

NATIONAL BIOETHICS ADVISORY COMMISSION

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P R O C E E D I N G S

WELCOME

DR. SHAPIRO: I would like to call our meeting to order. We have a long and a full agenda today so I think we better get under way.

For those of you that were not with us yesterday, I want to announce once again that we have to my right, Eric Meslin, who is now our director. I want to welcome him. We are very fortunate to have been able to attract him. As many of you know, he has had a series of interesting and distinguished posts. We have, as someone mentioned yesterday, just pirated him from ELSI and we are very pleased to do so. I welcome him.

I will take the opportunity, also, once again to thank Bill Raub, who has served in an acting capacity for us for a good part of last year.

Now, we will begin this morning by discussing the ongoing work of the Human Genetics Subcommittee which met yesterday and had what I thought was a very interesting discussion and we will hear more about that in just a few moments. I will turn to Tom. That will be our first major item on our agenda.

Most of the afternoon we will be doing work with the Human Subjects Subcommittee.

1 And we have a few very important guests here
2 today as well.

3 There has been a change in the agenda, just a
4 rearrangement of items. I think everyone has got a copy of
5 the current agenda in front of them. If you would just
6 take the issue "Future Commission Research Activities" and
7 put that as the first item after lunch that had been, if I
8 remember correctly, the last item of the day. I have put
9 that first after lunch because unfortunately late in the
10 afternoon I will have to leave perhaps before we are able
11 to adjourn and I wanted to make sure as many of us as
12 possible were here for that discussion.

13 If I do have to leave while some of the
14 discussion is going on I apologize to my fellow commission
15 members and to any guests who may be participating in the
16 discussion.

17 So, we have quite a few items and I think we
18 just ought to get going and let me turn first, then, to Tom
19 and the report of the Genetics Subcommittee.

20 Tom?

21 If I could just make one more comment. Someone
22 said yesterday the sound system here is the rock star
23 variety, that is you have to talk very close to the
24 microphone in order for it to really work and please jump

1 up and wave your hand if we are not -- to our technician
2 and helper here if we are not doing this properly.

3 So thank you very much.

4 Tom?

5 REPORT FROM THE GENETICS SUBCOMMITTEE:

6 TISSUE SAMPLES REPORT

7 DR. MURRAY: Thank you very much. It is,
8 indeed, a shock when one finds one's chairman in the
9 morning on CNN discussing the previous work of the
10 commission and discussing it very articulately.

11 It is not true that the commission is going to
12 fund its work from here on in by establishing "Clones-R-
13 Us," is it, Harold?

14 DR. SHAPIRO: That is not true. As you know,
15 as everyone knows, I am sure, that cloning is again in the
16 news. It is interesting how this sort of gets itself into
17 the news again and you have seen it in this morning's
18 paper. As far as I can tell, nothing has changed since we
19 discussed this last time so we will not take that issue up
20 again at this moment but thank you for noting that, Tom.

21 DR. MURRAY: The Genetics Subcommittee is
22 trying to finish up its work on the issue of the use of
23 human tissue samples. Our interest in the work was, as
24 many of you know, was motivated by a variety of factors.

1 One is we know that there were a lot of tissue samples out
2 there. We had no idea quite how many. We have a much
3 clearer idea. We have a very conservative estimate but a
4 much clearer idea now of how many. It is well over a
5 quarter of a billion and it may, in fact, be as many as
6 half a billion tissues, identifiable tissue samples, in
7 various tissue banks and collections in the United States.

8 A second motivating factor was that these
9 samples, which have been collected for as long as a century
10 and were thought to be of some scientific interest, now we
11 understand if they are properly stored can have analyzable
12 DNA, which can offer an increasingly vast amount of
13 information about the individual from whom the DNA was
14 taken.

15 Thirdly, a series of commentaries, some by
16 official groups, some by ad hoc groups, some by individuals
17 suggesting what ought to be done about research on such
18 tissue samples, both samples collected previously and
19 samples to be collected in the future, came to some very
20 strong conclusions and in many cases contradictory
21 conclusions. So those factors together led us to take on
22 the tissue sample issue.

23 What we are going to do this morning: We will
24 hear from a couple of guests. As you see at 9:30 and 9:30

1 Susan Old from the National Heart, Lung and Blood Institute
2 and then Patricia Barr with the National Action Plan on
3 Breast Cancer but we will have till about 9:30 to begin our
4 conversation.

5 We will add those two folks to the
6 conversation. We will resume it again and we will be able
7 to continue on till around 11:30, at which point there will
8 be comments by Harold and statements from the public. So
9 we have around two, two-and-a-half hours of actual
10 deliberation, and we look forward to having the members of
11 the other subcommittee join us in these conversations.

12 Our goal for this morning is to talk about
13 four, perhaps five, things. Some of them will take more
14 time than others.

15 I am going to do the first thing and I hope it
16 will not take long at all.

17 I am going to describe and try to defend our
18 decision to talk about research conducted in an anonymous -
19 - research conducted on tissue to be used in an anonymous
20 manner and explain how that differs from some of the ways
21 people had conceived of these tissue samples prior to our
22 work.

23 Secondly, Zeke Emanuel will describe the matrix
24 that we have been using to look at possible cases. That, I

1 think, will take the longest time.

2 Bernie is going to talk about the concept of
3 community consultation. People have described it other
4 ways, community involvement, et cetera. We have been using
5 the phrase "Community Consultation" as an ingredient for
6 some of the situations that we intend to encounter and we
7 expect to encounter.

8 Fourth, Trish and Larry, and I think they have
9 enlisted some other folks to help them, are going to take
10 on the issue and we actually want your help, the other
11 commissioners' help as well, in discussing the issue of
12 whether to have this wall through which information is sent
13 with the identifying information stripped off. Whether to
14 have this wall be perfectly impenetrable, or as perfect
15 as human wile can make it, or whether, in fact, to allow
16 under certain, perhaps rare circumstances, people to go
17 back and to try to rediscover the identity of people used.
18 This was a contentious issue and we will talk about that.
19 Trish and Larry will lead that off.

20 The fifth thing, and I think if we do not get
21 to that, probably I think it is a little bit less
22 controversial but I suppose I would lead the discussion of
23 that, is some mechanics of the consent process that we have
24 in mind. That is our agenda. It is a very ambitious one

1 for two to two-and-a-half hours but we will do our best.

2 Zeke, did you want to put that up?

3 DR. EMANUEL: Yes.

4 DR. MURRAY: Yes. Why don't we put that up.

5 Thank you.

6 While Zeke is -- right.

7 (Slide.)

8 This will be helpful all through our

9 conversations this morning.

10 By research conducted in an anonymous manner
11 what we mean is this: One problem we had was many of these
12 tissue collections for a variety of reasons would be
13 inappropriate to strip identifiers from the tissue held say
14 by the pathology lab at the teaching medical institution
15 so, therefore, did we have to think about those tissue
16 collections as identifiable. Well, clearly in the form in
17 which they are held by the pathology laboratory they are
18 identifiable and need to be identifiable.

19 What will that mean in terms of any research
20 that might be done with some tissue collections? Well, it
21 struck us after a considerable amount of conversation that
22 the most important -- that it made more sense to think
23 about anonymity in the context of the particular use of the
24 tissue.

1 If, for example, I have -- in an extreme case I
2 have a series of fully identifiable tissue samples and I
3 send them on to another scientist with every piece of
4 identifying information stripped, there is nothing except
5 the raw tissue, and that is what the scientist works with.
6 It seemed odd to think about that as "identifiable" tissue.
7 That scientist would have absolutely no way of going back
8 and finding out from whom that tissue came so we came to a
9 model of thinking of the tissue as used.

10 It struck us that we accomplished the goals of
11 protecting individual privacy and protecting individuals
12 against potential discriminatory uses of genetic
13 information about them if we, in fact, endorse a process by
14 which a scientist could make a request for tissue, have the
15 tissue sent with perhaps some information but not enough --
16 not sufficient information to identify the individual from
17 whom the tissue came and to say that in that sense the
18 tissue was being used in an anonymous manner.

19 There is, what Zeke has labeled, an encryption
20 barrier that is better than the metaphor of a fire wall.
21 It is an encryption barrier which involves the stripping of
22 a considerable amount of information. It might contain
23 such things still as a medical history or at least the
24 relevant points for the disease in question. It might

1 contain information about sex, about background, about
2 geography and some other matters but not sufficient
3 information to walk back, as we use the metaphor, walking
4 back across the barrier and figuring out from whom the
5 tissue came.

6
7 So if you see the phrase or a variance of the
8 phrase "research conducted in an anonymous matter" that is
9 what we mean by it. It is the tissue samples and whatever
10 information is bundled with the samples has gone through
11 this encryption barrier and it would be impossible or
12 unreasonably -- reasonably -- I am not sure quite what the
13 phrase is there but it would be reasonable to think that
14 the researcher could not walk back and get the individual's
15 identity from the information the researcher has even with
16 the aid of other kinds of publicly available databases.

17

18 That is really all I need to say.

19 I would like to ask the other members of the
20 Genetics Subcommittee to elaborate or correct what I have
21 said and I would like to invite the other members of the
22 commission to join in.

23 David?

24 DR. COX: So I think you have very fairly

1 stated the attractive aspects of this approach to dealing
2 with stored tissue samples but it is particularly relevant
3 for the large numbers of pathology samples that presently
4 exist and then the clinical samples that are going to come
5 in. It does not very well take into account potential
6 future types of research that are going to require closer
7 and closer interaction between the researcher and the
8 subjects.

9 Although it does take into account subject's
10 viewpoints from the point of view of their privacy it does
11 not take into account the subject's involvement in the
12 design of the research studies at all.

13 The other aspect of it is that in many ways for
14 researchers it perpetuates a distancing of researchers from
15 the research subjects at a time when the whole direction of
16 much of the science is an increased involvement in
17 relationship between researchers and their subjects so that
18 I, for one, have sort of a difficult time balancing these
19 different issues and

20 I just wanted to mention what some of the down
21 sides of this approach are.

22 The final point that I would like to make is
23 that any kind of such barrier that is put up to protect
24 people is only as valuable and only as effective as its

1 ability to limit loopholes for people to go through it. I
2 must say that it is easy for commissions like this to talk
3 about how encryption completely limits loopholes and on the
4 other hand in reality have it simply be on a piece of paper
5 and not how it works. If the commission sets up things
6 that work on paper but does not work in reality I am not
7 sure that we are helping.

8 So this is not -- I just wanted to talk about
9 what some of the negative sides of this approach are and
10 perhaps by considering them and having some flexibility
11 with this we may make it more practical for research in the
12 future.

13 DR. MURRAY: I certainly agree with the latter
14 two points you made as I understand them. I mean, if we
15 recommend something which either is impossible to implement
16 in practice or would be widely abused then I think we have
17 not done our job well. I do not think that will be the
18 case but we need to be cautious about those options.

19 In the former you are concerned about the
20 distancing of researchers and subjects, et cetera, but this
21 is not the only model as you know for research with tissue.
22 There is -- you can do research with tissue where the
23 tissue is used in an identifiable manner but a requirement
24 is then upon the researcher to get express informed consent

1 for each -- for the particular use of the tissue envisioned
2 is very powerful.

