

### **Scholarly Concentrations in the Medical Humanities and Ethics Track**

The Medical Humanities and Ethics track of the MD with Scholarly Concentration Program is designed to foster rigorous scholarship and significant creativity in the humanities – including but not limited to the virtues and professional identity formation (PIF), the art and science of compassionate care, the care of the self (including clinician resilience), clinical ethics and consultation, philosophy of medicine, just access to healthcare, law and medicine, medical anthropology, literature and narrative medicine, art and observation, medical ethics and world religions, death and dying (including assisted suicide), history of medicine, public policy, and various medical ethical quandaries across the life span. All projects should have the potential for a publishable contribution to knowledge using the research methods of the relevant discipline or field, beginning with a scoping style literature review working with a Stony Brook reference librarian.

#### **Methods**

Projects in this track draw on the methods of all the disciplines mentioned above. Some projects combine qualitative research with original work in the humanities.

#### **Sample Projects**

Epilepsy, Neuroscience and Religious Experience: An Exploration of Neurology and the Humanities

Opioid Addiction and Pregnancy: An Ethnographic Approach

Unveiling the Motives and Writings of Dr. Paul Farmer

A History and Model: The Global Effort to Eradicate Smallpox

An Empirical Study of Magic Therapy to Relieve Pediatric Patient Anxiety and Improve Hospitalization Experience

Investigating Factors that Influence Physician Empathy and Examining Its Role in Patient Outcomes for Diabetic Patients in Denmark

Ethics in the “Gray Zone” – Decisions Around Newborns Born at 22 to 23 Weeks

Humility as a Physician Virtue: A Philosophical, Historical, and Clinical Study

The Use of Narrative Medicine in Clinician Well-Being and Resilience

Great Doctor Poets

The Wounded Healer: From Plato to Jung

Spirituality and Recovery in the 12-Step Model: A Conceptual and Qualitative Study

Law and the Forced C-Section

Dying in Oregon: Physician Assisted Suicide

Music & Memory: A Study of the Impact of Personalized Music on Retention of Self-Identity and Swallowing in Patients with Dementia

The Hippocratic Oath: Its Origins, Cultural Context, and Moral Logic

Spirituality, the 12 Steps, and Recovery

### **Application**

Students should complete form G1 (general application). Applications are due on March 31<sup>st</sup> of the application year. See the general program information page for details of notifications, funding, evaluation, etc.

### **Application Timeline**

Students in this track should visit with the track directors several months ahead of the application deadline (ideally by early November) to discuss the scope note of their project in general terms, and begin to consider mentors. Email [Stephen.Post@StonyBrookMedicine.edu](mailto:Stephen.Post@StonyBrookMedicine.edu) and [Maria.Basile@StonyBrookMedicine.edu](mailto:Maria.Basile@StonyBrookMedicine.edu) to set up an appointment.

### **Academic Requirements**

#### *First Year*

Applicants attend the Responsible Conduct in Research Seminar convened for all MD with Scholarly Concentration students in the early summer after the first year. During the summer after year one, students devote two months (July and August) to their projects in consultation with their mentor. Over this period, they will gain comprehensive background knowledge in their topic area, produce a scoping literature review or annotated bibliography, and further clarify their research goals and methods.

Students complete a written deliverable and present their summer achievements to their peers in the program, typically in late August, including a trajectory for future work.

Students aim for publication in a peer-reviewed journal, working on their own or co-authoring with a mentor or team in the case of certain projects.

#### *Year Four*

In the fourth year, students take a minimum of two one-month research electives dedicated directly to their projects (research and writing time) and produce significant deliverables for public presentation at the end of the year on Research Day.

#### *Six Months Total Commitment*

Students are required to accumulate six months of activity to complete their projects. A student might, in addition to the two months in the summer after year one, and in addition to the minimum of two-one-month electives in year four, use their year three clinical experiences as material for their projects, or pursue clinical rotations or elective courses in year four that contribute to their project indirectly in the general course of their medical education. This additional two months is highly flexible, as determined individually in consultation with the student's mentor. Students will maintain some contact with their mentors during the second and third years.

