remain in the permanent record for a maximum of 12 months, and, if not amended by then, is transformed into an F (failure). Faculty may establish shorter deadlines.
4. Faculty may decide to lower the maximum grade the student may receive after receiving an I-grade.
5. It is the responsibility of the student to complete and turn in all work required to complete the course and to confirm through BANNER that the Incomplete grade is changed to a final grade.

4.E. Courses: Recording of Classes

No one may record classes without the express written permission of the instructor. The general policy of the Center for Health Care Ethics is to prohibit the audio or video recording of classroom lectures and discussions. Under extraordinary circumstances, students may request permission from a faculty member to record a class. Audio and video taping of individual classes is permitted only at the discretion of the individual faculty member. Students must request permission from the instructor in writing.

The recording remains the property of the faculty member

who may inspect, retrieve, or destroy the recording after its intended use. The recording shall be used solely for the purpose of studying the materials presented during the class and shall not be reproduced or distributed in any manner. When a faculty member grants permission for a class to be recorded, ordinarily the student must destroy the recording immediately after the student has had the opportunity to listen to the class.

Faculty member permission to allow audio recording for a specific class does not constitute permission to record any other classes.

If a student obtains permission from an instructor to record a class, the student is responsible for disclosing to other students in the class that a particular session will be recorded.

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

MENTORING STUDENTS

Every member of faculty has the responsibility to mentor students in various ways. The following items delineate the basic expectations for faculty mentoring of students.

PLENARY MENTORING SESSIONS

A member of the faculty is assigned the responsibility of coordinating the plenary mentoring of students which continue throughout the Fall and Spring semesters each year.

The purpose is twofold: first, to provide a plenary forum for open discussion between faculty and students as well an occasion for ongoing consideration of the students' and the program's needs and second, to address career-building needs of students.

The monthly mentoring sessions last for 90 minutes. Students in course work must attend.

REGISTRATION MENTORING

By the beginning of each semester students must register for courses after discussing registration with the PhD Program Director. While the PhD Program Director will provide coursework and registration mentoring, it is ultimately the responsibility of the student to manage their curriculum progress and records.

COMPREHENSIVE EXAMINATION MENTORING

Students should consult with the PhD Program Director as they prepare for the Comprehensive Exams.

See section 2 for the policy on comprehensive exams.

DISSERTATION MENTORING

Dissertation director and readers mentor the dissertation.

Students should consult the Graduate Education web page for guidance on candidacy and dissertation requirements and deadlines.

See section 3 for the policy on comprehensive exams.

5.B. Mentoring: Evaluation of Student Progress

At the end of each semester, faculty will review the progress of all PhD students who are currently in coursework. Unless concerns are raised with a student's academic performance, the review will consider only performance in courses undertaken within CHCE. When concerns are raised, the Center Director may contact faculty from outside CHCE for an evaluation of the student's academic progress. Special attention will be given to students who are completing their first semester of studies in the program.

The PhD Program Director will email each student a short statement that their progress has been reviewed and either found to be satisfactory or that concerns were identified. Students must reply all to the email as a confirmation of receipt. If concerns are identified, they will be stated briefly and a meeting will be called to discuss the concerns with the student and to develop a remediation plan. Student's whose progress is seriously questionable should be told so and they will be given 1 semester to rectify weaknesses; otherwise, they may be asked to leave the program, regardless of their standing in the University, which may depend heavily upon coursework completed outside of CHCE.

6.A. Policies: Academic Good Standing and Grounds for Academic Dismissal

All students matriculating into the Health Care Ethics PhD program are expected to remain in good academic standing. Good academic standing means appropriate and continuing progress toward the completion of their doctoral degree. Students are not in good academic standing if:

- They have a cumulative GPA less than 3.3, or
- They have a Health Care Ethics GPA of less than 3.3, or
- They have one or more incompletes, or
- They have one or more Health Care Ethics grades of a “B-” or below, or
- Their time to degree has expired, or
- They have demonstrated a pattern of unprofessional conduct, including but not limited to:
 - Violations of academic integrity
 - Excessive absences, either in coursework or for required CHCE events
 - Distracting or upsetting behavior

These standards comply with the University’s minimum standards for academic good standing.

