Date: December 2012

To: Stony Brook University School of Medicine

From: Stephen G. Post, PhD, Director, The Center for Medical Humanities, Compassionate Care, and Bioethics (Department of Preventive Medicine)

Re: BIENNIAL (2011-2012) REPORT OF THE CENTER FOR MEDICAL HUMANITIES, COMPASSIONATE CARE AND BIOETHICS

I. OUR VISION

The Center for Medical Humanities, Compassionate Care and Bioethics, situated in the Department of Preventive Medicine of the Stony Brook University School of Medicine, is devoted to the education of medical students and health professionals in the humanistic and ethical aspects of patient-centered care. It is a place where the human side of medicine is elevated, examined, and revered. Building on a rich legacy of four decades of exemplary medical humanism at Stony Brook, we maintain a productive research and educational portfolio that affords equal significance to the methods of philosophy, literature, history, religious studies, law, public policy, the arts, social and behavioral science, and clinical. Our website address is www.stonybrook.edu/bioethics.

Medical Humanities

The medical humanities, including literature, history, philosophy, and the arts, sensitize students and health professionals to the patient as a person who deserves to be treated with dignity against the background of a healthcare system that can be de-humanizing, impersonal, and lacking care in the most fundamental sense of the term. Through novels, short stories and poems, those who have experienced illness illustrate our common humanity, while those who provide care are able to reflect on the meaning of their professional calling. Appreciation of art and literature in the context of illness and healing develops the mindfulness, empathy, and compassion that can inform, even transform, medical practice.

Compassionate Care

It is not a new idea that compassion should be an essential quality in medical care. Dr. Francis Peabody of Harvard wrote nearly a century ago, “The secret to the care of the patient is in caring for the patient.” The activity of compassionate care is an amplified form of empathic care that arises in response to patient suffering. Empathic and compassionate care make otherwise technically competent students real healers, motivates them to travel to Haiti after an earthquake for spend their Sundays providing free care for the uninsured. Ultimately such care enhances their professional lives.
Bioethics and Clinical Ethics

Bioethics is the systematic study of the moral dimensions — including moral vision, decisions, conduct, and policies — of the life sciences and health care, employing a variety of ethical methodologies in an interdisciplinary setting. From the beginning to the end of life, biotechnologies raise every conceivable question about human dignity and the future of human nature itself. Nearly all academic disciplines contribute to the ongoing discussions in bioethics.

Clinical ethics involves engagement with patients and families as they make difficult decisions about treatment. Our Center is deeply immersed in clinical ethics across the Stony Brook Medical Center, and in the education of medical students in this vital area, which is now a core aspect of licensure exams and of ongoing professional development. We provide key faculty leadership for the Hospital Ethics Committee and clinical consultation service.

Our Primary Goals Are To:

(1) effectively convey the theory and practice of compassionate, humanistic and ethical medicine to medical students and to all healthcare professionals at Stony Brooke Medicine though exemplary innovative curricula;
(2) extend educational outreach to the wider community, including healthcare institutions in Suffolk County, Greater New York, and nationally
(3) contribute innovative and nationally influential research and scholarship in all areas of Center focus;
(4) provide Stony Brook Medicine with service and consultation in clinical ethics;
(5) maintain a leading national website and media presence

Our Legacy

Founded in August of 2008 by Director Stephen G. Post, PhD with the help of Center Administrator Elisa Nelson, BA, our Center captures in its title an exemplary tradition that reaches back to the distinguished founding Dean of the Stony Brook University School of Medicine, Dr. Edmund D. Pellegrino. Dr Pellegrino understood that competence in the humanistic aspects of medical care is as necessary as proficiency in its technical aspects, that the physician-patient relationship must be appreciated for its therapeutic significance, and that professional virtues such as benevolence and altruism need to be emphasized with renewed vigor. Under Dean Jordan J. Cohen the school established one of the most extensive medical humanities curricula in the nation. Dean Richard N. Fine was diligent in his commitment to the establishment of the newly constituted Center. Senior faculty members across Stony Brook University from many departments including History, Psychology, Philosophy, English, and Bioengineering joined with medical school faculty Dr. John L. “Jack” Coulehan, and others in successfully petitioning then President Shirley Strum Kenny to establish the Center. While our primary responsibilities are in the School of Medicine, we contribute when possible at the university-wide level.
**List of Current Core Faculty**

Stephen G. Post, PhD  
- History of Bioethics; Cognitive Disabilities; Aging & Dementia; Substance Abuse Recovery; Hope and Spirituality in Illness; Clinical Ethics; Compassionate Care

Maria A. Basile, MD  
- Human Values and Medicine; Literature and Medicine; Medical Professionalism; Medical Education; Leaderships

Richard A. Bronson, MD  
- Reproductive Medicine; Poetry; Narrative in Medicine; Medical Education

Stephanie Brown, PhD  
- Compassionate Care, Evolutionary Theories of Altruism, Social Neuroscience, Hormones and Behavior

John L. Coulehan, MD, MPH  
- Literature and Medicine, Empathy, Narrative, Clinical Ethics

Brooke Ellison, PhD, MPP  
- Hope and Medical Ethics, Stem Cell Research, Sociology and Healthcare

Andrew M. Flescher, PhD  
- Theories of Compassion, Altruism, and Supererogation; Ethics; Religion and Health Care; Medical Humanities; Bioethics; Religion and Society; Methods and Theory of Religion

Lynn Hallarman, MD  
- Cancer Pain Management, Medical-Legal Issues at End of Life

Craig Malbon, PhD, MDiv  
- Medical Ethics, Social Justice, End-of-Life Ethical Issues

S. Van McCrary, PhD, JD, MPH  
- Clinical Biomedical Ethics (Neonatal and Adult) Health Law and Policy, Medical Decision Making, Psychiatric Issues in Bioethics

Carla Keirns, MD, PhD, MSc  
- Clinical Ethics, History of Medicine, Sociology of Medicine, Health Services Research

Michael Roess, PhD  
- Biotechnology; Bioethics; Critiques of Autonomy

Dylan Smith, PhD  
- Quality of Life Measurement (Ecological Momentary Assessment, Day Reconstruction Method); Psychology of and Emotional Adaption to Illness and Disability
II. VISIONARY RESEARCH

Our faculty has a distinguished record of research in the methods of the humanities and the social and clinical sciences, all of which have equal significance in our efforts. While we pursue disciplinary research projects, we also foster integrative research at the interface of the humanities and the sciences where philosophers and ethicists work collaboratively with clinicians and research methodologists in order to make synergistic progress in the topic areas of the Center. We seek the convergence of different methods, both empirical and humanistic, on the core problem of building a culture of compassionate, humanistic and ethical healthcare. We value an excellent collection of poems as much as an impressive empirical study, a distinguished book on the history of medicine as much as and article in a leading medical journal.