3 So I think there is not a distancing -- we are
4 looking at the -- we are looking at cases in which the
5 researcher for a variety of reasons may not need that kind
6 of close contact and may want to use either large amounts
7 of tissue or tissue that is with relatively small amounts
8 of additional information. So there are other ways of
9 doing it. There need be no necessary link between this
10 proposal and a further distancing between researchers and
11 subjects in those kinds of cases where distancing would be
12 inappropriate.

13 DR. COX: Just one quick follow-up point. I
14 quite agree with that except I am basing my comments
15 particularly with my experience as a geneticist because
16 genetics research -- in fact, we are the Genetics
17 Subcommittee -- I am not saying that genetics, you know, is
18 inherently different from other types of medical
19 information but genetics is only as good as the definition
20 of the phenotype hooked up with the genotype.

21 So, I think, at one sort of fairly extreme end
22 of researchers that need to have close relationship with
23 the phenotype I think the geneticists are very much on that
24 one end. So that is sort of why I am making my comments.

1 DR. MURRAY: Right. Thanks, David.

2 Alex?

3 MR. CAPRON: I think that I would really
4 understand this only as I begin to see what consequences
5 you think grow from the description that has been given
6 here but I would like to begin that process by asking you
7 whether the category here is the one which is described on
8 the charts that we were given as samples that are to be
9 used in an individually anonymous manner. Is that correct?
10

11 DR. MURRAY: I have not seen this morning's
12 version of the chart. That is my understand, yes.

13 MR. CAPRON: If that is the case I want to
14 suggest very strongly that we consider separating into two
15 categories what you seemed to have lumped into one. As I
16 understand it, there are any number of --

17 DR. EMANUEL: Alex, maybe I could explain the
18 chart before we already divide it and we break it apart.

19 MR. CAPRON: Well, let me make my comment first
20 because I think if -- you can respond to it.

21 As I understand it, there are any number of
22 situations in which researchers are interested in samples
23 which have no identifiers at all on them, that is to say if
24 they are looking back at the PKU samples and they have

1 10,000 of them and they just want to ask is another -- what
2 is the prevalence of another gene in the population of
3 babies born in Denver in 1996 or something. They do not
4 have to know anything about it and that is truly an
5 anonymous sample.

6 It seems to me what you have described here is
7 something that would be more correctly described as the use
8 in an encrypted manner and to lump together something which
9 is anonymous with something which is encrypted is to me a
10 basic mistake and I would be very disappointed to see us
11 move in that direction.

12 I look here and I see -- this is a problem with
13 graphics rather than having text -- what I see here is
14 something which says it has a sample and on one side it has
15 the name on the sample and in another one it has a number,
16 and then it has something called "medical record," which on
17 one side has a name on it and another has a number on it.

18 Now you have made certain comments, Tom, and I
19 think this is relevant to David's comments a moment ago,
20 about what that information would be. But if we were to
21 literally publish this chart as our explanation of what it
22 meant to encrypt something I would say that simply
23 underlines to me the problem with calling this anonymous
24 research.

1 I mean, if we have a medical record from which
2 my name has been removed and been replaced by a number we
3 have a lot of information and I cannot believe that someone
4 looking at that -- a clerk working on the project who knows
5 that I was in for a removal of a cancerous growth and you
6 are now looking to see some other genetic factor would not
7 be able to look at that and say, "Oh, that is Professor
8 Capron."

9 DR. MURRAY: That would not be anonymous, Alex.
10 You misunderstand what we are saying.

11 Zeke will have some comments.

12 DR. EMANUEL: I think --

13 MR. CAPRON: And then, Zeke, as you do this
14 could you explain what the results "Name-A," results "Name-
15 number-A." What that X means and what those are?

16 DR. EMANUEL: Alex, this is why I suggested
17 before criticizing the boxes I thought we would explain why
18 we got there. Maybe I can explain why we got to where we
19 have and how this graphic fits in with the thinking
20 because, in fact, we began exactly where you and most of
21 the recommended statements begin exactly where you are,
22 which is making more than a few distinctions.

23

24 So everyone has -- all the commissioners have

1 this but I am going to use some overheads so we are all on
2 the same page as it were.

3 (Slide.)

4 And I want to, in part, talk a little bit about
5 the evolution of the thinking because this is not where we
6 are today. All right? But I think by trying to explain a
7 little bit of the evolution of the subcommittee's thinking
8 it will become clear why we have gotten rid of some of the
9 distinctions. So this is sort of transitory intermediate
10 framework that we use and then we will talk about it.

11 Is that in focus?

12 COMMISSIONERS: No.

13 DR. EMANUEL: This will not do this.

14 I apologize.

15 DR. SHAPIRO: Help is coming.

16 DR. EMANUEL: All right. You have it on a
17 sheet of paper. Okay.

18 If we walk -- just if we walk down from the top
19 you see we have made one division here which is previously
20 collected samples and samples collected in the future. By
21 that we mean -- and please my fellow subcommittee members
22 jump in if I have made a mistake or inserted my opinion
23 over the agreement since I was not here all of yesterday.

24 Previously collected samples are those samples

1 that are collected before we publish the report and before
2 our recommendations have a chance to get in to effect.
3 Samples collected in the future would be samples collected
4 under recommendations that would modify the procedures
5 currently used. We thought that there were important
6 reasons to distinguish those two. In part, one does not
7 want to throw away what we have -- the 200 plus million
8 samples.

9 At one point in our deliberations we had
10 divided samples collected for the purpose of clinical care,
11 that is you go in for a biopsy for your care, from samples
12 collected as part of a research study, part of N-HANES, the
13 Physicians Health Study, the Nurses Health Study, whatever.

14 In our deliberations we began to see, I think,
15 that those were not tenable, those distinctions, and that
16 we should, in fact, collapse them and treat them the same,
17 that whether the consent procedures were different, and in
18 many cases they are different, the requirements that we
19 would want to put into place, in fact, are the same or
20 similar.

21 Then we made this distinction between those
22 samples that are going to be used in an individually
23 anonymous manner from those to be used so individual
24 identification is possible. Initially we had the following

1 three-part distinction, actually four-part distinction:
2 There was samples which are anonymous, Guthrie Cards;
3 samples which could be made anonymized or anonymizable
4 samples; samples which are potentially identifiable; and
5 samples which are going to be used in an identified manner.

6 We have not found that distinction helpful
7 because when one thinks through or when the subcommittee
8 thought through the kinds of recommendations we would make
9 under those categories, in fact, they collapsed into these.
10 We thought one of the problems of the current debate was
11 the fact that everyone was focused in on how the samples
12 are stored rather than how they are going to be used
13 because the key issue is not whether your sample is in a
14 research study but linking the result with the name. That
15 turned out to be the key potential where harm can occur.
16 So the key issue is are you using the sample in an
17 anonymous manner in this research study?

18 Then we made some distinctions here, which we
19 have subsequently collapsed, and I am going to talk about
20 that in the next frame, which is there are samples which we
21 have collected. In the past this has been true where you
22 are looking at individual samples, there is no community
23 link, there is no link even in an anonymous fashion, you
24 are just say looking randomly for colon cancer genes not in

1 an ethnic or racial or some other geographic group.

2 Because of genetics but not simply limited to
3 genetics as we see in some of the kind of research studies
4 we have looked at we could imagine that there could be
5 circumstances where even if you collected the sample in a
6 manner or the sample was individually anonymous there might
7 be relevant items because of the kind of sample you use or
8 because of the kind of sociodemographic information that
9 might have implications for a community so we began to make
10 distinctions between that kind of research which might have
11 implications for a community but might not in our imagings
12 be harmful and those which might be harmful.

13 As a result of yesterday's discussion these
14 were -- these two were collapsed.

15 I do not know where I have the overhead.

16 (Slide.)

17 So I think we are at the stage, and since I was
18 not fully part of that discussion, this is the current --
19 Sally, I apologize.

20 (Slide.)

21 This is the current operative model.

22 DR. GREIDER: Zeke, aren't we missing some
23 boxes on the right-hand side?

24 DR. EMANUEL: No. I thought at our last

1 meeting, not yesterday's but the previous meeting, we had
2 suggested that there was no distinction between the
3 clinically relevant and the research but I would stand
4 corrected. We have all the permutations here.

5 DR. GREIDER: My recollection was that was true
6 for the previously collected samples but not for the future
7 samples and maybe other people can let me know if -- other
8 subcommittee members.

9 DR. EMANUEL: Your recollection is this.

10 (Slide.)

11 DR. GREIDER: Correct.

12 DR. EMANUEL: My recollection is at the very
13 end of the previous meeting was that Steve Holtzman -- we
14 had suggested -- well, we can go through it because the
15 suggestion is that the distinctions here, the
16 recommendations we are going to make are going to be no
17 different and, therefore, should be collapsed but this is a
18 work in progress.

19 DR. COX: Zeke, I would say at least --
20 although I was not at the meeting but having read things,
21 the logic, the exact arguments that you make for collapsing
22 them in the prospective or in the retrospective for me fit
23 for the prospective too because if you can collapse them
24 for the retrospective then why can't you collapse them for

1 the prospective so it does not make any sense to me not to
2 collapse them.

3 DR. EMANUEL: Well, I think the way to
4 understand that is to work through each of the boxes as the
5 subcommittee did and the rationale for them. Let me
6 emphasize what I think are the -- and I would hope that my
7 fellow commissioners would again -- the three path
8 breaking, I think, distinctions we have made. One is
9 between the previously collected samples and the samples
10 collected after the report's recommendations.

11 The second is that the evaluation, the ethical
12 evaluation, should be based on the use of the tissue, not
13 on the manner of collection or storage of the tissue,
14 because what we are interested in, and the reasons we have
15 worries is the harms that result and that depends upon
16 being able to identify a specific result with a specific
17 person, and that recognition that some research conducted
18 on individually anonymous -- in an individually anonymous
19 manner may nevertheless have sufficient sociodemographic
20 information to adversely affect communities.

21 MR. CAPRON: Could you pause now because --

22 DR. EMANUEL: Well, let --

23 MR. CAPRON: -- because you think you have
24 responded --

1 DR. EMANUEL: I want to -- can I --

2 (Slide.)

3 To put this a little bit in a framework the
4 current system, the Common Rule, recognizes only two
5 categories. All right. It has nothing to say about the
6 rest of this. This is really the reason we are here and
7 looking at it because it is solid on all these other boxes.

8 Now, I do not want to -- I do not know if the
9 commission wants me to potentially jump ahead and suggest
10 what the recommendations were or should we just leave that?

11 DR. MURRAY: I think we should go ahead.

12 DR. EMANUEL: Does that sound --

13 DR. MURRAY: Does anybody want to comment at
14 this stage?

15 MR. CAPRON: Yes.

16 DR. MURRAY: To respond to Alex -- well, but I
17 think -- okay.

18 MR. CAPRON: May I --

19 DR. MURRAY: Go ahead, Alex, have your say.

20 MR. CAPRON: Well, thank you.

21 I agree entirely with the notion of the focus
22 being not on the way samples are stored but on how they are
23 used. It seems to me that there is a self-evident
24 distinction between a sample which has no identifiers and

1 those which have some information and are encrypted. There
2 are two distinctions.

