

# CENTER FOR BIOMEDICAL ETHICS

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*Executive Director:* Barbara A. Koenig

*Steering Committee:* Kenneth Arrow (Economics, emeritus), Paul Berg (Biochemistry, emeritus), David Cox (Stanford Human Genome Mapping Center), Ronald Davis (Biochemistry), Victor Fuchs (Economics, Health Research and Policy, emeritus), Linda Giudice (In Vitro Fertilization and Reproductive Endocrinology Laboratories), Mary Goldstein (General Internal Medicine, V.A. Palo Alto Medical Care System), Henry Greely (Law), Susan Okin (Ethics in Society Program, Political Science), Debra Satz (Ethics in Society Program, Philosophy), Lucille Shapiro (Developmental Biology), David Stevenson (Pediatrics)

The Stanford University Center for Biomedical Ethics is an interdisciplinary center devoted to teaching and research in scientific and biomedical ethics. Its mission is to: apply ethical reasoning to actual moral problems in the practice of medicine and science; contribute to the national and international discussion of biomedical and scientific issues through research, public symposia, and published papers and monographs; convene scholars, professionals, and policy-makers to debate and propose policy solutions regarding biomedical and scientific ethical issues; serve as a scholarly resource for the University, the Medical Center, and the community at large on emerging ethical issues in medicine and science; and build a community of individuals dedicated to formulating fresh responses to contemporary ethical issues.

The Program in Genomics, Ethics, and Society is multidisciplinary, and is housed within the Center for Biomedical Ethics. It addresses the compelling social, ethical, legal, and political implications of advances in human genetics.

## COURSES

For further information, see the Stanford University *School of Medicine Catalog*.

### ANTHROPOLOGICAL SCIENCES

#### 174. Bioethics and Anthropology

5 units, Spr (Koenig)

### BUSINESS

**522. Business Ethics in the Biotechnology and Pharmaceutical Industry**—Case studies for business and medical students. Company-sponsored research in academia, intellectual property, product research on humans including in the third world; product development, regulatory, marketing, post-marketing, and advertising activities. Focus is on the ethical and social consequences of business activity.

2-3 units, Win (Eaton)

### MEDICINE

**89Q. Stanford Introductory Seminar: Biomedical Ethics**—Preference to sophomores. In-depth exposure to ethical theory, moral reasoning, and to important texts, dealing with different themes in biomedical ethics that apply to clinical ethical issues. Students assume significant responsibility for leading the sessions, along with the instructor. Objective: help students construct reasoned points of view on a variety of topics that can be defended publicly.

3 units, Aut (Young)

**214. Literature and Medicine**—Reading/discussion on the uses of literary arts as a companion to medical studies. Essays, stories, and poems on topics relevant to the basic and clinical sciences such as immunology, cardiology, AIDS, end of life, ethics, etc.

1 unit, Win (Shafer, Zaroff)

**250A. Medical Ethics I**—The major Western theories of ethical decision-making are applied to moral issues in medicine and the life sciences. Daily quandaries confronting clinicians are discussed as a whole or in small groups. Objectives: develop and apply a methodology for clinical decision-making; delineate core issues in biomedical ethics (the nature of the physician/patient relationship, informed consent, quality of life vs. sanctity of life, and the just distribution of finite medical resources); and to enable students to formulate their own positions with respect to contemporary issues and topics in biomedical ethics.

3 units, Win (Young)

**250B. Medical Ethics II**—Advanced examination of a narrower range of topics at greater depth. Topics vary each year. Students have an informed discussion with an invited expert on the topic under discussion. Objectives: examine the fundamental ethical principles informing the practice of medicine and the life sciences and the relationships between them; identify “non-rational” factors that enter decisively into ethical decision-making; struggle with emerging ethical issues in medicine and the life sciences; and suggest areas where greater conceptual clarity and methodological fitness is required. Recommended: some acquaintance with the field of biomedical ethics.

3 units, Spr (Young)

**255. The Responsible Conduct of Research**—A forum for scientists to familiarize themselves with institutional policies/practices and professional standards that define scientific integrity. Overview of ethics in research, authorship, patents, and human interest at the academic-commercial interface, and small group sessions for more extended discourse between students and faculty. Completion fulfills NIH/AD-AMHA requirement for instruction in the ethical conduct of research.

(Young)

## RELATED OFFERINGS

### HEALTH RESEARCH AND POLICY

#### 209. Medicine and the Law

3 units, Win (Eaton)

### HUMAN BIOLOGY

#### 2S,3S,4S. Bioethical Issues in Human Biology

1-2 units, Aut, Win, Spr (Hurlbut)

#### 90Q. Stanford Introductory Seminar: Contemporary Issues in Human Experimentation

3 units, Win (Constantinou)

#### 121. Ethical Issues in the Neurosciences

4-5 units, Spr (Hurlbut)

### LAW

#### 313. Health Law and Policy

—(Same as Health Research and Policy 210.)

3 semester units, Aut (Greely)

#### 440. Biotechnology Law and Policy

3 semester units, Spr (Barton, Botstein, Greely)

#### 649. Advanced Issues in Health Law and Policy: Genetics and Law

—(Same as Health Research and Policy 211.)

2 semester units (Greely)

### PHILOSOPHY

#### 78. Medical Ethics

4 units, Spr (Jaworska)

#### 193J. Feminist Bioethics

5 units, Spr (Jaworska)