In 2012, Center faculty received two highly distinguished grants:

How End-of-Life Care Varies Depending on Where You Live
Carla C. Keirns, MD PhD Principle Investigator
Project funded by The Robert Wood Johnson Foundation
Americans facing serious illness receive different care, at different cost, and with different outcomes based on where they live. Since the 1970s researchers from a number of groups, most notably John Wennberg, Elliott Fisher and David Goodman at the Dartmouth Institute for Health Policy & Clinical Practice, have made a compelling case that the use of medical services and procedures varies widely from community to community for reasons not fully accountable by medical need, not clearly related to evidence or medical outcomes, and likely substantially influenced by supply.

Dr. Keirns will examine Regional Variations in End of Life Care and Costs: Cultures of Medicine or Structures of Caregiving? for her Investigator Award project. The questions that the project will address include, how do individuals and families navigate health care,? what are the sources of regional variation in end-of-life care,? what are the costs, structures and cultures of medical practice regionally,? and how do patterns of housing, employment, and family structure affect the choices available to patients at the end of life— particularly the feasibility of home hospice care? Drawing on her experience as a practicing palliative-care physician, sociologist, health services researcher, and historian, Dr. Keirns will use health utilization data, interviews and community studies to make sense of individual choices and regional patterns that are fundamental to understanding how to empower patients, improve care and reduce costs.

Everyday Quality of Life in Older Blacks and Whites with Osteoarthritis
Dylan Smith, PhD Co-Principal Investigator
Project funded by NIH (ROI)
This research examines relationships among pain, everyday activities and mood states, and long-term quality of life among African American and non-Hispanic White older adults with osteoarthritis (OA) of the knee. Recent evidence suggests considerable divergence in the
experience and effects of this potentially very debilitating disorder among these two populations. Unfortunately, there has been little in-depth research on racial/ethnic differences previous work on racial/ethnic disparities in basic experience of OA symptoms, and in the emotional impact of those symptoms and related disability. This research addresses that gap in a longitudinal study of OA pain, functional disability and emotional well-being. Working from a biopsychosocial model, the project uses functional assessments, self-reports, and real-time assessments of activities, symptoms and mood states to construct a comprehensive view of how OA affects physical and emotional functioning. Specific aims are (1) to describe racial/ethnic differences in associations among pain, disability, and emotional well-being of persons with OA of the knee; (2) to identify origins of those differences in (a) biological factors such as disease process and general health, (b) social factors such as demographic characteristics, and (ii) psychological factors, including stable personal characteristics and transitory (within-day) affective, cognitive and behavioral responses to knee symptoms; (3) to use experience sampling methods (ESM) and actigraphy to investigate how racial/ethnic differences in global associations among pain, functional limitations and emotional distress are reflected in the daily lives of OA sufferers, and (4) to explore how the interplay of transitory (within-day) symptoms, activities and mood states influences long-term physical and emotional well-being. These aims will be achieved in a 5-year, multi-site project examining cross-sectional and longitudinal associations among demographic and health characteristics, OA-related pain and disability, restriction of everyday activities, and emotional well-being.

Representative Grant Support

Stephanie Brown

John Coulehan
- “Community Faculty Development on Medical Ethics and Professionalism: Designing and Implementing an Objective Structured Teaching Exercise (OSTE),” Stony Brook University School of Medicine (Josiah Macy Foundation), 2011-2013.

Lynn Hallarman
Stephen G. Post


S. Van McCrary


III. EDUCATION

Education is our most important mission. Our core commitment in the medical school, the Medicine in Contemporary Society courses, is an integral component of the medical school curriculum. This program began in 1991 for the first and second year students, and was expanded in 1995 to include all four years of medical school. The program effectively contributes to the graduation of compassionate, professional, and ethically committed doctors. Our contact with each medical student over three years is an estimated 120 hours (in lectures, small groups and seminars, and clinical rotations). In addition, in 2012 our faculty assumed responsibility for two tracks in the newly structured MD with Scholarly Concentration (Medical Humanities and Ethics, Social and Behavioral Sciences). We teach courses for the Preventive Medicine Residency Program, the Masters in Public Health, and lecture in many other venues of Stony Brook Medicine.

We faculty teach an average of two upper division undergraduate courses per year for the College of Arts and Sciences and maintain faculty affiliations with Psychology (Brown), English (Flescher), and History (Keirns). Although our primary mission is to educate medical students, we actively and consistently extend our efforts across the university. In addition, we allow select undergraduate students to enroll in our Masters Program courses, and significant numbers of Stony Brook University graduate enroll full time in the Masters Program after graduating.

We are proud of our core educational commitment in the medical school, the Medicine in Contemporary Society courses, which the recent (2010) LCME review cited as a particular area of strength in the medical school:

The medical school has made a strong commitment to strengthening its emphasis on humanities, ethics, and professionalism. This is most clearly evident in the creation of a Center for Medical Humanities, Compassionate Care, and Bioethics; required coursework and focus on these subjects throughout the curriculum; and ongoing assessment and tracking of professionalism, ethics, and personal values as one of the core domains in the school's competency framework.

Yet there is nothing in this world that cannot be made better. To that end we continue to modify and improve our educational activities.
CORE MEDICAL SCHOOL TEACHING

A. Medical Education: Medicine in Contemporary Society Year One (MCS1) Taught as a Part of Foundations

The primary aim of Foundations is to provide students with an introduction to the compassionate and clinical practice of medicine while beginning to shape their developing professional identities. This year-long course aims to teach students to become complete doctors who treat complete people, rather than just treating illnesses. All course activities are designed to help students achieve one or more of the following objectives:

1. Demonstrate an awareness of how emotions, attitudes and behaviors affect patient care.
2. Work effectively as a member of a team by demonstrating respect, leadership and compassion in all interactions.
3. Obtain a comprehensive health history, including attentiveness to the patient’s illness experience, and perform a complete physical exam.
4. Utilize an evidence based approach to exploring clinical questions, evaluate critically the medical literature, and effectively communicate research findings to patients and other health professionals.
5. Decide on an ethical course of action taking into account the values, preferences and goals of patients and families, consistent with patient centered care.