Students not in good academic standing will generally be required to re-establish good standing within one semester for full time students and two semesters for part time students. Course selection during this time-period must be approved by the PhD Program Director. Failure to re-establish good academic standing within the allotted time period is grounds for academic dismissal.

(Ways that a student may be asked to re-establish good standing include: raising their GPA above 3.3, resolving an incomplete course, retaking a course with a B- grade or below, re-writing a course paper that received a low mark, apply for and receive a time to degree extension from the university, or demonstrating a pattern of professional and collegial conduct.)

1 The APA publishes helpful guidelines at <http://www.apastyle.org/authorship.html>.

2 Health care ethics is an interdisciplinary field. Because authorship and attribution practices vary somewhat across disciplines, CHCE refrains from adopting one set of guidelines even while acknowledging that some general principles are shared across disciplines and that adherence to professionally sanctioned guidelines is appropriate.

6.B. Policies: Academic Integrity/Ethical Behavior

POLICY ON ACADEMIC INTEGRITY IN THE PHD PROGRAM

The “Academic Integrity” policy for the PhD program in Health Care Ethics adopts the University’s policy on “Academic Integrity/Ethics” (described in *The Graduate Education Catalog*) as follows:

The University is a community of learning, and its effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment. Academic integrity is violated by any dishonesty in submitting an assignment, test, research report, or any other documentation required to validate the student’s learning. In a case of clear indication of such dishonesty, the faculty member or administrator has the responsibility to apply sanctions to protect the environment of integrity. Although not all forms of academic dishonesty are given here, the instances listed below should be seen as actions that violate academic integrity:

- soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted;
- copying from another student;
- using electronic devices to share information during an exam;
- copying from a book or class notes during a closed-book exam;
- submitting materials authored by or editorially revised by another person but represented as the student’s own work;
- copying a passage or text directly from a published source without appropriately citing/recognizing that source; taking a test or doing an assignment or other academic work for another student;
- securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor.

Any clear violation of academic integrity will be met with sanc-

tions. In a case of dishonesty within a course, the instructor may assign an appropriate grade and/or recommend further sanctions to the Dean or Director of the particular school/college/center, who is then responsible for the final decision and notification of all associated parties. The final decision of the Dean or Director may be appealed as described in “Procedures for Academic Appeals.”

Ethical behavior is also expected of students and faculty in the academic setting and extending into professional life. Sexual harassment will not be tolerated and will be sanctioned. Most major fields require their graduate students to complete an ethics requirement within the curriculum. Coursework or other training in ethical research is required of academic personnel involved in traineeship and investigative programs funded by a number of federal and other agencies.

SUSPENSION/DISMISSAL

The student who is judged guilty of an act of serious *academic dishonesty* may be suspended for a specified time period or dismissed altogether from Graduate Education. Suspension or dismissal may also be warranted for other reasons not listed above, e.g., unauthorized solicitation or distribution of controlled substances, endangering one’s self or another person, or abusing alcohol or illicit drugs. Reports of such actions may come from nonacademic staff, faculty, administrators, or other students. Such reports are to be directed to the Dean or Director of the particular school/college/center, who is responsible for decisions to suspend or dismiss.

In addition to following the Graduate Education policy of the University, CHCE stipulates that if a student commits an act of serious academic dishonesty in a class, they will fail the class and may be expelled from the program. If they commit an act of serious academic dishonesty during their comprehensive exam they will be expelled from the program. Students may appeal decisions of the Center using mechanisms described in the Graduate Education Catalog of the University.