#### **Subcommittee Members**

Dr. Stephen G. Post, PhD ([Stephen.Post@Stonybrookmedicine.edu](mailto:Stephen.Post@Stonybrookmedicine.edu)), Track Co-Leader  
Dr. Maria Basile, MD ([Maria.Basile@Stonybrookmedicine.edu](mailto:Maria.Basile@Stonybrookmedicine.edu)), Track Co-Leader  
Dr. John Coulehan, MD ([John.Coulehan@Stonybrookmedicine.edu](mailto:John.Coulehan@Stonybrookmedicine.edu))  
Dr. Richard A. Bronson, MD ([Richard.Bronson@Stonybrookmedicine.edu](mailto:Richard.Bronson@Stonybrookmedicine.edu))  
Dr. Phyllis Migdal, MD, MA ([Phyllis.Migdal@Stonybrookmedicine.edu](mailto:Phyllis.Migdal@Stonybrookmedicine.edu))  
Dr. Jeffrey Trilling, MD ([Jeffery.Trilling@Stonybrookmedicine.edu](mailto:Jeffery.Trilling@Stonybrookmedicine.edu))

#### **Faculty Mentors**

*Primary mentors* are often faculty affiliated with the Center for Medical Humanities, Compassionate Care, and Bioethics ([www.stonybrook.edu/bioethics](http://www.stonybrook.edu/bioethics)). However, with discussion and approval from the track directors, a student may select a primary mentor from across the medical school, from the College of Arts and Sciences, and in some cases from other institutions as needed to provide expertise. Only one primary mentor is needed, although every student will

also have a *co-mentor* who is from the Center to facilitate and follow student progress, and to convene discussion groups across the track. A primary mentor can be an MD or a PhD. Faculty from the Center are listed at <https://www.stonybrook.edu/commcms/bioethics/people/staff.php>.

**Possible Primary Mentors (Students Can Propose Other Mentors According to Expertise and Discuss with Drs. Post & Basile)**

Stephen G. Post, PhD

Center Director

History of Bioethics; Geriatrics; Dementia; Healthcare; Compassion and Altruism

Maria A. Basile, MD

Center Associate Director

Clinical Assistant Professor

Human Values and Medicine; Literature and Medicine; Medical Professionalism; Medical Ethics; Leadership Development

Michelle S. Ballan, PhD

Professor and Associate Dean for Research, School of Social Welfare

Professor, Department of Family, Population and Preventive Medicine

Autism and Disability Studies

Social Work & Clinical Ethics

Richard A. Bronson, MD

Professor of Obstetrics/Gynecology and Pathology

Reproductive Medicine; Poetry; Narrative in Medicine; Medical Education

Gregg Cantor, DO, MA

Ethics and Cardiology

John L. Coulehan, MD, MPH

Director Emeritus

Literature and Medicine, Empathy, Narrative, Clinical Ethics

Lisa L. Diedrich, PhD

Associate Professor

Women's Studies

Liam Butchart, MD, MA

Ethics and Psychiatry

Literature and Medicine

Narrative Medicine

[Brooke Ellison, PhD, MPP](#)

Associate Professor

Hope and Medical Ethics, Stem Cell Research, Sociology and Healthcare

[Craig Malbon, PhD, MDiv, FAAAS, FRSM](#)

Leading Professor, School of Medicine

Department of Pharmacology; Department of Family, Population & Preventive Medicine.

Medical Ethics, Social Justice, End-of-Life Ethical Issues

[Phyllis Migdal, MD, MA](#)

Clinical Assistant Professor

Institutional Ethics Committee

Medical Ethics, Health Disparity, Implicit Bias

[Brian Papszycki, BS, MA](#)

Assistant Director of Hospital Services, LiveOnNY

Transplant Ethics

[Jedan Phillips, MD](#)

Associate Dean for Minority Affairs

Justice, Minority Access to Care, and the Medically Underserved

Family and Preventive Medicine

Medical Professionalism

Medical Director of Stony Brook Home (Health Outreach and

Medical Education Program)

[Lisa Strano-Paul, MD](#)

Professor of Clinical Medicine

Assistant Dean for Clinical Education

Professional Identity Formation, Geriatrics, End-of-Life Care

[Nancy.Tomes@Stonybrook.edu](mailto:Nancy.Tomes@Stonybrook.edu)

Dr. Nancy Tomes, PhD – Professor of History

History of Medicine

[Jeffrey Trilling, MD](#)

Associate Professor

Medical Humanities and Ethics

Physician-Patient Relationship  
Primary Care and Family Medicine

Michael Vetrano, PhD

Course Director, Medicine in Contemporary Society  
Clinical Ethics and Decision Making, Doctor-Patient Communication, Spirituality and Health  
Care, Religion and Bioethics

Kevin Zacharoff, MD, FACIP, FACPE, FAAP

Distinguished Visiting Scholar in Medical Humanities, Compassionate Care and Bioethics  
Faculty and Clinical Instructor, Department of Family, Population and Preventive Medicine  
Renaissance School of Medicine at Stony Brook University

Caitlyn Tabor, JD

Clinical Instructor, Law and Medicine

Clare Whitney, PhD, MBE, RN

Assistant Professor  
Department of Doctoral Studies, School of Nursing  
Methods in Clinical Ethics