Foundations/MCS1 topics include:

- The Clinician as Researcher: Human Subjects & Research Ethics
- Professionalism, Virtues & Bioethics
- Basics of Clinical Ethics
- Sharing and Withholding Information
- Health Care Decisions: Analysis & Ethics
- Informed Consent in Clinical Practice & Research
- Justice: Is There a Right to Health Care? Lecture Only
- Advance Directives
- Ethics in Progressive Dementia
- Giving Bad News
- Spirituality & Patients Coping with Illness
- AA and Mutual Aid: The Helper Therapy Principle
- Basics of US Law and Medical Negligence
- Physiology of the Doctor Patient Relationship
- Health Care System & Health Care Financing
- Organ Donation Conference
- Hospice & Palliative Care
- Pain Basics for the Emerging Clinician
- Compassionate Care Impact
- Complementary & Alternative Medicine
- Attentive Listening
Special MCS1/Foundation Student Conferences:

Should We Be Able To Sell Our Organs?
Co-Organizer: Andrew Flescher April 16th, 2012.
Today, for the first time in modern history, we are seeing a precipitous decline in the amount of organs that are available to be donated. This past year at Stony Brook Organ Donation was down 11 percent from the previous year, itself a year that saw fewer organ donations than the year before. It is not an exaggeration to suggest that we are nearing a crisis. What are some of the factors that account for the shortfall? What can, and just as importantly, what should be done to address this crisis? In various countries around the world the sale of organs is permitted. Donors receive money for their gifts, and there is evidence to suggest that this practice has an impact on reducing the shortage of available organs. Yet, one can imagine costs associated with such a practice.

Co-Organizer: Andrew Flescher April 11th, 2012.
An ever increasing gap between the need for and availability of donor organs has led to a number of competing views over how to address organ shortages. Of these, our speakers will address questions of presumed consent, how to address differences between donor intent and family wishes, and the question of donation by cardiac death.

Debate on the Affordable Healthcare Act.
Co-Organized by Andrew Flescher November 28th, 2012.

B. Medicine in Contemporary Society Year Two (MCS 2)

Our second year Medicine in Contemporary Society program is directed by Michael Vetrano, PhD. This program forms the bridge between the foundational work done in first year and the experience of clinical medicine which follows. Its main areas of focus are:

Medical Humanities
It is through the humanities that health professionals are sensitized to the patient as a person coping with illness against the background of a healthcare system that can often be de-humanizing. It is through the writing of novels, short stories and poems that professionals and those coping with illness can express their insights and experiences.

Compassionate Care
The art of healing requires compassion and emotional intelligence on the part of clinicians, yet many patients and their families do not experience care in this basic sense. As the connection between healing and emotions becomes better understood scientifically, we need to renew a commitment to compassionate care that is grounded in leading edge research, scholarship, and educational efforts.

Bioethics
Bioethics is the systematic study of the moral dimensions – including moral vision, decisions, conduct, and policies – of the life sciences and health care, employing a variety of ethical methodologies in an interdisciplinary setting. From the beginning to the end of life,
biotechnologies and healthcare raise every conceivable question about human dignity and the very future of human nature itself.

The course is formative in focus, drawing on cases and experiences and challenges faced by students and faculty learning to practice medicine ethically and compassionately. MCS 2 allows students to take the lead in instruction. We provide a minimum of information and insight for each session and faculty leaders are available as mentors – but the learning happens as students take the lead in discussion and interaction with each other.

- The Illness Experience – Students are invited to reflect on the impact of illness on the humanity of the patient.
- Dealing with impaired colleagues – At some point in every physicians career he or she will be called on to confront or assist a suffering colleague or team member. These interactions must be handled with compassion, responsibility, and intelligence.
- The Ethics of Hope: Key elements in the experience of hope and core issues in compassionate care as seen through the experience of Brooke Ellison.
- Professional Boundaries: Each Physician must develop skills and attitudes which enable him or her to maintain positive, personal, and professional relationships with patients and families.
- Compassion Science and Its Implication for Clinical Practice
- The Needlestick: Student experiences with Needlestick injuries and issues of competence, supervision, confidentiality, and responsibility.
- The Physicians role in Global Health: Though the practice of most physicians will be concerned with the health needs and politics of their local communities, every doctor by vocation is concerned with the overall picture of global health.
- Abortion – The History of a Procedure: This unit explores the ways in which physicians have participated in the very complex legal, ethical, religious, and cultural issues surrounding the termination of pregnancies.
- The Face of Injustice – Physicians as Defender of Patient Rights: For many patients diagnosis is just the beginning and treatment becomes an unreachable goal because of legal barriers, sociological difficulties, and economic realities. The unit explores the ways in which physicians can become effective advocates for their patients.
- Professional Ethics and Corporate Persuasion – the practice of gift giving and reward among pharmaceutical companies and research foundations.
- Palliative Medicine and the Hospice System: Core concepts and issues in caring for terminally ill patients.
- Transplant and Organ Donation – Ethical, Legal, and Public Policy issues in the management of donors and recipients.
- Health Care Reform: MCS 2 invites distinguished practitioners and administrators to explore the current and constantly changing face of healthcare reform.
- Ethical Issues in Research Ethics – Particularly conflict of interest which arise in clinical practice, research protocols, and authorship.
- Narrative and Medicine: Our Capstone lecture gathers the primary themes together and solidifies the overall thrust of the course toward professional competence as a compassionate physician.
In student evaluations MCS 2 is among the most highly rated courses at Stony Brook achieving top ratings in every category of assessment.

**MCS 2 Selectives**

In addition to the core content above, MCS 2 also provides students with the opportunity to work together for five weeks in two-hour weekly small groups to examine some of our center’s key topics more closely. Students have been able to choose topics of interest including:

- The Best Medicine Money Can Buy – how economics drives the practice of medicine
- Sociology of Medicine
- The Ethics of Hope
- 9-11 Anatomy of a Healthcare Disaster
- Decision Making in the ICU
- Core Concepts in Geriatrics
- Health Care Economics
- Spirituality and Health care
- Hospice and Palliative Care
- Becoming a Better Doctor Through Poetry
- History of Medicine
- Anatomy of Law for Physicians

**MCS 2 Community Service Projects**

One of the most important skills involved in a professional career is the ability to achieve balance between one’s own development and the needs of the community in which we serve. Our second year program provides students with the opportunity to participate in community outreach in a reflective and rewarding way. Working with faculty mentors, students engage in service to our community in activities such as SB Home (a student run free clinic), working with senior adults at the Long Island State Veterans Home, teaching preventive health practices in local high schools, and mentoring young people in various research projects. The projects allow students to become doctors – teachers – and to practice communicating their new knowledge to a variety of people.

**C. Medicine in Contemporary Society Year Three (MCS3)**

Clinical ethics is integrated across the clinical clerkships, including both role-modeling and teaching with clinical faculty, and formal sessions with Center faculty in the Obstetrics and Gynecology and Family Medicine clerkships.