3 One, the information, although it may seem to
4 the person who is making the decision at the time is
5 sufficient to make it anonymous may not make it anonymous.

6 Secondly, after the fact a researcher with
7 findings, which he or she regards as important enough, will
8 have information which could be unencrypted. That is a
9 fundamental distinction it seems to me and the whole notion
10 that in certain research you need fire walls or you need
11 one way barriers and the like because you have information
12 which has an encrypted number on it, which if unencrypted,
13 goes directly to an individual suggests that there is a
14 distinction.

15 I do not think that what I have heard thus far
16 explains to me why you want to lump those two together.

17 DR. EMANUEL: I think, Alex, the answer to that
18 question is let's get through the protections we would like
19 and see if, in fact, they collapse or they do not collapse.
20 Right? That, I think, is the rationale that led us to
21 collapsing them because, in fact, the kind of protections
22 you would want, the kind of consent or IRB review that you
23 would want for those two different categories, in fact,
24 collapses them. They would be the same.

1 MR. CAPRON: I read your charts before this
2 meeting. I came to a different conclusion.

3 It does not seem to me that I have the same
4 sense about information being used where a person could
5 have results of great importance to me which they could
6 unencrypt and where there may be a moral obligation to do
7 so in order to give me a warning or conversely where their
8 scientific interest in unencrypting it is very different.

9 To have a sample used in advance seems to me
10 does not fit under your -- the conclusion that you have
11 given about no IRB review, no individual consent, no
12 community consent in the same way as it would with a sample
13 about which there is no individually identified linkage at
14 all possible. Therefore, that is one of the reasons why it
15 seems to me that different policies must be in place.
16 Certainly the policies having to do with whether you could
17 under any circumstances go back through that wall only
18 applies to information for which the identifiers are there.

19 DR. MURRAY: That is not true. At least not in
20 the hands of the researchers. The identifiers might be
21 perhaps in the hands of a trustee of the tissue or even in
22 an additional party, a third or fourth party.

23 MR. CAPRON: If there are no such identifiers
24 you have no basis for going back. You do not need a policy

1 about not going back, right?

2 DR. MURRAY: Well, I think you are not hearing
3 what we are trying to say here.

4 I also want to make a conceptual point, Alex,
5 and that is if you talk to privacy experts, particularly
6 for an issue like tissues, DNA samples, tissues containing
7 DNA, there is not a bright line distinction between those
8 samples that are wholly anonymous and those samples that
9 are not. I mean, if I had access to DNA fingerprint
10 databases then I might be able to link this particular
11 sample even though every piece of otherwise identifying
12 information has been stripped from it simply because I can
13 do a DNA fingerprint from this tissue.

14 It is really a matter of how difficult it
15 becomes to go back from what I have in my hands, from
16 tissue sample with or without additional information, to a
17 specific individual's identity. It is a continuum rather
18 than a clear and bright line. I think that helps -- that
19 helps me, at least, to think of it in that way.

20 So the question becomes what protections can we
21 put in place that would reasonably assure that a person
22 whose sample with or without other information has gone
23 forward to a researcher and can count on that not being
24 then subsequently identified.

1 MR. CAPRON: Well, obviously if a person has a
2 sample, an anonymous or encrypted sample, from you and
3 finds out information about it and then later gets another
4 sample from you, a genetic fingerprint can indicate that
5 you were the source of the first sample. I totally agree
6 and that is something that raises a different issue about
7 genetics. I totally agree but that is dependent upon that
8 person getting another unencrypted sample.

9 DR. MURRAY: Get access to a state DNA
10 fingerprint database. I mean, they are -- and privacy -- I
11 mean, you probably know more about this literature than I
12 do but privacy experts assure me that it is really a matter
13 of how tightly you wish to protect it.

14 MR. CAPRON: Are you in the state DNA
15 fingerprint bank at the moment, Tom?

16 DR. MURRAY: Not at the moment not that I am
17 aware of.

18 MR. CAPRON: All right.

19 DR. MURRAY: But --

20 MR. CAPRON: So, in other words --

21 DR. MURRAY: I know your point but things will
22 become more widely available in the future. I mean, we
23 need to think not just where things are today but in the
24 future.

1 Bernie wanted to say something.

2 DR. LO: I think one of the problems we are
3 having is that we are trying to have a full debate in
4 miniature and I think all these issues need to be -- all
5 these issues need to be discussed and I think I just want
6 to make two points. One, where we end up in our matrix may
7 not be where we want to start. So at conception I think
8 most people do come with the intuition that there are many,
9 many more rows and columns than we may end up with.

10 I think as Zeke was suggesting it is only if we
11 go through the arguments and find that a lot of the rows
12 and columns are identical after deliberation. Do we then
13 say the recommendations will collapse? But maybe as we
14 present this we should start with the fuller matrix and
15 argue through why it collapses down and obviously we cannot
16 do that in an hour-and-fifteen minutes.

17 The other point is that, Alex, what you were
18 saying about the importance in some situations of being
19 able to deencrypt that information either for the purpose
20 of reporting back to an individual patient, close but not
21 there yet, to report back to an individual patient the
22 findings that may be of clinical import to that patient.
23 Or the other situation where that is likely -- that may
24 come up is where the scientists wants to get back to that

1 patient because they have such an interest in genetic
2 constellation they want it to be studied more.

3 Now whether we build that in to the model at
4 the onset or have a simplified model which adds these in
5 sort of as variations on policy I think we need to argue
6 out but certainly we do not want to lose track of the
7 points you were making, Alex, about how the fact that it is
8 encrypted or presumably at least the possibility of
9 unencrypting and there may be valid moral reasons for
10 wanting to do that or compelling more reasons to do that in
11 some situations.

12 Obviously you cannot do that if it was
13 collected anonymously as opposed to collected with
14 identifiers which are somehow stripped or coded but that is
15 something we started to talk about yesterday and I think it
16 is fair to say that we have not quite resolved that one.

17 DR. EMANUEL: Can I say something?

18 If you think through these boxes there are
19 three and only three protections, I think, that you can
20 have. In each of the boxes you can ask the question has an
21 IRB reviewed the protocol.

22 I have never had a complaint about the volume
23 of my voice.

24 You can ask the question has an IRB reviewed

1 the protocol, has the individual consented, and has the
2 community in some way offered its consultation. Those are
3 the three possibilities. If you just do the math you have
4 got nine permutations. We have got more than nine boxes,
5 which means that some of the boxes are going to overlap.
6 That is just on a simple level.

7 I think by going through each of those boxes
8 you are going to see that the -- I mean, your view of what
9 the kind of protections you want may be different from my
10 view but, in fact, there is going to be some collapse
11 there. There has to be some collapse. We do not have
12 other kinds of protections or we have not proposed a lot of
13 other kinds of protections.

14 Now your moral intuition that these, in fact,
15 initially look different is exactly why the commission, and
16 I firmly believe why many of the other groups have come
17 with making lots more divisions there, collected in an
18 anonymous manner, you know, made anonymizable, et cetera.
19 But, in fact, I mean again to reiterate I think we have
20 come to the view because we have actually tried to work
21 through the boxes and said, "Well, you know, the protection
22 we think is appropriate here recognizing that there is
23 going to be some trade offs, in fact, look the same in
24 these two boxes and that they are not conceptually

1 distinct."

2 MR. CAPRON: Well, I will wait until we get to
3 the point of looking at what the protections are.

4 DR. MURRAY: David?

5 DR. COX: Zeke, I think that you said that very
6 nicely and in terms of what the motivations for the boxes
7 were but perhaps the debate can be -- and, in fact, it is
8 perhaps the reason why the other groups had more boxes is
9 that they did not start with the premise that the only
10 things that were available were those three things, those
11 three types of protections.

12 Now certainly in practice those are the three
13 types of protections that are existent today.

14 The question, I think, a third question to ask,
15 is should we start with that premise and say that those are
16 the three types of protections because there is not
17 practically an option for other ones right now or should we
18 say -- should we back up and say because things do not fit
19 into these nine categories very clearly that we should have
20 other types of protections as an initial starting point? I
21 think that is a very important thing.

22 Certainly the subcommittee by signing on to the
23 matrix did the former but if other members of the
24 commission do not start with that assumption then it is

1 going to be confusing about why the matrix makes any sense.

2 DR. EMANUEL: Hold on. That I do not think is
3 fair to the history of what happened, David. I mean, that
4 suggests that somehow this is Zeke Emanuel foisting this
5 and the rest are signing on.

6 This was a long debate of us trying to reason
7 through what the protections are and those three, I should
8 say, are not the three we have today. Let's be clear. We
9 have two today. Community consultation exists no where in
10 the Common Rule. We have individual consent and we have
11 IRB review. We actually added permutations on those in
12 terms of IRB administrative review, possibly a general
13 consent as opposed to a specific consent, so we have been
14 trying -- I think we have been trying to be innovative in
15 the kind of requirements we are suggesting.

16 I think this has been a long process of
17 deliberation, you know, and one of the problems of the
18 subcommittee framework is the months of trying to think
19 through and argue through by using examples, you know, the
20 Physicians Health Study or the Angiogenesis Factor of
21 Breast Cancer Women, or some of the other studies, the kind
22 of reasoning that we have collectively come to is hard to,
23 you know, recapture in a short succinct manner.

24 I mean, it may be, you know, if we want to

1 think of some research and test out in those boxes that may
2 be the most effective way to get everyone at the same
3 place.

4 DR. MURRAY: Bernie?

5 DR. LO: Since I am congenitally optimistic I
6 would like to suggest I think this is actually a fruitful
7 discussion. I mean, first of all, I think as we were
8 talking yesterday about planning the outline and the drafts
9 of the report, I think here we have clearly seen that we
10 need to separate out our recommendations in terms of our
11 final matrix from the intuitive matrix most people bring to
12 this and to sort of lay out in an earlier chapter all the
13 considerations that lead to different rows and columns
14 which, I think, we intended to collapse down in the draft
15 that we saw yesterday.

16 The second issue is one of maybe we should
17 readdress the issue of are there other types of protections
18 other than just IRB review, consent and individual consent
19 and community consultation. I think there are other things
20 out there that we should think about. One is sort of a
21 national review body beyond IRB review, sort of a RAC model
22 if you like, with all the pros and cons of that.

23 Secondly, we have played around with variations
24 on IRB review and I think in addition to administration

1 review and full IRB review there may be categories that
2 segregate out as exempt from IRB review because people have
3 gone through enough studies to realize that these do not
4 really require anything more than, you know, what now I
5 think are termed exemptions under the Common Rule. But I
6 think this discussion to me is valuable in that it makes me
7 realize we need to articulate better the rationale for
8 collapsing down the matrix in final recommendations and
9 also forcing us to rethink are there other kinds of
10 protections that would give us even more permutations for
11 the different boxes.

