BIOMEDICAL ETHICS

The Stanford University Center for Biomedical Ethics (SCBE) is dedicated to interdisciplinary research and education, and provides clinical and research ethics consultation. SCBE serves as a scholarly resource on emerging ethical issues raised by medicine and biomedical research.

SCBE offers a scholarly concentration in Biomedical Ethics and Medical Humanities (BEMH) to medical students. This program allows medical students to study in depth the moral, social, and humanistic dimensions of medicine and biomedical science. Using cross-disciplinary methods such as those from philosophy, social science, film, literature, art, and law, students examine the meaning and implications of medicine and medical research.

Degree Requirements

COVID-19-Related Degree Requirement Changes

For information on how Biomedical Ethics degree requirements have been affected by the pandemic, see the "COVID-19 Policies tab (http://exploredegrees.stanford.edu/schoolofmedicine/medicine/#covid19policiestext)" in the "Medicine" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (http://exploredegrees.stanford.edu/covid-19-policy-changes/#tempdepttemplatebtext)" section of this bulletin.

Students who pursue Biomedical Ethics and Medical Humanities are required to complete 12 units including these two core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDE 212</td>
<td>Medical Humanities and the Arts</td>
<td>2</td>
</tr>
<tr>
<td>PEDS 251A</td>
<td>Medical Ethics I</td>
<td>2</td>
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Students may select eight elective BEMH units from a wide variety of University, Medical School, and Law School courses. Students interested in co-concentrating with another scholarly concentration must complete the two core BEMH courses plus 2 units in the BEMH scholarly area (six units for each concentration).

Students are encouraged to go through the various offerings and devise a course plan to present to the co-directors, Audrey Shafer and Maren Monsen.

Additional information on requirements for the scholarly concentration is available at the BEMH (http://bioethics.stanford.edu/education/bemh/) web site.

Instructions:

Click on the Edit pencil to get started. Delete this "Instructions" block when you have finished editing...just click inside the blue box to select and then click delete. Do not delete the block immediately below. This block of general University information is required. Replace ENTER ANY GENERAL DEPARTMENT/PROGRAM TEXT HERE with any general department/program text, or just delete the line. This might include something generic about support, or instructions on who to contact, etc. If you do not have a program's degree requirements and/or alter program requirements as appropriate.

Undergraduate Degree Requirements

Grading

The DEPARTMENT PROGRAM counts all courses taken in academic year 2020-21 with a grade of 'CR' (credit) or 'S' (satisfactory) towards satisfaction of undergraduate degree requirements that otherwise require a letter grade.

The DEPARTMENT PROGRAM has not changed its policy concerning 'CR' (credit) or 'S' (satisfactory) grades in degree requirements requiring a letter grade for academic year 2020-21.

Other Undergraduate Policies

Graduate Degree Requirements

Grading

The DEPARTMENT PROGRAM counts all courses taken in academic year 2020-21 with a grade of 'CR' (credit) or 'S' (satisfactory) towards satisfaction of graduate degree requirements that otherwise require a letter grade provided that the instructor affirms that the work was done at a 'B-' or better level.

The DEPARTMENT PROGRAM has not changed its policy concerning 'CR' (credit) or 'S' (satisfactory) grades in degree requirements requiring a letter grade for academic year 2020-21.

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Graduate Advising Expectations

The Center for Biomedical Ethics is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the adviser and the advisee. As a best practice, advising expectations should be periodically discussed and reviewed to ensure mutual understanding. Both the adviser and the advisee are expected to maintain professionalism and integrity.

Faculty advisers guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

For a statement of University policy on graduate advising, see the "Graduate Advising (http://exploredegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext)" section of this bulletin.

Co-directors: Audrey Shafer and Maren Monsen

Director Emeritus: Thomas A. Raffin

Associate Director: Mildred K. Cho

Participating Faculty and Staff: Laurel Braitman, Danton S. Char, Julie A. Collier, Jacqueline Genovese, Steven Goodman, Maren Grainger-Monsen, Henry Greely, Alvan A. Ikoku, Katrina A. Karkazis, Sandra S. Lee, Jose R. Maldonado, Michelle M. Mello, Kelly E. Ormond, Laura W. Roberts, Christopher T. Scott, Audrey Shafer, Abraham C. Verghese