**D. Medicine in Contemporary Society Year Four (MCS4)**

As of 2012 MCS 4 is no longer a requirement for fourth years, but we are still offering a few courses and an independent project as electives (not for credit) for those students who wish to expand/enrich their knowledge in a particular area that will serve as a benefit to them in their medical career.
Our current offerings include:

- Compassionate Care and Hope in Clinical Practice
- Spirituality and Medicine
- Narrative Medicine and Medical Memoirs in an Electronic Age
- Independent Project

E. The MD with Scholarly Concentration Tracks

Medical students apply for the Scholarly Concentration in their first year as they determine an area of interest. In addition to two months of research in the summer after the first year, students must complete four months of research in the fourth year. Our Center is responsible for two tracks:

1. Scholarly Concentrations in the Medical Humanities and Ethics Track
   Directed by Stephen G. Post, PhD

   The Medical Humanities and Ethics arm is designed to foster interest and scholarship in the humanities -- including but not limited to ethics, philosophy, jurisprudence, literature, world religions, history, public policy and fine arts. A participant project may include historical or conceptual analysis, creative writing or other methods deemed appropriate.

   Center Faculty Mentors in the Medical Humanities and Ethic Track
   Maria A. Basile
   Richard A. Bronson
   John L. Coulehan
   Brooke M. Ellison
   Andrew M. Flescher
   Lynn Hallarman
   S. Van McCrary
   Carla Keirns
   Stephen G. Post
   Michael Vetrano

2. The Scholarly Concentrations Social Sciences Research Track
   Directed by Dylan M. Smith, PhD

   The Social Sciences track is designed to foster scholarship and research in the social and behavioral sciences, broadly defined, including but not limited to areas such as: social and environmental influences on health, stress, health behaviors, chronic illness management, medical decision making, patient provider communication, health services research, quality of life, minority health, and health policy and law. Projects could take a number of forms, from primary data collection, to analysis of existing data sets, scholarly review of existing literature, etc.

   Center Faculty Mentors in the Social Sciences Track
   Stephanie Brown
GRADUATE EDUCATION

The Masters Program in Medical Humanities Compassionate Care and Bioethics

In 2010 the Center for Medical Humanities, Compassionate Care, and Bioethics sought and gained approval from SUNY for a new 30-credit track in the existing Biological Science Masters Degree Program Stephen G. Post, PhD directed the new program with the assistance of Andrew Flescher, PhD and Michael Roess, PhD on the Masters Program Committee and Elisa Nelson, BA as the program coordinator. After three semesters of successful student recruitment and course offerings, SUNY approved the Masters in Medical Humanities, Compassionate Care, and Bioethics as a separate and free-standing MA, an elevation from its prior “track” status. As of January 2013 Andrew M. Flescher, PhD will assume the directorship of the MA.

There currently exist an estimated 30 Masters programs in medical humanities and/or bioethics field across the United States. The premier programs are at the University of Pennsylvania, Case Western, and Johns Hopkins. Columbia University has recently started a program with an emphasis on medical humanities (narrative approaches to understanding the experience of illness). Our MA program is unique nationally because of its inclusion of all three elements in the Center title, which is to say that while it includes bioethical quandaries or dilemmas, it expands to a deeper appreciation of the illness experience itself as expressed in illness narratives, and to the closely linked importance of compassion in the art of healing.

Joint MD-MA degree

We are currently completing approval for a joint degree MD-MA in Medical Humanities, Compassionate Care, and Bioethics (HCB/MA). For students pursuing the MD-MA joint degree, 12 credit hours of elective credit toward the MA degree can be fulfilled by counting ethics-relevant courses in the MD curriculum. Thus, MD-MA students will need to take 18-credit hours from the HCB/MA course offerings.

Courses in the Masters Program

(A) Required Courses
(1) HCB 501 Compassionate Care, Medical Humanities, and the Illness Experience
(2) HCB 502 Landmark Cases in Bioethics
(3) HCB 503 Traditions and Values in Bioethical Conflicts
(4) HCB 504 Special Topic in Biotechnology
(5) HCB 599 Special Projects Capstone Course

(B) Elective Courses

(1) HCB 510 Literature, Compassion, and Medical Care
IV. SOWING COMPASSION THROUGH MEDICAL HUMANITIES

ASTONISHED HARVEST

Astonished Harvest, a poetry community at the Center for Medical Humanities, Compassionate Care & Bioethics, was founded by Richard Bronson, M.D., Maria Basile, M.D., John L. Coulehan, M.D., three poet-physicians, at the beginning of the academic year 2009-2010. The name “Astonished Harvest” is taken from a poem (“Transplant”) by Dr. John Stone, both to honor his memory and as an expression of the aims of our program, designed to form a bridge between the community of health care professionals at Stony Brook University Medical Center and the community of health care “receivers” (our patients). We have created a space to voice our thoughts, using the power of poetry, to explore the experience of illness and healing as a group and individually through bimonthly poetry workshops. The Astonished Harvest workshops also provide a forum to discuss through poetry current issues in bioethics. Our workshops have been attended by medical doctors, patient advocates, nurses, medical students, undergraduate students, ethicists and other members of the faculty of the Center. We have reached out to the broader community outside of the Medical Center, hosting readings at the Emma Clark Memorial Library and at the Walt Whitman Birthplace. The poets within our group have also played a role in creating awareness amongst medical students of the value of poetry in promoting the skills of observation, introspection & reflective practice, and communication that are critical to compassionate medical care, through interactive lectures and readings for 1st and 2nd year medical students and electives in poetry & medicine for 2nd and 4th year students. These electives have helped students discover a path to mindfulness and a way to deepen their own appreciation of the practice of medicine, as well as the experience of illness and patienthood, through writing poetry. Students may also explore the role of poetry in medicine in greater depth, as part of a program leading to an M.D. with distinction in the humanities. Astonished Harvest regulars have received regional and national recognition for their poetry and have presented on poetry and medicine at national conferences.

HISTORY OF MEDICINE

Carla C. Keirns, MD, PhD, has renewed a lecture series in History of Medicine that has been hosted here since 1978, organized and shepherded by Dr. Ira Rezak (Pulmonary Medicine, Stony Brook and Northport VAMC) and Dr. Barry Coller (Hematology, now Physician in Chief of The Rockefeller University Hospital and Vice President for Medical Affairs). The History of
Medicine Lecture Series has hosted many of the leaders of the field of history of medicine and brought together practicing physicians, medical students and professional historians to reflect on how the past shapes the present in medical science, medical practice, and the larger society.

2012

- **Nathaniel Comfort PhD, Johns Hopkins University, Institute for the History of Medicine** ”From Medical Eugenics to Genomic Medicine: The Relief of Suffering and the Self-Direction of Human Evolution,” November 28.