12 DR. MURRAY: Harold and Larry?

13 DR. SHAPIRO: I have just a simple -- I think
14 it is a pedagogical suggestion. It does not enter into the
15 substance of this argument but I found it helpful and just
16 pass it on.

17 I found it helpful in looking at these various
18 possibilities and matrixes to organize it somewhat
19 differently, which gave me more flexibility in my thinking,
20 namely I would put along the top "possible protections,"
21 and they define all the rows. And then -- excuse me, they
22 define the columns. Excuse me. They define the columns.
23 And then down -- but to define the rows are just
24 differences you would want to make, whether you want to use

1 the differences you have or additional ones, or add
2 additional ones.

3 And that all will enable you to keep in front
4 of you easily protections on one side type and type of
5 experiment or something on this side.

6 You may or may not find that useful in dealing
7 with this. I have found it useful in my own work now.

8 DR. MURRAY: Thanks.

9 Larry and Steve?

10 DR. MIIKE: I think the purpose of a body such
11 as our's is to get down to the elemental considerations and
12 then it is for others to put permutations on them. So, I
13 mean, I think that is a fundamental reason why I would say
14 that we want a simple model and then you argue about the
15 distinctions between them.

16 So if we start with a matrix that is so complex
17 that nobody can understand what the underlying basic
18 rationale is we will never get anywhere but if you start --
19 but if you end up where we, as a subcommittee, currently
20 are and then you can argue the permutations around that
21 like Trish and I were doing I think it is clearer to
22 others.

23 Then, finally, I think if I remember my math,
24 the magic number is seven plus or minus two and most people

1 cannot remember anything beyond that. So we are in that
2 magic circle right now.

3 DR. MURRAY: Steve?

4 DR. HOLTZMAN: I guess I have a very simple
5 view of the point Alex is raising and thinking about our
6 deliberations, and that is what we care about is the nature
7 of the protections, the nature of the processes that will
8 go along with the research being done or not being done.

9 So, Alex is simply pointing out something we
10 started with as well, that there is a distinction between
11 samples where it is logically impossible to connect them to
12 an individual, samples where they are connected to the
13 individual in the research and in between ones where it is
14 physically difficult but not logically impossible.

15 The question -- where the rubber hits the road
16 the question is are your protections different, are your
17 processes different? We concluded that with respect to the
18 logically impossible and physically very, very difficult
19 the protections would be the same, the processes would be
20 no different.

21 So, I guess, what I am saying, Larry, I would
22 start with the more complex conceptual scheme because it is
23 out there in the literature and explain why we have
24 reduced.

1 I think there is a reasonable discussion to be
2 had, and I think Alex wants to lead that, that says he
3 feels either that there are three different processes,
4 three different levels of protection, or he wants to
5 collapse the physically difficult into the same as being
6 identified.

7 MR. CAPRON: Tom?

8 DR. MURRAY: Alex?

9 MR. CAPRON: I think that is fair and I like
10 Harold's way of going about it.

11 It seems to me that the matrix we are talking
12 about is a three-dimensional matrix and the dimension that
13 has not been mentioned so far is what risks is a person
14 exposed to in any particular situation. What types of
15 risks?

16 For example, the risk that someone knows
17 something about me that I do not know and the risk that,
18 therefore, I will come to harm, that was preventable if
19 only I knew, or the risk that I will have a knock on the
20 door with someone saying we would like now to get more
21 information about your current health status because we
22 have found something about you genetically that you did not
23 know and we did not know until we did this study. Those
24 are different situations.

1 As you say, there is a situation in which it is
2 impossible and another situation in which it will happen,
3 and another in between.

4 So it seems to me that it is not just talking
5 about what the protections are but the reason to lead
6 towards one protection or another is going to vary
7 depending on what you see the risk is.

8 Let me follow this through in another way. I
9 think I am persuaded by your decision as to previously
10 collected samples to collapse those which were collected
11 for clinical reasons and those which were collected for
12 other research purposes, obviously not for the current
13 research because otherwise it would be a prospective study.
14 That is not the intuition I started with and it is not as
15 though every division and every distinction I think of I
16 follow through to suggest we have to show it.

17 The reason being is if you take that risk
18 approach it seems to me it is very likely that the things
19 that would concern people would be the same whether or not
20 their tissue had been taken out as a result of a diagnostic
21 or therapeutic procedure or some unconnected research and
22 that is not the intuition I started with.

23 I should note, however, I think we need to
24 address that with some care because in the first chapter in

1 giving the overview you note quite correctly that most
2 people whose samples are among these hundreds of millions
3 that are being stored do not know that those samples are
4 stored because it was not an explicit part of the consent
5 process and it was never focused on.

6 That is not true for people whose samples were
7 taken for research. They at least know samples were taken
8 for research, they do not know about this research, they
9 may not know how long it is stored but at least they know
10 that someone took it to study it. Now that is a
11 distinction.

12 But if we look to the future and say not what I
13 was originally concerned about, sort of the dignitary
14 difference between having something done to a sample you do
15 not even know anyone has versus the other, but what risks
16 you are going to be exposed to. I can understand why you
17 ended up collapsing those.

18 Just to show that I am not totally pigheaded,
19 Tom, I can understand why.

20 But I do immediately when I think about the
21 risks see differences so I will wait and see whether the
22 collapsing that you have done, which apparently has been
23 done as to future samples in different people's view.

24 I mean, Zeke thought you collapsed research

1 studies and other samples of the future.

2 Carol thought you had not and you were still
3 keeping them separate.

4 So maybe even the committee is not quite clear
5 where its matrix goes.

6 Certainly in looking at the materials that were
7 distributed in advance I understand why Zeke came to that
8 conclusion because it seemed to me that the 1b and 1c
9 looked very much like 1e and 1f.

10 So I understand why that would have happened,
11 Zeke.

12 But again there may in the end be there some
13 difference in how we think about people knowingly
14 encountering a risk. So I want us to -- when you lead us
15 through this -- address this question of what different
16 risks you thought were at issue and why you think that
17 treating different types of study the same way is right and
18 why these three levels of protection -- the third level by
19 the way, of course, is in the CIOMS documents and so forth.
20 It is not as though we thought up community consent but it
21 is there.

22 There is that recent article that was in Nature
23 Genetics that you have probably seen by Foster, et al.,
24 which addresses that process.

1 So, I mean, I think it is a worthwhile concept
2 to bring in but I do not think that the fact that there are
3 only "three types of protection" means that the level of
4 risks that are involved are the same for all and,
5 therefore, we would invoke the protections with the same
6 expectations of need for using them.

7 DR. EMANUEL: I think, Alex, your suggestion
8 about the three-dimensionality of the framework is
9 absolutely right and that is why the boxes are, you know,
10 in some sense -- while risk is an important consideration,
11 the way you take care of risk, what you do about it, how
12 you operationalize it in terms of protections, that is what
13 we have put in.

14 So your thinking and my thinking are exactly
15 parallel and I think what we are seeing here is the
16 question of, in fact, when we think about the kinds of
17 research that are going to fit into these different boxes
18 what are the levels of risk that might be involved and part
19 of the problem is at least at the moment we do not have
20 actually concrete research studies.

21 One of the things the commission did do is to
22 look at some of the studies that have existed that have
23 worked with these kinds of samples and talked about what we
24 thought some of the risks might be.

1 One of the problems we have is there is a big
2 long future out there and it is very difficult for mere
3 mortals, especially some of us who are very distant from
4 the lab, to imagine everything that is out there and, also,
5 imagine what might come about but we have to do our best.

6 Again, I do think that -- I mean, I would just
7 mention that at the end here the idea of collapsing the --
8 in the future the clinical research and the research
9 studies, I was the last hold out. Carol was the leader of
10 that as I recall. You know, this is a work in progress.

11 I do not know what you want. Do you want to go
12 through the recommendations or do you want to go through
13 some of the other issues?

14 DR. MURRAY: I think the most -- in my view but
15 I would invite the other subcommittee members, in my view
16 the most important thing now is to sort of go through
17 quickly the recommendations for the various conditions, the
18 boxes.

19 How do the rest of you feel?

20 If we can do that -- that is the most important
21 thing we can do. I want to also have some time to talk
22 about the other issues, community consultation and whether
23 -- under what circumstances you would ever walk back
24 through this fire wall. I want to do that but I think we

1 can do that after the two visitors join us and give their
2 talks.

3 Carol?

4 DR. GREIDER: I was just going to ask a
5 question about which version are we going to go through.
6 This discussion that we just had it sounds like we need to
7 go through a more full matrix version rather than the mini-
8 matrix version based on the discussion we just had.

9 DR. HOLTZMAN: I think we could go with the
10 mini-matrix. I think we all know what the full matrix
11 looks like and if we go to the mini-matrix as we articulate
12 the recommendation we can say why we collapsed.

13 DR. MURRAY: I agree with Steve.

14 Zeke?

15 (Slide.)

16 DR. EMANUEL: I think this might be the most
17 helpful matrix to look at for a framework.

18 DR. MURRAY: Right.

19 MR. CAPRON: Can you tell us where we find this
20 in this so-called hard copy?

21 DR. EMANUEL: In your place.

22 MR. CAPRON: In today's --

23 DR. EMANUEL: Handed out today.

24 MR. CAPRON: -- handout as opposed to the stuff

1 that was in our book?

2 DR. EMANUEL: Yes.

3 DR. MURRAY: It should be this one.

4 MR. CAPRON: These pages are not numbered.

5 DR. EMANUEL: This one. Proposed -- it says
6 proposed policy just like it says up there. And it has got
7 -- because there are two things labeled and you will see
8 that -- one -- what happened is that they have got a row
9 collapsed.

10 MR. CAPRON: A row which I should point out is
11 based on this risk differentiation.

12 DR. EMANUEL: Yes, of course, that is why we
13 did it.

14 MR. CAPRON: Yes, exactly, right.

15 DR. EMANUEL: But that is exactly the way it
16 should be. There was an assessment that these risks should
17 be -- I do not want to speak because I was not there at the
18 collapsing but as I understand it that the risks, in fact,
19 were something that ought to be determined by the IRB and
20 not prejudged but whatever. I mean, someone else could
21 speak to it more intelligently.

22 DR. SHAPIRO: I think in community
23 consultation.

24 DR. HOLTZMAN: Well, to Alex's point about a

1 third dimension about risk, it could have one of two
2 components. The first has to do with the identifiability
3 and I think what you have said, Zeke, correctly is if that
4 is all you mean by risk the third dimension collapses
5 entirely into what are the nature of your protections.

6 On the other hand, if you want to start making
7 risk distinctions based on the nature of the research then
8 you do have a third dimension where you might then start to
9 make differences in the kinds of protections.

10 Why we collapsed the community from
11 nonstigmatizing to stigmatizing is we made the
12 determination that if a community is implicated that one
13 ought not, other than by going to the community for
14 consultation, prejudice whether or not it would be
15 stigmatizing.

16 (Slide.)