AUTHORSHIP GUIDELINES

1. Faculty and students in CHCE should familiarize themselves with standard guidelines on authorship (e.g., those of the American Psychological Association [APA] or the International Committee of Medical Journal Editors [ICMJE])¹ and should follow the guidelines most appro-

priate for their manuscripts.²

2. At the outset of a scholarly project intended for publication, individuals should clarify with any collaborators who might potentially qualify for either authorship or acknowledgment, e.g., research assistants or mentors, (a) what their role will be and (b) whether authorship or acknowledgement will be attached to their role. While a renegotiation of roles and attributions is often appropriate or even necessary across the life of a project, initial discussions remain important.

6.C. Policies: Academic Accommodations

Students who believe that, due to the impact of a disability, they may need academic accommodations in order to meet the requirements of this, or any other, class at Saint Louis University are encouraged to contact Disabilities Services. Located in the Busch Student Center (Suite 331), or can be contacted via phone or email: 314-977-3484, disability_services@slu.edu.

6.D. Policies: Grievance Procedures

POLICY ON “GRIEVANCE PROCEDURES” IN THE PHD PROGRAM

This policy describes the reporting mechanisms for grievances related to the PhD program. The policy includes reporting mechanisms for students and for faculty.

1. **Reporting Mechanisms for Students**

Students should report grievances via an appropriate “chain of command” as follows.

 - a. If a grievance relates to *another student*, the student should raise the matter directly with student. If a grievance relates to a *member of the program’s faculty* or a *course instructor in another program*, the student should raise the matter with the faculty or instructor directly.
 - b. If that is not feasible or satisfactory, the student may report the matter to the *Center Director*. If that is not feasible or satisfactory, the student may report the matter to the *Associate Vice President of Graduate Education*.
 - c. Students with a grievance about a member of the

support staff should report the concern directly to the *Center Director*. If that is not feasible or satisfactory, the student may then report the matter to the *Associate Vice President of Graduate Education*.

- d. Students may *not* report program related grievances directly to the *Executive Committee*. This Committee may be called upon either by the Center Director or by the Associate Vice President of Graduate Education to resolve grievances related to CHCE policies.

2. Reporting Mechanisms for Faculty

Faculty should report grievances via an appropriate “chain of command” as follows.

- a. If a grievance relates to a *student*, the faculty should raise the matter directly with student. If a grievance relates to a *member of the program’s faculty* or a *course instructor in another program*, the faculty should raise the matter with the faculty or instructor directly.
- b. If that is not feasible or satisfactory, the faculty may report the matter to the *Center Director*. If that is not feasible or satisfactory, the faculty may report the matter to the *Associate Vice President of Graduate Education*.
- c. Faculty with a grievance about a member of the support staff should report the concern directly to the *Center Director*. If that is not feasible or satisfactory, the student may then report the matter to the *Associate Vice President of Graduate Education*.
- d. The Executive Committee may be called upon either by the *Center Director* or by the *Associate Vice President of Graduate Education* to resolve grievances related to CHCE policies.

6.E. Policies: Leaves of Absence

GENERAL LEAVES OF ABSENCE: (based on Graduate Education Catalog, Matriculation Policy)

Students who wish or need to interrupt their progress towards a degree may petition for a leave of absence. Leaves of absence may include: personal medical leave of absence, family medical leave of absence and general leave of ab-

sence. Leaves of absence must be approved by the Center Director. A leave period is usually either one semester or one academic year. *Students on approved leave do not violate the mandatory continuous enrollment policy during the leave period.* Courses missed because of a leave of absence will generally be taken at the next regularly scheduled offering. Ordinarily, students will assume financial responsibility for the tuition costs of any additional coursework.