2011

- **George Weisz PhD, McGill University** "Reinventing Chronic Disease in the 20th Century," March 29.
- **David S. Jones MD, PhD, Massachusetts Institute of Technology** "The Rise and Fall of Coronary Revascularization," March 2.
- **Christian Warren PhD, Brooklyn College** "Home Sick: Three Stories from the History of Environmental Health," February 15.

2010

- **Jeremy Greene MD, PhD, Assistant Professor of the History of Science and Instructor in Medicine, Harvard** "What's in a Name? Generic Drugs and the Persistence of the Brand," April 20.
- **Naomi Rogers PhD, Associate Professor of History of Medicine and of Women's and Gender Studies, Yale** "Gender, History, and the Process of Forgetting: The Case of Sister Kenny," March 9.
- **Chloe Silverman PhD, Assistant Professor in the STS Program, Penn State** "Parents Speak: Autism and the Ethics of Treatment," February 18.

2009

- **Helen Hughes Evans M.D. Ph.D., Senior Associate Dean for Medical Education, University of Alabama at Birmingham School of Medicine** "Are you a Doctor or a Lady: Thoughts on How Femininity and Feminism have Changed Medicine," March 25.

2008

- **Stephen G. Post Director, Center for Medical Humanities, Compassionate Care, and Bioethics** “Anti-Aging as a Medical Goal: It's Historical Roots and Future Implications," December 10.
- **Ira Rezak Professor of Clinical Medicine, Stony Brook, N.Y.** "A Projection of our Image: The Anatomy and Physiology of Medical Medals," September 10.
- **W. Bruce Fye MD, Author, Cardiologist and Professor of Medicine and Medical History at the Mayo Clinic Collage of Medicine. Director of the Center for Medical**

MUSIC

Dr. Andrew Flescher has been playing piano for two hours on Thursdays from 5-7 PM in the lobby of Stony Brook hospital. This is an instance of using the medical humanities to render compassionate care. The nursing staff brings patients, where there is arranged seating. Refreshments are served. The patients are bringing their requests in hand. The event is sponsored on a bi-weekly basis by the Center for Medical Humanities, Compassionate Care, and Bioethics.

V. HOSPITAL AND SCHOOL OF MEDICINE COMMITTEES AND COLLABORATIONS

Hospital and School of Medicine Committees

Richard A. Bronson
- Committee on Admissions
- Resource Allocation and Planning Committee (RAAP)
- Executive Committee of the Faculty Senate
- Curriculum Evaluation Working Group (CEWG)

Andrew Flescher
- Institutional Ethics Committee, Stony Brook University Hospital

Lynn Hallarman
- Institutional Ethics Committee, Stony Brook University Hospital
- Cancer Committee, Stony Brook University Hospital
- Pain Committee, Stony Brook University Hospital
- Palliative Care Work Group (Chair), Stony Brook University Hospital

Carla Keirns
- Liaison Committee on Medical Education (LCME) Self Study, Curriculum Years 1 & 2
- School of Medicine Strategic Planning Committee, Community Outreach Subcommittee
- Faculty Mentor, Stony Brook Health Outreach and Medical Education (HOME) Clinic serving uninsured and underserved residents of Suffolk County
- Faculty Mentor, Stony Brook Health Literacy Student Organization, providing community education and outreach to patients and families in understanding medical, health, and nutrition information
- Institutional Ethics Committee, Stony Brook University Hospital

S. Van McCrary
- Curriculum Committee, Graduate Program in Public Health (current)
- Institutional Ethics Committee, Stony Brook University Hospital
- Director, Ethics Consultation Service and Subcommittee.
Stephen G. Post
- Liaison Committee on Medical Education (LCME) Special Topics Committee
- Curriculum Committee
- Core Competencies Committee
- CME Education Committee
- Search Committee for Chair of Department of Medicine
- Medical School Ten-Year Educational Planning Committee
- Committee on Academic Standing (2011-); MD With Scholarly Concentration Steering Committee

Collaborations with Clinical Departments

Richard Bronson
- Pathology

Andrew Flescher
- Organ Donor Council

Carla Keirns
- Attending Physician, Survivorship & Supportive Care (Palliative Care) service
- Attending Physician, Hospital Medicine
- Director of Palliative Care Research

S. Van McCrary
- Neonatal Intensive Care Unit (Dept. of Pediatrics)
- Maternal Fetal Medicine—High-Risk Obstetrics (Dept. of Obstetrics, Gynecology, and Reproductive Medicine)

VI. CLINICAL CARE ACTIVITIES

Faculty in the Center serve throughout the University Hospital and Health System, providing expertise in biomedical ethics and compassionate care and contributing to the training of medical students, resident physicians, and the continuing education of staff in all disciplines and at all levels.

The Center’s physician faculty members, including Dr. Carla Keirns (internal medicine), Dr. Richard Bronson (obstetrics and gynecology/reproductive endocrinology), Dr. Maria Basile (colorectal surgery) and Dr. Jack Coulehan (internal medicine) bring literature, history, and ethics to the bedside in their daily clinical care, teaching of medical students and residents, and work with the hospital leadership. Dr. Bronson, who also directs the second year medical school course in reproduction, integrates ethical cases into his presentation of clinical scenarios, Dr. Basile uses meditation and poetry in her work with members of the local and regional medical community, and Dr. Keirns teaches history, ethics, palliative care, health policy and
cultural competence as she works with students and residents in the inpatient medicine services at Stony Brook University Hospital and the outpatient primary care center.

Faculty Associate **Dr. Lynn Hallarman** is Director of the Stony Brook University Hospital’s Palliative Care Service, where she leads a team including core faculty member Dr. Carla Keirns in providing inpatient palliative care consultation through the program in Survivorship and Supportive Care. Dr. Hallarman works closely with faculty in oncology, anesthesia, internal medicine, and across the hospital and medical center, and has grown the service tremendously in just the past few years.

Stony Brook HOME (Health Outreach and Medical Education) is a community service organization founded by Stony Brook medical students in 2007 with a mission to serve the health care needs of disadvantaged residents of Suffolk County. Since October 2008, with the commencement of operations of a student-run free clinic, Stony Brook HOME has been serving the Long Island community with numerous health education and outreach events, including sponsoring 2-3 health fairs per year which in collaboration with faculty and trainees from the Schools of Medicine and Dental Medicine provide free screening for diabetes, high blood pressure, high cholesterol, glaucoma, and dental diseases. The SB HOME clinic is open every other Sunday afternoon from 12:30 to 6 PM, and provides basic primary care, continuing care for chronic illnesses, prescriptions, and referrals for specialty care and social service needs of clients. This spring the senior student graduating members from the Steering Committee of Stony Brook HOME clinic awarded the Dr. Jedan Phillips Distinguished Service Award to Dr. Carla Keirns for her dedication as the Stony Brook Faculty Physician who has demonstrated the most dedication in advancing SB HOME’s mission, who has volunteered a significant amount of time in precepting & teaching students at the clinic, who is a prime example of culturally competent and compassionate care, and who is an excellent mentor and teacher that students respect and look up to.