17 DR. EMANUEL: Look at the box labeled "to be
18 used in an individually anonymous manner" and "individual,
19 no community linkage" for a second and let's -- my
20 paradigm, and it is only my paradigm of the kind of study
21 that this involves is to think about a paper that I passed
22 out on tumor angiogenesis study where people at the Brigham
23 hospital went to -- got samples of women who had breast
24 cancer lumps removed five and ten years previously and were

1 then looking at a new -- not actually genetic test but a
2 new kind of test to make predictions about who would have
3 recurrence or who would die from their disease.

4 They took 104 samples completely anonymous -- I
5 mean, to the researcher anonymous but obviously to the
6 pathologist who drew them out and wanted to correlate
7 clinical information with the tissue sample. So that is a
8 paradigmatic case, I would think, of that box. There was
9 no interest in identifying ethnic groups or racial groups
10 or other groups.

11 Okay. So the question is these women did not
12 consent to this research when they came in for their
13 biopsy. They may have signed a general consent that their
14 samples because it is a teaching hospital would be used for
15 education and research purposes. So what kind of risk do
16 they face and what kind of protections do we want to put
17 into place was the question.

18 In the boxes you can see the recommendations
19 that we are suggesting, that the IRB -- I mean, it should
20 be said that under current proposal, under current Common
21 Rule guidelines no IRB review for this necessary and no
22 consent necessary. At least that is our interpretation of
23 the guidelines.

24 MR. CAPRON: Could you explain one aspect of

1 the research?

2 The researcher here is the geneticist, is that
3 right?

4 DR. EMANUEL: This actually turns out not to be
5 a genetics study, which is I think relevant. Not all of
6 the studies that should be -- I mean, we have not
7 emphasized that but this does not only apply to the
8 genetics.

9 MR. CAPRON: Right. But where genetics -- our
10 task starting off with was to look at this from a genetics
11 point of view. Let's try genetics for a second.

12 DR. GREIDER: We have debated that a lot.

13 MR. CAPRON: Who is doing the study? I mean,
14 it is not the person who holds the samples.

15 DR. EMANUEL: That is the pathologist. No, it
16 is a researcher, a separate researcher.

17 MR. CAPRON: A researcher. He or she is
18 looking at the tissue sample for some reason?

19 DR. EMANUEL: Right.

20 MR. CAPRON: Right. And what he or she has
21 done has gone to the colleague in pathology and said, "Can
22 you send me 100 samples of women who came in and had
23 biopsies taken and who had X, Y, Z disease," is that
24 correct?

1 DR. EMANUEL: Yes, that is right.

2 MR. CAPRON: And he gets the 100 samples and
3 they are labeled one to 100 and --

4 DR. EMANUEL: Right.

5 MR. CAPRON: -- and the pathologist does not
6 keep a record of which people those came from.

7 DR. EMANUEL: Well, even if he does I mean we
8 can play it through. But say he does keep a record for the
9 most extreme case he keeps a personal record. I mean, one
10 of the reasons for talking about the encryption barrier is
11 to say that there is not -- you cannot walk backwards.

12 MR. CAPRON: Well, encryption -- with barriers
13 you can walk backwards but if there is anonymous samples
14 with just one to 100 and he does not keep it you cannot. I
15 mean, if he later -- now what we are -- it does seem to me
16 that the genetics aspect comes in here.

17 Suppose that what the researcher is doing is
18 not asking for the medical record to find out about the
19 sexual history or the gestational history of these women
20 but is instead asking is there a gene here and he looks
21 through these and he says, "In this group I get 88 of these
22 women have a gene," and he goes out and he says to the
23 pathologist, "Send me samples from 100 women who did not
24 have this cancer." The pathologist sends them and he does

1 not find the gene in any of them.

2 Now at that point if the sample is totally
3 anonymous and he says, "I have got to tell these women
4 something," the pathologist will say, "Sorry, there is no
5 way I can. I just sent those out to you. I put numbers on
6 them. There is nothing you can do."

7 If he says to the pathologist, "I have got
8 information that may be of relevance to those women and
9 their sisters, and their daughters," and the pathologist
10 says, "Oh, well, if that is really that is important I can
11 -- we can tell those women to come in and see you because
12 we have now found out which of them has this gene and they
13 can then make contact or give us the names of people we
14 should contact."

15 Now to me those are different situations.
16 Facially obviously different. It is a whole different set
17 of considerations that should come in.

18 DR. GREIDER: Can I make just one point, which
19 is what you are also making -- not making and
20 distinguishing -- is research and clinical care. Just
21 because a researcher finds a particular mutation in the
22 gene does not necessarily mean that becomes the norm in
23 clinical care and that those people need to be told
24 something because of one particular study.

1 MR. CAPRON: I realize that in the lab he has
2 it is not a CLIO approved lab and the results may be
3 inaccurate for that reason. I mean, I know the difference
4 between --

5 DR. GREIDER: So the question is would you want
6 to walk backwards under those circumstances?

7 MR. CAPRON: Exactly. In other words, I am not
8 saying that the response should be to walk backwards. I am
9 just saying that the possibility of having results which
10 would cause the researcher either to say I want to know
11 more about these women -- I mean, is it, in fact, this gene
12 that I have found or is that the gene that causes them all
13 to be great pianists.

14 What I am really looking at is the coincidence
15 that they have that gene and they were all living in an
16 area that got irradiated in the 1950's and no one realized
17 it or they were all drinking the milk or, you know,
18 whatever the reason or some other factor. I am looking at
19 a totally spurious unconnected thing and I do not know it.
20 I need to know more about those women.

21 So whether it is a therapeutic impulse on the
22 researcher's part or a, gee, I need to know more about
23 these women now to know whether this finding has any
24 significance.

1 The answer in each case may be we have
2 encrypted it and we have encrypted it for the reason that
3 you should not have access and we are not going to give you
4 access. That is a possibility. But we all know human
5 nature and we know that there is at this point the
6 potential to say there is a good enough reason to do that.

7 The situation is different in these two
8 situations on the face of it between the encrypted and the
9 totally anonymous cannot be linked, you know, you did not
10 get anything other than the fact you got a sample that
11 started off with a diagnosis in the category that you
12 wanted to research.

13 DR. EMANUEL: But, Alex, I would go back -- I
14 agree with you 100 percent. Facially they are different,
15 right. One you have the potential if, in fact, you kept
16 that sheet of what number one really means of going back or
17 -- I mean, even if you actually ripped up the sheet if you
18 are in a pathology department with enough work you could
19 actually go back. It is not like you cannot go back just
20 because you have ripped that sheet up.

21 So now the question is what kind of
22 protections, Alex, would you like in place, how high do you
23 think that risk is and what kind of protections do you
24 think should be in place before you -- to do that study?

1 Now traditionally in this country we have said
2 you do not need consent for that. It is an existing
3 tissue. You do not have to have informed consent. That is
4 what the Common Rule says.

5 If you get consent to go back to that 104 you
6 may face lots of problems to do that kind of research and
7 the longer back you want your samples, the more clinical
8 follow-up, the more difficult it is going to be. People
9 will die. People move. America is --

10

11 MR. CAPRON: Right.

12 DR. EMANUEL: It is a very difficult place as
13 opposed to other countries.

14 MR. CAPRON: Right.

15 DR. EMANUEL: And the question you have, I
16 think, is how high are the risks to these people, what kind
17 of protections do you want to put in place, and while there
18 is this temptation to go back and forth can you create a
19 system, devise a system as we have been thinking about of
20 encryption without going backwards or going backwards under
21 certain procedures that satisfies you that, you know, you
22 have lowered the risk to a reasonable level. You are not
23 going to lower them to zero.

24 As Tom says, even with Guthrie Cards to the

1 future you may not lower anything to zero because we are
2 all going to have our DNA sample on a micro chip.

3 MR. CAPRON: Well, then the question then is we
4 are now talking about a protection that is not one of your
5 three. It would be a protection that would say it shall be
6 unlawful, it shall never be done, or it will say it shall
7 never be done except when the following extreme
8 circumstances are made out.

9 I mean, I assume your committee has talked
10 about what that except when will be and I am eager to hear
11 it. So, I mean, maybe we should at some point get to that
12 point. But then we have a need -- in the category of
13 something that is encrypted, we have a need for that
14 policy. Because of that we are placing a person at risk
15 that they will get information which they may not want or
16 other people will have information which is potentially
17 accessible to other third parties.

18 I mean, let's talk realistically about nothing
19 is totally confidential here or we talking about the need
20 in all of these things to talk about what problems will
21 come to a researcher who does not keep the information
22 which he has managed to make un-anonymous from others.

23 I mean, it is an enormous difference for a
24 person then to learn that they are at a genetic risk which

1 they did not know they were at when they go to fill out
2 their next life insurance policy. Have you ever been
3 tested for X, Y, Z gene?

4 DR. MURRAY: Excuse me, Alex. I am just
5 concerned about time. We actually -- the issues you are
6 talking about right now are exactly the ones that we,
7 ourselves, are wrestling with and want to talk about the
8 circumstances under which, if ever, we would want to say
9 there would be even a very rigorous procedure by which you
10 would ask permission to go backwards and find out the
11 identities of persons.

12 MR. CAPRON: You have not come up with --

13 DR. MURRAY: We have not made a firm and full
14 decision. We are fully aware of the kinds of risks you
15 have talked about but we -- I mean, we want to have you
16 involved and everybody here involved in that conversation
17 which Trish and Larry and others are going to lead but I
18 want to do that a little after 10:00.

19 So if we could just allow Zeke to go through
20 the rest of the boxes and the rationale for them.

21 MR. CAPRON: Fine.

22 DR. MURRAY: Thank you.

23 DR. EMANUEL: I mean, I think that you have a
24 box here that sets a standard policy recognizing that there

1 may be exceptions. The issue is what is the standard
2 operating policy without extraordinary circumstances?

3 Let me distinguish going down here in that
4 first column from a situation where you might want to
5 implicate a community or your research might want to
6 implicate a community.

7 So, for example, you go through a Tay-Sachs
8 bank where the samples were collected, you know, might now
9 be completely anonymous, maybe the samples had no
10 information but the results could have implications for a
11 community. And in that situation we suggested -- again
12 that is something actually the current regs do not
13 recognize. We have made some suggestions here.

14 MR. CAPRON: You have gone through the word
15 "consultation."

16 DR. MURRAY: That is the working term right
17 now. I am sorry that "consent" even appears there but
18 consultation is the current.

19 MR. CAPRON: That is good.

20 DR. MURRAY: Yes.

21 DR. EMANUEL: But what appears here is
22 individual consent and community consultation.

23 MR. CAPRON: In the previous box.

24 DR. MURRAY: Yes.

1 DR. EMANUEL: Oh, I am sorry. I did not
2 correct all of those. Sorry.

3 DR. HOLTZMAN: It is supposed to be community
4 consultation.

5 DR. EMANUEL: Consultation, yes.

6 MR. CAPRON: Right.

7 DR. EMANUEL: I apologize.

8 The reason I did not do a search/find replace
9 is because it also appears in the individual context.

10 DR. MURRAY: Yes.

11 DR. EMANUEL: We have distinguished these from
12 cases where in the nature of the research you need
13 individual identifiable -- so, for example, family
14 pedigrees is the paradigmatic case in this situation or you
15 have particular samples where you keep going back to a
16 person and get either more sample or different kinds of
17 sample, or do additional tests. So it is just an
18 individual basis.