All registrar-related forms can be found on-line at: <http://www.slu.edu/registrar/register/forms.php>

PARENTAL LEAVE: (from the Graduate Education Catalog, 2013-2014)

The Graduate Student Parental Leave Policy will provide relief of all full-time graduate duties including research, teaching responsibilities, and comprehensive or candidacy examinations for 6 weeks following childbirth or adoption. It is mandatory for graduate students on an approved parental leave to maintain continuous enrollment during the leave period. The nature of the coursework is to be determined in consultation with the advisor. Should a graduate student require additional relief of duties beyond the approved parental leave period, the graduate student must petition for a leave of absence, as described in the Graduate Education Catalog. Students on an approved parental leave will continue to have access to University resources (e.g., email, library privileges). To be eligible for this benefit, a graduate student must be enrolled as a full-time graduate student in either a master’s or doctoral program; be in good standing with her or his academic department; and be the primary caregiver to a newborn or adopted child. If both parents are eligible graduate students, only one parent (the primary caregiver) may apply for the parental leave. Students must submit a Petition for Graduate Student Parental Leave to their graduate advisor at least 60 days prior to the expected start of the leave period; exceptions to the rule will only be made in cases of exceptional circumstances. Graduate students on an assistantship or fellowship must submit an additional document that details the impact of and accommodations needed for the leave. Students are required to be enrolled during a leave period in order to receive benefits. Parental leaves must be approved by the student’s mentor or advisor, the academic department chair, the appropriate College, School, or Center graduate education faculty administrator (e.g. Associate Dean for Graduate Education), and the Associate Vice President for Graduate Education.

PARENTAL LEAVE: GRADUATE STUDENTS RECEIVING UNIVERSITY FUNDING SUPPORT

All graduate students receiving University support for health insurance will continue to receive full insurance coverage paid by the University throughout the duration of the parental leave period. Tuition scholarships for a graduate student on an approved parental leave will be continued during the leave period as necessary. Graduate students receiving an assistantship stipend will be guaranteed the continuation of their stipend for the first 6 weeks of the leave period, provided those weeks fall within the contracted period of the assistantship. Thereafter, continued funding during the leave period will be at the discretion of the department chair and dean, in consultation with the graduate student and his or her advisor. Graduate students receiving a University fellowship will be guaranteed the continuation of their stipend for the 6 weeks of the leave period, provided those weeks fall within the contracted period of the fellowship. Thereafter, continued funding during the leave period will be at the discretion of the Associate Vice President for Graduate Education, in consultation with the graduate student and his or her advisor.

6.F. Policies: Attendance

MANDATORY ATTENDANCE AT CHCE-SPONSORED ACTIVITIES

Attendance at Center-sponsored Endowed Lectures and all CHCE dissertation defenses is required for all students in coursework. Attendance at most other CHCE-sponsored events is optional unless otherwise stated, but students should make their best effort to attend all of these.

MENTORING

Monthly Plenary Mentoring Sessions – Each monthly mentoring session has two segments: the first segment, or “business” segment is MANDATORY for all students in coursework. Students who have previously attended the second, mentoring segment’s topic may attend the mentoring session but are not required to do so. Dates and times appear on the CHCE calendar for the semester. Mentoring topics include:

- Preparing dissertation and comp exam proposals
- Delivering effective presentations
- Publishing in bioethics
- Writing and building a CV

- Developing a teaching portfolio
- Seeking a job in bioethics
- Open: PhD Program Business