Faculty in the Center serve throughout the University Hospital and Health System, providing expertise in biomedical ethics and compassionate care and contributing to the training of medical students, resident physicians, and the continuing education of staff in all disciplines and at all levels.

### Clinical Ethics Consultation

**Andrew Flescher**
- Consulting Bioethicist, Stony Brook University Hospital, 2010-Present

**Carla Keirns**
- Consulting Bioethicist, Stony Brook University Hospital, 2009-Present

**S. Van McCrary**
- Director, Ethics Consultation Service, Stony Brook University Hospital, 2007-Present
- Consulting Bioethicist, Stony Brook University Hospital, 2001-Present
VII. REPRESENTATIVE NATIONAL PUBLICATIONS

A. Monographs

Maria A. Basile


John L. Coulehan

- Bursting With Danger and Music, Plain View Press, 2012. link

Andrew Flescher


Stephen G. Post

- The Hidden Gifts of Helping, Jossey-Bass, 2011. link

B. Edited Books

Stephanie Brown

- Moving Beyond Self Interest, Oxford University Press, 2011. link

C. Peer-Reviewed Articles and Book Chapters

Richard A. Bronson

- “Octet for Piccolino and Strings,” Long Island Quarterly Winter 2011. link
- “Ode to an Everymarn,” Annals of Internal Medicine November 15, 2011. link
- “At the New York Academy of Medicine,” Annals of Internal Medicine July 6, 2010. link
- “Testimony,” Annals of Internal Medicine September 4, 2012. link (A reading by Michael Lacombe can be found here)
- “Adagio Ma Non Troppo,” The Pharos Winter 2012. link
- “In the Laboratory of Dr. X,” The Pharos Summer 2011. link
- “String Theory,” Canadian Medical Association Journal June 14, 2011. link
- “Hubris” Canadian Medical Association Journal March 28, 2011. link

Stephanie Brown

- Swain, J. E., Konrath, S. H., Brown, S., Finegood, E., Akce, L., & Ho, S. Parenting and beyond: Common neurocircuits underlying parental and altruistic caregiving. in Parenting, Science and Practice, 12, 115-123. 2012.


Motives for Volunteering Are Associated With Mortality Risk in Older Adults, *Health Psychology* August 15, 2011 [link](#).


**John L. Coulehan**


“Deep Hope: A Song Without Words” Article *Theoretical Medicine and Bioethics* January 26 2011. [link](#)

“Poetry Therapy” *Patient Education and Counseling* November, 2010. [link](#)

“‘I Hope I’ll Continue to Grow’-Rubrics and Reflective Writing in Medical Education,” *Academic Medicine*, January 2012 (with Iris Granek). [link](#)


● “A Gentle and Human Temper: Humility in Medicine” Medical Humanities Perspectives in Biology and Medicine Spring, 2011. link

Andrew Flescher
● “Belief” in Encyclopedia Entry of Religion and Film March 8, 2011. link

Lynn Hallarman
● “My Father’s Silence,” Medical Humanities Journal of Paliative Medicine July 17, 2010. link

Carla Keirns
● Natalie R. Sampson, Edith A. Parker, Rebecca R. Cheezum, Toby C. Lewis, Ashley O’Toole, Jean Patton, Adriana Zuniga, Thomas G. Robins, Carla C. Keirns, A Life Course Perspective on Stress and Health Among Caregivers of Children With Asthma in Detroit, Family and Community Health, forthcoming.
● July First, Academic Medicine, October 2011; 86(10):1317.

*S. Van McCrary*

*Stephen G. Post*
Dylan Smith

- “What’s It Worth? Public Willingness to Pay to Avoid Mental Illnesses Compared With General Medical Illnesses,” *Psychiatric Services* April 1, 2012. [link](#)

D. Dissertations

Brooke Ellison


Michael Roess

VIII. REPRESENTATIVE NATIONAL AND INTERNATIONAL PRESENTATIONS

Richard A. Bronson
- “Astonished Harvest, a Poetry Community,” panel presentation, American Society for Bioethics and Humanities Annual Meeting, San Diego, October 2010 (with Maria Basile and John Coulehan)

Maria A. Basile
- “Astonished Harvest, a Poetry Community,” panel presentation, American Society for Bioethics and Humanities Annual Meeting, San Diego, October 2010 (with Richard Bronson and John Coulehan)

Stephanie Brown
- Compassion Research and Education (CCARE) at Stanford University, 2012

John L. Coulehan
- “Astonished Harvest, a Poetry Community,” panel presentation, American Society for Bioethics and Humanities Annual Meeting, San Diego, October 2010 (with Maria Basile and Richard Bronson)
“I’m Gonna Slap Those Doctors: Passion, Poetry, and Healing,” James L. Stambaugh, Jr., M.D. Lecture in Humanities in Medicine, University of Louisville, Louisville, KY, April 2011.


“Poetry, Passion, and Medicine,” Creative Physicians Series, Brown University School of Medicine, Providence, November 2010.

“Human Presence: Empathy in Medicine,” plenary lecture, University of Tasmania Colloquium on the Human Condition, Hobart, Australia, January 2012.

“Medical Humanities, Compassionate Care, and Emotional Resilience,” University of Sydney, Institute for Palliative Medicine, Sydney, Australia, February, 2012.


“I’m Gonna Slap Those Doctors: Passion, Poetry, and Healing,” Distinguished Visiting Professor of Medical Humanities, University of Puerto Rico, San Juan, October 2012.

Andrew Flescher

“Addressing the Organ Shortage Crisis short of Legalizing the Sale of Organs,” 7th International Conference on Ethical Issues in Biomedical Engineering at SUNY Downstate Medical Center in Brooklyn, NY. April, 2013.

“Should Health Care be Considered a ‘Right’ in the United States?: Re-examining the Economics, Ethics, and Constitutionality of the Affordable Health Care Act,” invited lecture at California State University at Chico, October 2012.