19 In those two cases the main -- the main
20 difference here is full IRB review and full informed
21 consent because it is potentially individually -- I mean,
22 the researcher knows who that individual is. The
23 researcher knows. It is done with a specific
24 identification. Even in the family pedigree where all you

1 know is daughter number five, you know, daughter five-
2 years-old, you have the potential to clearly identify them.
3 That is the previously collected samples. The ones in
4 storage now either from research or from clinical care.

5 Now the future offers us opportunities --

6 Sorry, Steve.

7 DR. HOLTZMAN: Can I just take one step back?

8 DR. EMANUEL: Yes, please.

9 DR. HOLTZMAN: Just to explicate some of our
10 reasoning. We did start by saying with respect to extant
11 samples that maybe there was an in principle distinction
12 between those collected and the research context of those
13 versus those collected in the clinical context. So we then
14 asked ourselves so how would that play out and why would it
15 be different, and I do not have to rehearse the arguments
16 for even why they are different.

17 But what we concluded was that the collection
18 in the clinical context there was essentially no consent
19 for future research. In the context of collection in a
20 research context, even though they had agreed to engage in
21 a research enterprise, they had not engaged in the consent
22 of future research enterprises which were not envisaged and
23 so that was morally no different than having not consented.

24 So, therefore, we collapsed those together and

1 said, "What are the levels of inappropriate consent that
2 would be important?" We said, "With respect to if it is
3 anonymized that no consent was necessary because there was
4 not the potential for harm." I am not going to get into
5 about the wronging aspect here. I am just stating the
6 conclusions.

7 And that with respect to if it was going to be
8 research in which they would be identified consent was
9 necessary because even if there had been a general consent
10 to future research it was not logically possible to have
11 been an informed consent because they could not have made
12 an assessment of the risks, harms, benefits, et cetera, to
13 research that had not been envisaged.

14 DR. EMANUEL: Thank you. That was excellent.

15 In the future the main difference is that we
16 can change the consent process for clinical collection as
17 well as research collection and these are not settled
18 categories as you heard.

19 But if you talk about situations where people
20 are coming in for clinical care and there is no plan or
21 known research to be associated, again we could divide
22 these into two different categories. I think generally one
23 should identify that any time you are going to -- any
24 situation where the individual is going to be identified we

1 have agreed there should be full informed consent or
2 potentially identified, even if in the results they are not
3 going to be identified, but if someone could walk back
4 either because it is a rare disease or the way the pedigree
5 is laid out.

6 Two, samples that are to be used in an
7 individually anonymous manner, the issue here is what kind
8 of individual consent should there be. And out there in
9 the debate there are some people who want the current
10 system, no consent or the one line that is in the sort of
11 general consent when you come into a hospital. There are
12 some people who want a full informed consent down to, you
13 know, I give permission to this specific researcher to do
14 this study but to no one else.

15 Contrary to what is written here I think our
16 general view is there should be a general consent for
17 research or a general consent to have their stuff not for
18 research. We have tried to work through some general --
19 what those consent forms would look like and I think, in
20 general, they turn out to be very difficult. The one we
21 have from the Breast Cancer Coalition is specific to breast
22 cancer. The problem is if you try to make it more general
23 for anyone coming into the hospital or something like that
24 you find some difficulty.

1 DR. MURRAY: Zeke, can I make just one point
2 that would go for all of the -- particularly the ones
3 collected in terms of clinical care?

4 DR. EMANUEL: Right.

5 DR. MURRAY: Whether previously or now. If
6 there is on the record that a person did not want their
7 tissue used for research that preempts any possible use.
8 We do not -- we did not specifically note that in this
9 table but that should be noted.

10 DR. EMANUEL: The other thing to note is that
11 we heard from Bartha Knopers that in Europe or at least in
12 the Netherlands they were going to a presumed consent with
13 an opt out. For our reasons we had thought and discussed
14 why that might not be good and it might encourage sloppy
15 record keeping if you could not identify a record and other
16 reasons.

17 So I think, in general, we are moving to having
18 the general consent process and we had thought through some
19 of the problems and difficulties because we had heard from
20 some of the people in our mini-hearings about the fact that
21 they do not remember even signing a consent form and they
22 felt coerced, et cetera.

23 Now without going through each of the boxes, I
24 mean we can again try to discuss --

1 MR. CAPRON: How does the general differ from
2 the present situation? That is to say -- you know, the
3 assumption is when I went into the hospital last year I
4 signed a consent form that allowed general use of tissues.
5 I mean, there was some language that was not brought to my
6 attention but it was there.

7 Is that what you are thinking about?

8 DR. EMANUEL: No.

9 MR. CAPRON: You are thinking about something
10 that goes well beyond that. In practical effect --

11 DR. EMANUEL: Let's say -- let's be clear. One
12 of the reasons we are not going to full informed consent is
13 because in many circumstances when you collect your tissue
14 you --

15 MR. CAPRON: You do not know what the study
16 will be.

17 DR. EMANUEL: We have no idea what the study --
18 and we do not want to tie hands today for studies that
19 might -- we might want to do fifty years from now or
20 whatever. So the issue is what kind of consent can you
21 have? Is signing a piece of paper where there is one
22 obscure line -- and actually some of us have looked at some
23 of those lines. They are not nearly as good as you would
24 like them to be currently. So one issue is to make that

1 much more explicit to people to bring it to their attention
2 to think about ways in which they might be alerted.

3 The other question is what kind of check offs
4 or limitations can people provide? Wanting to be
5 recontacted for future involvement in studies. Wanting to
6 limit it to certain diseases.

7 DR. MURRAY: Right.

8 Steve and David?

9 DR. HOLTZMAN: Just to walk through a little
10 bit of the thinking and here it may be more my thinking
11 than the subcommittee's, I think.

12 I start in the research studies box of tissue
13 to be used in the future in an anonymized manner. There is
14 the case where we are not saying you just get a -- it is --
15 since you are in a context of a researcher describing the
16 specific research the question is whether or not you can
17 get an open ended consent to future at this point
18 unenvisaged studies.

19 DR. EMANUEL: Yes.

20 DR. HOLTZMAN: Some have argued in the
21 literature that that cannot be informed consent so,
22 therefore, you should not be able to do it. You can only
23 use the sample for a certain study and then you have to go
24 throw it out, et cetera.

1 I think what we concluded was that it would
2 elicit to obtain such an open ended general consent to
3 research in conjunction with the specific consent to the
4 specific research provided that that open ended referred to
5 future studies conducted in an anonymized manner.

6 Okay. So that is how that box comes about so
7 even though it says general what we mean is the specific
8 study consent plus an open ended general consent with the
9 opportunity there to say but not research of this nature or
10 not research of that, that it cannot be given to a
11 commercial firm, it cannot be used for whatever because you
12 are in a research context.

13 So the question about collapsing them is now
14 when you look at that which is collected in the clinical
15 context clearly there is no research protocol you are
16 describing. All right. The principle of if there can be
17 general consent to open ended studies is on the table. All
18 right. We think it can be. All right. We think provided
19 again that it is conducted in an anonymized fashion.

20 The question then becomes to some extent a
21 pragmatic question about what level of detailed and consent
22 one can engage in and should engage in, in the clinical
23 context where we have heard much discussion about being
24 sensitive to the patient. All right. That is the last

1 thing on their mind when they are going into the biopsy is
2 about research. And weighing the -- let me call it
3 autonomy rights of the individual which we give very
4 robustly and fully when they are in the calm atmosphere of
5 a research context versus when they come into the clinic
6 and weighing that against the potential for those samples
7 just not being available whatsoever.

8

9 I think that is what we struggled with here
10 about whether or not to collapse.

11 DR. MURRAY: Thank you, Steve. That was very
12 helpful.

13 DR. COX: So to go one step further that was
14 the reasoning. So in my simple minded way what is the
15 punch line? Zeke has filled in the boxes so what is the
16 punch line, big picture punch line if we look at those
17 boxes. First we have a ton of samples that were previously
18 collected. Can we use them or not? Can we say -- okay,
19 even though those were not -- and that is both from the
20 point of view of research and from the point of view of the
21 clinic, the -- if we are going to use them with identifiers
22 we have got to go back and get consent, full consent. If
23 we are not going to use them with identifiers, okay, it is
24 okay to use them even though we do not have the consent

1 right now. That is what we are saying. Plus or minus the
2 community interest.

3 What about in the future? What is different
4 about the future? There is only one thing different
5 because using it with identifiers is no different whether
6 we are doing it in the future or we are doing it later. We
7 have not addressed using things with identifiers. Okay.
8 Because we have not -- we have addressed it but we have not
9 made any distinction. The only distinction is in the
10 future if we are going to use things anonymously, okay, we
11 get a general consent from people.

12 We get that general consent whether they are in
13 research or whether they are clinical.

14 So what we have done is said the thing that is
15 different in the future right now is that the Genetics
16 Subcommittee is coming down as saying that we agree that
17 there should be some general consent even if things are
18 being used anonymously.

19 What we have not done, okay, is changed
20 anything about the status quo from the status quo of things
21 that are being used with identifiers. That is the way I
22 read the way the boxes are filled in and what the summary
23 is.

24 DR. MURRAY: Zeke, do you want to respond to

1 that? It is 9:30 and we are supposed to go to the next
2 item but I want to give you a word here.

3 DR. EMANUEL: I think that the -- I mean, there
4 is a balance here and what -- I think David's general
5 picture is right but we recognize that there are going to
6 be some exceptions and tough cases. The one of you find
7 something either serendipitously about someone and you
8 might want to walk backwards. How -- there is also the
9 policy issue of how detailed that encryption or how that
10 rigorous that encryption barrier is. And I think those are
11 important issues.

12 We are trying to create a workable policy again
13 which can be implemented by IRB's throughout the country
14 and -- because I think realistically we are not going to
15 have -- these are not the kinds of studies that you are
16 going to have a RAC-like -- because there are going to be
17 hundreds of them throughout -- if not thousands of them
18 throughout the country.

19 We also -- I think my final comment is we need
20 to -- while genetics is here everywhere, I think my own
21 reading is there are going to be just as many studies that
22 are not genetic and we need to be very clear about that.
23 There are a lot of immunology studies. There are a lot of
24 studies of new factors that are not at all genetic. So we

1 need to be concerned about -- in some sense the genetic
2 ones raise some issues because you can have a genetic
3 fingerprint but the policy has to be broad to cover all the
4 items.

5 Now, I mean it may be a worthwhile intellectual
6 exercise to say let's look at the Guthrie Cards and let's
7 look at the pathological samples.

8 What are the kind of different protections you
9 would like, Alex, or you think might be in place there?
10 Would you -- and here is where -- would you in the
11 pathological -- in the case of the pathology samples want
12 to have full consent because -- on existing pathology
13 samples because that is what I think would be required?