CLASSROOM ATTENDANCE

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

6.G. Policies: Classroom Behavior

1. **Collegiality.** Neither faculty nor students should be subject to others’ behavior that is rude, disruptive, intimidating, or demeaning. Students and faculty are expected always to engage course material and peers in a respectful manner. Part of learning to become a health care ethicist is learning to dialogue respectfully with others, including those who hold positions one considers morally or otherwise mistaken. At the same time, ethicists are expected to criticize ideas and to be receptive to having their own ideas challenged.
2. **Attention.** Students and faculty are expected to dedicate their attention to class sessions. For example, laptop computers in the classroom should only be used for purposes directly related to the class session; individuals should not check emails or surf the web during class. Similarly, cell phone ringers should be turned off and calls and text messages ordinarily should not be answered.
3. **Guests.** Special permission from the instructor is needed to bring guests into the classroom. Appropriate guests would include prospective students or professional peers interested in bioethics. Inappropriate guests would include pets, children, and significant others who are simply visiting.
4. **Syllabus.** Faculty may choose to express in their course syllabi additional expectations of students’ behavior in the classroom.
5. **Sanctions.** Ordinarily, a failure to honor these rules will be followed by a verbal or written warning from the professor. Egregious violations or repeated failures to honor these rules will lead to written warnings or reprimands and may be followed by more severe consequences including lowered course grades, a request that the student withdraw from the course, or involuntary withdrawal from the course or program. Allegations

against professors should follow the CHCE grievance policy, published in the PhD Student Policy Manual. In all instances, Saint Louis University procedures will be followed for the appeal of disciplinary actions.

6. **Scope.** This policy applies to the behavior of faculty and students within educational programs offered by CHCE, regardless whether they occur in a formal classroom setting or within a classroom in another department. This policy will be implemented in ways that are consistent with existing CHCE, Graduate Education, and University policies.

7. Graduate Assistant Guidelines

Graduate Assistants (GAs) should also see the University's "policies & procedures Manual for Graduate Assistants & Fellows", which governs all assistantships & fellowships.

7. A. Graduate Assistant Guidelines: CHCE's Supplemental Policies

GAs are assigned by the Center Director to serve as either research assistants to faculty members (RAs) or as instructors teaching in the undergraduate minor in health care ethics (TAs). TAs will report to the director of the undergraduate minor as their faculty mentor. The tasks of graduate assistants will vary depending on the role in which they serve. Performance as a GA will be considered when making future funding decisions and can affect the quality of a recommendation.

GRADUATE ASSISTANTSHIP BENEFITS AND RESPONSIBILITIES

GAs provide graduate students with significant benefits: a stipend, health benefits, tuition remission; significant professional learning opportunities, which may include assisting with research, teaching, organizing academic events and projects, or publishing; and a relationship with a mentor in the field which may continue long after the assistantship ends.

It is primarily the graduate assistant's responsibility to ensure that contract details, health insurance coverage, tuition benefits and course registration are correct. If an error occurs in a domain that was primarily the graduate assistant responsibility, the graduate assistant may be financially responsible

for the error.

The following provides details on how GAs in the CHCE are expected to meet their responsibilities.

ORIENTATION AND TRAINING

GAs are expected to participate in all mandatory SLU and CHCE orientation sessions and to retain knowledge of the content of these sessions. Mentors may additionally require GAs to receive additional training, e.g., in teaching, the use of databases, software programs, or other skills.

HOURS

The usual contract between GAs and the University stipulates that GAs will work up to 20 hours per week. Mentors may use their discretion to coordinate for fewer hours one week and more hours another week. This should be done only with the agreement of both the student and the mentor and mentors may never require that more than 20 hours/week be worked except when make-up hours are worked.

AVAILABILITY AND OFFICE HOURS

GAs should check their SLU email accounts at least once per day Monday-Friday. GAs may be required to work some or all of their hours in the CHCE building, and must be available to meet with mentors during the week.

RESIDENCY EXPECTATIONS

Graduate Assistants (GAs) are expected to be in residence during the full period of their contract except during holidays, vacations, and short periods of time with the approval of their mentor.

EARNED TIME OFF

GAs may, with the approval of their mentor, work additional hours to earn time off at a later date.

For example, working 25 hours each week for 4 weeks would yield 1 week (20 hrs) of earned time off, which a GA might "bank" and use at a later date (e.g., to extend a vacation, to travel to a wedding, or to prepare for comprehensive exams).