Carla Keirns

Carla C. Keirns & Michael L. Dorn, “Chronic Disease and Disability: Social Models and Social Services in the 20th Century United States,” Workshop organized by Organization: Isabelle Baszanger (CERMES3, baszange@vjf.cnrs.fr), Nicolas Henckes (CERMES3, henckes@vjf.cnrs.fr), George Weisz (McGill University, george.weisz@mcgill.ca), Between the Medical and the Social: Institutions of Chronic Disease and Disability in the Twentieth Century, Supported by the DRUGS research network of the European Science Foundation; Direction de la recherche, des études, de l'évaluation et des statistiques (DREES) Mission Recherche (MiRe) · (DREES-MiRe); Centre de recherche, médecine, sciences, santé, santé mentale, société (CERMES3); Inca; and l'École des hautes études en sciences sociales (EHESS) Paris, December 9, 2011.

• “Asthma in America: Epidemic, Crusade and the Vanishing Wheeze,” Hudson Lecture in the History of Disease, Department of History of Medicine, University of Kansas Medical Center—Kansas City, May 12, 2011.
• “Where We Came From and Where We are Going: Or How Did We Get Into This Mess? Perspectives on American Health Care from a Physician-Historian-Ethicist-Health Services Researcher,” National Conference for Physician-Scholars in the Humanities and Social Science (in association with the American Physician Scientist Association Annual Meeting), Chicago, Illinois, April 16, 2011.
• Carla C. Keirns, Katherine M. Keirns, Peter Dashkoff, Lynn Hallarman, “Reality Check: Portrayal of Cardio-Pulmonary Resuscitation (CPR) and Do-Not-Resuscitate (DNR) Orders on ER, House & Gray’s Anatomy, 2003-2011,” American Society for Bioethics & Humanities, Minneapolis, Minnesota, October 13-16, 2011 (with Lynn Hallarman).
• “Childhood Asthma, Urban Epidemics & the Public Policy Life Cycle,” Pediatrics Grand Rounds, Children’s Hospital of New Jersey – Newark Beth Israel Hospital, Newark, New Jersey, October 5, 2011.
• “From the Armour Slaughterhouses to Synthroid: Energy, Metabolism and Women’s Bodies in 20th Century America,” American Association for the History of Medicine, Philadelphia, Pennsylvania, April 30, 2011.
• “Physicians and Health Reform: Where are the Doctors?” American Association for the History of Medicine, Clinician-Historian’s Section, Philadelphia, Pennsylvania, April 30, 2011.
• Edith A. Parker, DrPH, Lynna K. Chung, MPH, Carla Keirns, MD, PhD, MSc, Larkin L. Strong, PhD, MPH, Barbara A. Israel, DrPH, Thomas Robins, MD, MPH, Stuart Batterman, PhD, Wilma Brakefield-Caldwell, BSN, Christine Wilson, Graciela B. Mentz, PhD and Toby Lewis, MD, “Exploring the relationship between physical and social environmental factors and asthma exacerbation in children: Results of the Community Action Against Asthma baseline measurements,” American Public Health Association, Denver, Colorado, Tuesday, November 9, 2010.

S. Van McCrary
• “Neonatology and Law in the United States: Perceptions vs. Reality and Impact on Clinical Practice,” New Zealand Ministry of Research, Science and Technology, Wellington, New Zealand; Department of Women’s & Children’s Health, Dunedin School of Medicine, University of Otago, Dunedin, New Zealand; Newborn Services of National Women’s Health, University of Auckland, Auckland City Hospital, Auckland, New Zealand. Presentations as Fulbright Senior Specialist to New Zealand, September 2010.
• “Clinical Ethics Consultation in the United States: Comparing Models, Policies, and Procedures,” Bioethics Centre, Dunedin School of Medicine, University of Otago, Dunedin, New Zealand; New Zealand Health & Disability Commission, Wellington, New Zealand; Paediatric Update (broadcast on CCTV to hospitals throughout New Zealand), University of Auckland, Auckland, New Zealand. Presentations as Fulbright Senior Specialist to New Zealand, September 2010.
• “Assisted Reproductive Technologies in the United States: Effects of Unregulated Practice on Clinical Care and Outcomes,” Faculty of Law, University of Otago, Dunedin, New Zealand. Presentations as Fulbright Senior Specialist to New Zealand, September 2010.
• “Assisted Reproductive Technologies in the United States: Effects of Unregulated Practice on Clinical Care and Outcomes,” School of Medicine, University of Melbourne, Australia, October, 2010.
• “Clinical Ethics Consultation in the United States: Comparing Models, Policies, and Procedures” School of Law, Brisbane University of Technology, Brisbane, Australia, October, 2010.
• “Assessing Legal Risk in Ethically Complex Cases.” 4th Annual Ethics Symposium, Lehigh Valley Hospital, Lehigh Valley Health Network, Allentown, PA, 2011.

Stephen G. Post

• Grand Rounds, “Ethics and Hope for the Deeply Forgetful: Dying, Dignity and Dementia” (Memorial Sloan- Kettering Cancer Center, Department of Medicine, Pain and Palliative Care Service) New York: 15 November 2012.
• Grand Rounds, “Compassion, Healing and Palliative Care Practice” (Memorial Sloan-Kettering Cancer Center, Department of Medicine, Pain and Palliative Care Service) New York: 15 December 2011.
• Panelist, “The Humanities and Science” (Columbia University Center for the Core Curriculum Invitational Symposium on the Humanities as supported by the National Endowment for the Humanities) New York: 14 & 15 October 2011.
• Grand Rounds, “Altruism in Living Organ Donors: The Good & The Bad, The Healthy & The Unhealthy” (Tufts University School of Medicine/Lahey Clinic) Boston, MA: 21 April 2011.
• Louis Mohollen Distinguished Lecturer in Humanism & Medicine, “Compassionate Care Enhancement” (Abington Memorial Hospital, University of Pennsylvania) Abington, PA: 24 November 2010.
• Plenary Address and Panel, “The Dynamics of Hope in the Care of the Ill” (Islamic Medical Association of North America and Hofstra University) New York, NY: 18 September 2010.
• Plenary and Discussion, “A Perspective on Self-Giving Love” (Campaign for Love and Forgiveness, Fetzer Institute) Kalamazoo, MI: 20 May 2010.
• Plenary Address, “Compassionate Care and Our Common Good” (New Directions - A Roundtable of the Duke University Institute on Care at the End of Life) Durham, NC: 18 May 2010.
● Annual Author Address for “The Common Reading” (The Salisbury School) Salisbury, CT: 12 February 2010.
● Distinguished Gheens Foundation Visiting Scholar (University of Louisville School of Medicine) Louisville, KY: 27 January 2010.

_Dylan Smith_


**IX. NEWSPAPERS AND MAGAZINES**

The Center takes seriously its role as a national and international leader in the public discussion of its topic areas. Therefore, we respond fully to media requests from around the world.