14 I would just say that in my reading of the
15 literature no one has suggested that.

16 MR. CAPRON: Why isn't that a matter of the
17 choice of the subject? In other words, looking at the
18 breast cancer documents and the --

19 DR. EMANUEL: In existing samples?

20 MR. CAPRON: No, not existing samples. Excuse
21 me. Future samples.

22 DR. EMANUEL: But that is what we were talking
23 about. In existing samples --

24 MR. CAPRON: The existing -- you had moved

1 forward to the --

2 DR. EMANUEL: Well, you raised the objection in
3 the existing samples first. So let's just talk about the
4 existing samples. I am going -- I have a pathology lab.
5 It has got hundreds of thousands of samples.

6 MR. CAPRON: I would say those can only be
7 provided on a truly anonymous basis.

8 DR. EMANUEL: I ask you what does truly
9 anonymous mean to you separate from the --

10 MR. CAPRON: It is not encrypted. Anonymous.
11 It means that there is -- that you are getting samples
12 that --

13 DR. MURRAY: Could sex go forward?

14 MR. CAPRON: Excuse me.

15 DR. MURRAY: Male or female?

16 DR. EMANUEL: Could any clinical information be
17 attached to the sample?

18 DR. MURRAY: Age? Or could go nothing when you
19 said nothing?

20 MR. CAPRON: I would say that if there is a
21 clinical category --

22 DR. MURRAY: Disease.

23 MR. CAPRON: -- and you are asking for a group
24 of samples of males or females or people within a certain

1 age range you can get a group of those samples but among
2 the samples individually there is no encryption.

3 DR. MURRAY: We are going to have to come back
4 to this because I think I disagree pretty strenuously.

5 DR. EMANUEL: I am not sure what you mean. I
6 am not sure what you mean by --

7 MR. CAPRON: Your example of the 108 breast
8 cancer or whatever samples.

9 DR. EMANUEL: Yes.

10 MR. CAPRON: All that you wanted was send me
11 your breast cancer --

12 DR. EMANUEL: No, no. With attached clinical
13 information but not identifiers. That is what we are
14 distinguishing. No social security, no birth date, but
15 age, clinical course -- whether the -- I mean the essential
16 information being whether the cancer recurred or not.

17 DR. MURRAY: I think we just need to think
18 about this one because we will come back to this but I do
19 not -- we have guests here and I do want to -- we have to
20 let our guests speak and I have a feeling the issues will
21 come up as they speak so it is not like we are completely
22 suspending this conversation.

23 I know Rhetaugh had her hand up and I want to
24 give her the last word now and then we are going to turn to

1 Dr. Old.

2 DR. DUMAS: I think I might be missing
3 something but my lack of understanding might be useful in
4 this case. It seems to me our basic principle is informed
5 consent and if we have existing samples and it is possible
6 to obtain informed consent isn't the question how to obtain
7 that consent and if there is no way to obtain informed
8 consent then there needs to be some statement about
9 exceptions. Am I missing the point here?

10 DR. MURRAY: Well --

11 MR. CAPRON: The exception is that they want to
12 be able to use the samples without any consent.

13 DR. DUMAS: Well, if it is not possible to get
14 the consent but I am not hearing that the basic over
15 arching principle is informed consent. And either you are
16 able to get it or you are not. Now if you are not able to
17 get it then you have to talk about the conditions under
18 which you would be able to use the sample.

19 DR. EMANUEL: Well, let me say I think informed
20 consent for some research studies -- one of the reasons we
21 made the distinction between using it in an anonymous
22 manner and used in a potentially identifiable manner is
23 that in an anonymous manner you are not linking a result
24 with the person's sample.

1 The second thing is the issue here is it is
2 impossible to identify the person or is it possible. This
3 again is going to be a big spectrum. The question is how
4 much effort is necessary to do that? Remember in this --
5 many of these people will already be dead. Many of these
6 people -- you know, 20 percent of Americans move every
7 year. Outside of a research setting where you are tracking
8 them for some reason it is enormously difficult and you are
9 not interested in the particular person.

10 I would also say, Alex, on your remark it is
11 not us. I mean, the current policy is no consent. Let's
12 be --

13 DR. DUMAS: No consent?

14 DR. EMANUEL: That is the current policy.

15 DR. DUMAS: All right. Well, then --

16 DR. EMANUEL: Because this is existing data.

17 DR. DUMAS: All right. And I will hold my
18 comments because we are going to talk about this again but
19 I really would urge that we put as our primary focal point
20 informed consent and how to obtain it.

21 DR. MURRAY: Steve?

22 This is going to be the last comment from a
23 commissioner before we move to Dr. Old.

24 Steve?

1 DR. HOLTZMAN: Just to maybe lay out a little
2 of the thinking here. This is not necessarily the
3 subcommittee's thinking. I think it is general thinking
4 about informed consent. Clearly if you can have it
5 reasonably happen you want to get it.

6 Then the question is why is informed consent
7 important? There may be two elements to that.
8 Simplistically the autonomy right of the individual as well
9 as the protection and the potential harms to the individual
10 and so then when you look at the extant samples, all right,
11 you then ask the question pragmatically the value to
12 society of doing research versus the cost and difficulty of
13 going back and getting the consent and that if you protect
14 them against harm by anonymization or conducting the study
15 in an anonymous manner, all right, that that protection
16 against harm plus the value to society outweighs the
17 autonomy interest. I mean, bottom line I think that is the
18 argument.

19 DR. DUMAS: I think you are getting to the
20 whole issue of who makes that decision.

21 DR. HOLTZMAN: All right.

22 DR. MURRAY: Dr. Susan Old has joined us.

23 Thank you for your patience and thank you very
24 much for taking some time this morning to come speak with

1 us.

2 GENETICS RESEARCH AND PROTECTION OF HUMAN SUBJECTS

3 DR. OLD: Well, thank you very much for having
4 me here and participating in this lively discussion.

5 DR. MURRAY: You are going to be asked to move
6 the microphone -- pretend you are a rock star and have
7 that thing in right in front of you. Okay. Thank you.

8 DR. OLD: Is it okay? I think it is going all
9 right.

10 I am here today to talk with you about how the
11 National Heart, Lung and Blood Institute at the NIH is
12 grappling with some of these same issues. I believe you
13 have all received a copy of our report from our Special
14 Emphasis Panel.

15 So over the last several years the National
16 Heart, Lung and Blood Institute, or the NHLBI as we are
17 usually called, has become increasingly aware of extensive
18 resources we have in our clinical and our population
19 studies.

20 The NHLBI is supporting a large number of
21 population studies for a very long period of time where
22 stored samples have been collected and also future research
23 down the road and so what we were very interested in is how
24 can we use these stored samples and how do we construct

1 future studies to provide the widest opportunity of use of
2 these samples for the public good and furthering public
3 health.

4 So with the progress of the Human Genome
5 Project, both in terms of some of the resources it is
6 developing and some of the analytical tools it is
7 developing, our population studies and our clinical
8 studies, the samples from these studies are becoming
9 increasingly valuable and very highly sought after.

10 So one of our goals was to -- how do we take
11 the biggest advantage of these samples. What are the
12 opportunities out there for using these samples and what
13 are the obstacles to using these samples that NHLBI has
14 stored along with also how do we do future research?

15 So the NHLBI convened a special emphasis panel
16 called the "Opportunities and Obstacles to Genetic Research
17 in NHLBI Clinical Studies." This panel consisted of a
18 large number of individuals involved in various aspects of
19 research and you can see the roster in the back. It covers
20 all the participants -- all the various interest groups
21 involved in collecting samples and using samples.

22 The guiding principles of this panel were
23 provide the NHLBI with feasible, implementable,
24 recommendations to supporting genetic research in these

1 samples, to take into consideration all the various aspects
2 involved in using these samples. In other words, the
3 various interest groups, the participants in studies, the
4 investigators that collect the samples, and the public
5 good. And then also the goal -- one of the goals was to
6 use a carrot not a stick to help people share these
7 resources.

8 It says right here in the overview one of the
9 key issues is how can NHLBI's valuable data and sample
10 collection be made available to the broadest scientific
11 community while maintaining the privacy and the trust of
12 the study participant and what barriers exist, either
13 funding, samples, control, and how can they be overcome.

14 So this committee identified four key areas on
15 how to make samples widely available to the community,
16 disseminating information, getting information out there on
17 an NHLBI studies, what studies do we have available that
18 people could use samples from, how do we ensure that there
19 are adequate DNA resources, in other words establishing
20 immortalization and repository services to use these
21 samples, facilitating collaborations and putting in all
22 small grants to share resources, to further pilot studies,
23 to get collaborations set up, and also protecting human
24 subjects, and that is what I am going to be addressing

1 mostly obviously with this group today.

2 So the protecting human subjects section of the
3 report starts on page 13 and as this committee has done the
4 panel broke the discussion down into the two areas,
5 prospective studies and retrospective studies. In other
6 words, studies that the samples have already been collected
7 or they are ongoing-ly being collected in our longitudinal
8 studies, and in the future, studies that have not actually
9 started yet and how do we deal with those sort of things.

10 So the panel thought that there would be major
11 benefit to the individuals and to the public by
12 facilitating research on stored samples so that there is
13 where they started with their premises. How do we
14 facilitate using these stored samples and how to go about
15 doing that?

16 And that the policy should be based on the
17 premise that there is major potential benefit to the public
18 and this must be weighed very carefully against the risks
19 to the individuals who do volunteer for these studies, and
20 here I am talking mostly about research, not about clinical
21 samples, although that does happen obviously in some of our
22 studies where we have lung reduction studies or that sort
23 of thing where you do end up getting pathological tissues
24 but mostly it is based on our long-term epidemiological

1 studies and our clinical trials where blood samples are
2 being stored for biochemical analysis and how do we change
3 that into doing genetic analysis. How do we move this
4 forward.

5 So just to jump to the punch line, and how this
6 panel recommended, was that for ongoing incompleting studies
7 or retrospective studies on stored samples that the NHLBI
8 should encourage sharing anonymous or anonymized specimens
9 and we use the definitions from the American Society of
10 Human Genetics, anonymized -- anonymous means that they
11 were collected with no identifiers to start with.
12 Anonymous means that the identifiers have been cut and
13 cannot go back.

14 These samples should be shared in this fashion,
15 anonymous or anonymized, in studies where the study -- the
16 new study is broadly related to the consent that the
17 original participants signed. So, in other words, we have
18 large studies where we are looking at heart disease and so
19 somebody else who would like to use these samples to do
20 genetics of heart disease they could be shared in an
21 anonymous fashion.

22 Now if the new investigators decide that they
23 would like to use these samples but they would like to get
24 more information from the participant or they would like to

1 know something about the participant or that the result
2 that they are going to get might impact and they would like
3 to eventually go back then they would need to put their
4 proposal to the IRB and to -- if they needed to use samples
5 to do a new study where it was not specifically stated in
6 the original informed consent where a lot of our
7 epidemiological studies in stored samples do not have
8 genetic consent.