TIME SHEETS

GAs are expected to complete a weekly time sheet. Time sheets serve several purposes. They may:

- Protect GAs from being required to work in excess of 20 hours

- Assist mentors and administrators in the goal of requiring roughly equal workloads for equal pay
- Assist mentors in prioritizing and planning work projects
- Foster accountability

For this reason, mentors typically request that timesheets indicate not only how time was spent over the past week, but a statement of primary work goals for the following week. In short, time sheets serve as an essential communication tool that fosters the aims of the assistantship.

PROJECT ASSIGNMENTS

Mentors may provide GAs with both short- and long-term projects and give GAs a sense of the priority of different tasks. GAs who have both short- and long-term projects should find that they have sufficient work each week. It is the responsibility of both mentors and GAs to coordinate the flow of work. GAs who feel that they have not been given sufficient work for the week should contact the Center Director as soon as possible, ideally by Wednesday, to be assigned work for CHCE or other faculty members. However, work subsequently assigned by a mentor will ordinarily trump any CHCE-related assignments given by the Center Director.

DURATION AND RENEWAL OF CONTRACTS

Contracts may be awarded for varying lengths of time. The standard SLU contract for GAs is 9 months beginning with the first week of the Fall semester and concluding the day grades are due at the end of the Spring semester. However, grant-funded GA contracts are frequently for 12 months, and 9-month assistantships may be extended over summer as funds are available.

Ordinarily, CHCE aims to provide doctoral students who require 2 or more years of coursework with 3 years of GA funding. Students requiring less than 2 years of coursework are typically offered 2 years of funding. Contracts may be renewed beyond 3 years depending upon the availability of funding and the needs of mentors or the CHCE.

Contracts are renewed only when satisfactory progress is made academically and as a GA. Contracts may be terminated when satisfactory progress is not made toward degree completion or the responsibilities of the assistantship.

CONFIDENTIALITY, OWNERSHIP, AND PROTECTION OF DATA AND PRODUCTS

GAs should assume that they do not own the products they

produce as GAs, including data and databases. They have duties to respect the confidentiality of such products. If they wish to use such products, they must seek written permission from their mentors. GAs also have duties to back up their data and products. In general, data and products should be securely backed up online, e.g., on a project worksite (e.g., a GoogleSite) or a personal back up system such as Mozy. *Note:* An external hard drive suffers from many of the same vulnerabilities as your computer, being subject to theft or damage from fire and water. The best systems will back up your data automatically. Loss of data or products due to inadequate efforts to protect them is very serious and may be grounds for termination.

GAs ASSIGNED TO MORE THAN ONE MENTOR

In some cases, students will be assigned to more than one faculty mentor. Ordinarily, this will mean that the GA will work for each mentor for 10 hours/week. However, special circumstances may lead to different arrangements. Each mentor should give the GA an order of priority for projects. Should a GA find that a high-priority project assigned by one mentor will take more than ten hours, the GA should inform both mentors of the situation. Generally it will be easiest to do this via email. The two mentors should agree on whether the GA may spend more time on the project in question that week or if the project will have to be delayed. Alternatively, a GA may coordinate with the mentors to work more hours during a given week in exchange for fewer hours at another point in time.

CONFLICT RESOLUTION

As noted above, the GA-mentor relationship can be highly valuable to both the mentor and the GA. However, clear discussion of mutual schedules, expectations, and needs is essential to a successful GA-mentor relationship.

If a GA encounters difficulties with a mentor or specific assignments, he or she should seek to resolve these directly with the mentor. However, if this does not resolve the problem, GAs may contact the Program Director or the Center Director, who will serve as a mediator.

Unsatisfactory performance as a Graduate Assistant may lead to termination as a Graduate Assistant. If a Graduate Assistant performs unsatisfactorily, the first step will be to develop a remediation plan developed by the mentor and Center Director. A letter informing the Graduate Assistant of unsatisfactory performance may be issued to the Graduate Assistant, with the Center Director and SSRG Director copied on the letter, may be filed in the student's record. If the performance remains unsatisfactory, the contract may be terminated.



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