_Representative News Items and Op-Ed Pieces_

● “Volunteering can boost physical and mental health,” _American Medical News_ January 17, 2012. [link]
● “Studies cite ‘glow of giving,’” _Newsday_ December 27, 2011. [link]
● “Is It True Giving is Good for Your Health?” _Wall Street Journal Video_ December 16, 2011. [link]
● “Value of mammograms, PSA tests now debated,” _Newsday_ December 3, 2011. [link]
● “Fazer o bem… faz bem,” _Visao_ November 24, 2011. [link]
● “Want to live longer? Get happy, study says,” _MSNBC_ October 31, 2011. [link]
● “6 Ways to Feel Happier, Be Healthier: Accentuate the positive,” _AARP Bulletin_ May 13, 2011. [link]
● “Anatomy of a Disaster,” _Newsday_ April 12, 2011. [link]
● “Investigaciones científicas revelan diez verdades y mentiras sobre el amor,” _Clarin_ (Argentina) February 5, 2011. [link]
● Stephen Post on the Daily Show, The Daily Show (segment starts 2 minutes in) December 8, 2011. link
● “The secret to longer life could be selflessness, scientists say,” USA Today November 30, 2010. link
● “Unraveling the mystery of why we give, or don't,” USA Today November 30, 2010. link
  link

Radio and television

● “Is Altruism a Wonder Drug,” Zocalo/Kaiser Permanente Event, 4 October 2012 link
● “The Daily Show With Jon Stewart,” 8 December 2010. link
● John McGlue, Mornings Program, ABC Radio in Western Australia, 1 October 2012.

X. PROFESSIONAL SERVICES AND PROJECTS

Journal Editorial Boards

Richard A. Bronson
● Fertility & Sterility
● Journal of Reproductive Immunology
● The Pharos of AOA

John L. Coulehan
● Journal of Medical Humanities
● Medical Encounter (Poetry Editor)
● The Pharos (Book Review Editor)
● Qualitative Health Research (Associate Editor)
● Bellevue Literary Review

Andrew Flescher
● Society for Jewish and Christian Ethics

Stephen G. Post
● Journal of Management, Spirituality and Religion
● Alzheimer’s and Dementia: Journal of the Alzheimer’s Association
● Dementia: The International Journal of Social Research and Practice
**Professional Societies (leadership roles)**

*Maria A. Basile*
- Delegate to Medical Society of the State of New York House of Delegates, the largest policy-making body for organized medicine in New York
- Secretary Treasurer of the Suffolk County Medical Society

*Richard A. Bronson*
- American Society for Reproductive Immunology Council; Co-Chair of the 31st Annual Meeting, May 2011, Salt Lake City, Utah.

*John L. Coulehan*
- National Association for Poetry Therapy; National Advisory Board
- American College of Physicians
- American Society for Bioethics and Humanities
- American Academy of Hospice and Palliative Medicine

*Andrew Flescher*
- Society for Jewish and Christian Ethics

*Carla Keirns*
- American Association for the History of Medicine

**Services and Projects (National and International)**

*John L. Coulehan*
- Final judge, *The Pharos* annual poetry contest
- Judge, Arnold Gold Humanism Essay contest

**Secondary and Adjunct Appointments**

*Richard A. Bronson*
- Professor of Pathology

*Stephanie Brown*
- Adjunct Assistant Professor, Institute for Social Research, University of Michigan
- Visiting Professor, Department of Psychology, University of Michigan
- Member, Cancer Center, University of Michigan

*John L. Coulehan*
- Lecturer, Columbia University College of Physicians and Surgeons
- Lecturer, Stony Brook University School of Professional Education

*Carla Keirns*
- Assistant Professor of History, College of Arts & Sciences, Stony Brook University

*Stephen G. Post*
- Senior Advisor, Positive Psychology Center at the University of Pennsylvania
● Senior Fellow, Center for the Study of Law and Religion, School of Law, Emory University
● Distinguished Scholar, Institute for Studies in Religion, Baylor University
● Appointed International Advisory Group, Dementia Center, University of Stirling, Scotland

**Board of Directors of Non-Profits**

*Richard A. Bronson*
- Walt Whitman Birthplace Association
- Long Island Poetry Collective

*John L. Coulehan*
- Hospice Care Network
- Walt Whitman Birthplace Association (Secretary)

**XI. HONORS AND DISTINCTIONS**

*The Center*
- Center for Medical Humanities, Compassionate Care and Bioethics selected as one of five areas of strength of the Stony Brook University School of Medicine by the LCME visiting committee (2011)

*John L. Coulehan*
- Nicholas E. Davies Memorial Award for Distinction in the Humanities and History of Medicine, awarded annual by the American College of Physicians.
- Elected Honorary Fellow, Philadelphia College of Physicians, November 2012.

*Stephen G. Post*
- Pioneer Medal for Outstanding Leadership in HealthCare (shared with Dr. Edmund D. Pellegrino, MD) from HealthCare Chaplaincy New York, 2012.

- Selected for “Medical Classics of the 20th Century” by the British Medical Journal for *The Moral Challenge of Alzheimer Disease*.

*Carla Keirns*
- Arnold P. Gold Foundation Scholars at the Harvard Macy Program for Educators, Scholarship to premiere international training program for medical educators to develop a new educational program, “Mentoring Humanism in the Clinical Years: Developing a Professionalism Curriculum for Third Year Medical Students” (2012-2013).
- Francis A. Countway Library Fellowship in the History of Medicine “From Slaughterhouses to Synthroid: Energy, Metabolism and Women’s Bodies in 20th
Century America.” Grant to support travel to the Countway and oral histories with faculty associated with the Massachusetts General Hospital’s Thyroid unit.

- Elected Fellow of the American College of Physicians, Philadelphia, PA, USA (2011–)
- Selected for AAMC Early Career Women Faculty Development Seminar (2011)
- Elected Member, American Osler Society, Rochester, Minnesota, USA (2011 –)
- Elected Fellow, New York Academy of Medicine, New York, USA (2010 –)
- Overseas Fellow, Royal Society of Medicine, London, UK (2009 –)

XII. WEB PRESENCE

In the past two years Michael Roess, PhD has created a content rich web presence for the Center (www.stonybrook.edu/bioethics/) that hosts faculty publications, integrates all Center related events, and maintains links to our frequent media coverage in addition to covering our educational activities around the hospital. With an average of 2,800 visits a month from 33 states and 24 countries the site has a strong and continually growing national and international presence. Our site is linked to by over 2,000 organizations, including The American Medical Student Association, the Hastings Center, Psychology Today, and numerous leading universities such as Stanford, Emory, Brown, and NYU.