9 So you want to go -- if you need identifiers --
10 and one of the reasons you might need identifiers is that
11 let's say you collected studies to do hypertension and now
12 you want to look at renal disease because it is related to
13 hypertension. So that can be considered broadly related.
14 But let's say you wanted to look at pulmonary function and
15 that is not really considered broadly related, you would
16 need to go back to your IRB. Okay. So that is why you
17 might want to go back.

18 Now for the new studies the informed consent
19 should be obtained for all new studies whether they are
20 intended to do genetics or not, or clinical trials, or
21 epidemiological studies, should be obtained to facilitate
22 doing future genetic studies whether it is anticipated or
23 not just to allow the door to be opened. And that these
24 informed consent documents should be organized in a layered

1 fashion and this is outlined on page 16 on how exactly what
2 they mean by a layered consent.

3 Essentially in the first consent that a person
4 agrees to is to do the parent study, do the study on
5 hypertension. This is we are going to do a genetic study
6 on a hypertension. The next layer is to do broadly related
7 research related to hypertension. We want to look at
8 obesity. We want to look at stroke. We want to look at
9 renal disease. These are all related to end stages of
10 hypertension. And then the final layer of consent would be
11 to do essentially the broadest possible anything. Now the
12 participant obviously has the right to say, yes, I agree to
13 the current study but I do not want you to look at stroke
14 or I do not want you to look at cancer, or I do not want
15 you to look at mental disease, and can backtrack, and then
16 that would be part of the data file of what can be done
17 with the sample.

18 All the way through in each part of the layered
19 consent the participant agrees the samples to be stored, to
20 be done, each one of the parts, and to be recontacted,
21 which I think is an important part especially if you decide
22 to send it on anonymously or you decide to have a new
23 collaborator come in to do something identified, you want
24 to be able to go back and get a new consent from the

1 individuals.

2 And then the final recommendation is NHLBI
3 provide an example of what a layered informed consent would
4 be and make that widely available and put it on the web or
5 something like that so that investigators could use that to
6 start the process of writing their informed consents for
7 their future studies to go before the IRB.

8 I would like to say that these recommendations
9 were put forward in, you know, agreement by this diversity
10 of people involved in all the different aspects of research
11 being genetic or epidemiological, or lab, or ethics, and
12 also this document was circulated to our investigators
13 involved in our large community and clinical trial
14 population studies, and especially with those who have an
15 emphasis in minority and under represented populations, and
16 so this was seen in draft copy by a large number of people
17 and it did come back that this was an appropriate direction
18 to go into.

19 We have also begun to implement this layer of
20 informed consent approach. In several of our studies we
21 have an ongoing hypertension study that uses a layer of
22 informed consent and some of our longitudinal studies such
23 as Framingham is going back and instituting in their next
24 cycle a layered informed consent. We have not had any

1 barriers to this. It has not been deemed that this is too
2 difficult for people to get through this. I think when
3 people are given the choice of what they are doing they are
4 much more open and much more interested in participating in
5 genetic research.

6 So I will -- I can talk about part of the
7 report or focus on anything I have just said.

8 DR. MURRAY: I see Zeke, Harold and Carol.

9 DR. EMANUEL: And Bernie.

10 DR. MURRAY: Bernie. This is Zeke. I see Zeke
11 but Bernie was the one who wanted to speak. Sorry.

12 Bernie?

13 DR. LO: It is the first time Zeke and I have
14 ever been misidentified.

15 DR. EMANUEL: It must be those genetics.

16 DR. LO: I wanted to thank you for coming and
17 also thank the NHLBI for doing this. I have a couple of
18 questions that relate to the issues that this commission is
19 talking about. First, on page 15 you say in the bottom
20 sentence, "The advisory board investigators should seek
21 advice about consent issues from members of the group whose
22 tissue is being studied."

23 We are discussing sort of a more robust concept
24 of community participation where it is not just "should"

1 but "must," and it is not just seeking advice but actually
2 having representatives of the people who are going to be
3 studied participate in the design, planning and actually be
4 part of the steering committee or whatever.

5 So my first question is if you could discuss
6 with us sort of exactly how much participation you thought
7 was desirable and useful.

8 DR. OLD: Sure.

9 DR. LO: The second issue has to do with the
10 consent for new prospective studies. I like very much the
11 layered approach and the idea that we should try and make
12 it work and see what works and what does not but err on the
13 side of giving people more choices rather than fewer.
14 However, I am concerned that we are putting again so much
15 emphasis on the consent document, the form, and not on the
16 process of discussion, and I think, you know, with the
17 successful large prospective trials it is a relationship,
18 it is a process, it is not a consent form. I am wondering
19 how we can sort of get away from our obsession with getting
20 the words right on the page to really getting investigators
21 in studies out to talk to patients in ways that they will
22 understand, which is, you know, just a lot harder than
23 getting a model form on the web which everyone can copy but
24 that is not the same as the consent process.

1 DR. OLD: No, you are right.

2 Let me go to your first point and that is
3 community involvement. NHLBI has in the past for our
4 epidemiological studies has large participation from
5 community involvement. We have a Strong Heart Study which
6 is with the American Indians and they are part of the
7 steering committee. They are part of the process of
8 deciding protocols. They are very active participants and
9 I think one of the reasons that this is in here is due to
10 having special communities like that involved already in
11 our epidemiological studies. We expect them to have also
12 input in our genetic studies.

13 We are currently in the process of setting up a
14 study exclusively in African Americans in cardiovascular
15 disease. They are also part of the process of defining the
16 protocols, the study cohort, and on the steering committee.
17 So NHLBI has already taken that step in terms of including
18 the community in setting up a study and involvement.

19 I think on some of our studies where we are
20 looking at a much -- we deal pretty much exclusively with
21 complex diseases on -- not exclusively but a large number
22 or things that are complex diseases and who exactly is the
23 community of people with hypertension and where do you go
24 to get community involvement and how do you study

1 hypertension, and in trying to determine the genetics of
2 complex diseases you need to look at vast numbers of
3 people, you know, if you are looking at any sort of asthma,
4 any sort of large disease that you are talking about huge
5 networks of investigators spread out all over the country
6 and all over the world as it is and sometimes defining what
7 the community is, is difficult.

8 They also recognize that doing just your
9 standard epidemiological studies you could -- the results
10 that come out of those put individuals at risk. You find
11 that African Americans have higher rates of salt induced
12 hypertension. You find that women -- men get heart disease
13 faster than women, that there are -- the community can be
14 women and the community can be men so in those sorts of
15 sense it is difficult but where they are identifiable
16 communities we do already seek input.

17 The consent form, the layered approach, I think
18 that by having a layered approach at least what we have
19 found in the current study where it is being used it does
20 require a much greater deal of interaction between the
21 clinic staff and the participant because you are getting
22 something that they have never seen before. And in a large
23 number of our studies we are recontacting, we are bringing
24 -- you know, we have somebody from Framingham coming back

1 to do the Family Heart Study that is now in hypertension,
2 you know. These people are being used over and over again.
3 They have seen these things a lot. This is new and so they
4 do ask and I have been in clinic site visits where they sit
5 down and they are discussed.

6 I think that what this might come out of is
7 that there is the perception that if you do not get
8 everything down in writing you cannot do anything. So I
9 think that is why there is so much information but I think
10 that the idea is this provides the stepping stone for
11 interaction between a clinic staff member and a
12 participant.

13 DR. MURRAY: Diane, you had -- is this a direct
14 follow-up or will it be quick?

15 DR. SCOTT-JONES: This is just a quick request.
16 Could you send us a report of your efforts to involve the
17 ethnic communities that you mentioned, the Native Americans
18 and the African-Americans in those particular studies.

19 DR. OLD: Steering committee meeting minutes or
20 I am not sure what exactly you would --

21 DR. SCOTT-JONES: Just anything that would give
22 us a good sense of how you --

23 DR. OLD: How you do it.

24 DR. SCOTT-JONES: -- accomplished it.

1 DR. MURRAY: Right.

2 Harold was next.

3 DR. SHAPIRO: Just a small clarifying question.
4 The question of your recommendations on page 15 dealing
5 with retrospective samples. It was not clear to me and I
6 apologize, you may have said this and I may not have read
7 this quite carefully, not yet, that if -- excuse me. It
8 was not clear to me if there were any circumstances that
9 required new consent forms for -- or new consent, new
10 individual consent for material from retrospective studies.
11 I know they have to recontact IRB's under certain
12 situations and they may have to recontact people if they
13 are identifiable and so on. But is there any further
14 requirement under these recommendations for a new consent?

15 DR. OLD: These requirements do not
16 specifically say that. What they say is go back to the IRB
17 and presumably the IRB would say to do this study you would
18 need a new consent.

19 DR. SHAPIRO: So that is up to the IRB
20 according to this.

21 DR. OLD: But certainly the NHLBI cannot -- it
22 is controlled at the level of the IRB. It is not at the
23 government level. But --

24 DR. SHAPIRO: Thank you.

1 DR. MURRAY: Let me tell you the plan right
2 now. I have Carol, Steve and Zeke is indicating a desire
3 to speak or to ask questions of Dr. Old. We had a break
4 scheduled for about 10:10. I think we should try to take
5 that if Patricia Barr is willing to be the first speaker
6 after the break. So that is the plan.

7 Carol?

8 DR. GREIDER: I think that Bernie asked most of
9 the questions that I had regarding the involvement of
10 community although another question that I had was
11 regarding your layered consent form. I am wondering
12 whether the issue of research versus clinical came up there
13 with regard to how practical it is to get a very detailed
14 layer of consent in a clinical situation as opposed to in a
15 research situation. In research situations you can sit
16 down and talk to the person, et cetera. Did that issue
17 come up?

18 DR. OLD: No. It was discussed specifically
19 for research. It was how to facilitate research and to do
20 genetic studies.

21 DR. GREIDER: Although you did mention that
22 some of the samples do come from the clinic.

23 DR. OLD: The majority of the new studies that
24 we would envision being set up to be part of this would be

1 a research although there is nothing to say that it could
2 not be attempted in a clinical situation to get some sort
3 of layered approach. It is not really a very complicated
4 thing. It looks complicated and it sounds complicated, and
5 in practice it has not -- we have not had anyone refuse
6 anything or have any problems with it and it has been in
7 effect for a couple of years now.

8 DR. MURRAY: Steve?

9 DR. HOLTZMAN: I would like to just try to
10 focus then if I can on where I think -- I would like to
11 focus if possible on where I think your recommendations are
12 similar to what we have said and where they are different,
13 and maybe try to elicit the differences in thinking.

14 With respect to the prospectively collected
15 samples I believe we are very, very similar in our thinking
16 at least with respect to those which are collected in a
17 research context leaving open whether we think those
18 collected in a clinical context can have such a robust
19 consent process.

20 With respect to the extant samples you have
21 focused on the sample being anonymous or anonymized versus
22 our focus on the research being conducted anonymously or
23 encrypted, what you call identifiable using the ASHG
24 categories.

1 You also make a distinction between broadly
2 related research versus any research. We did not make that
3 distinction. We said if research could be done in an
4 anonymous fashion -- let's forget about that for the moment
5 even anonymously -- any research. We did not think that it
6 required that it be broadly related.

7 You have not said -- as I think you have
8 answered the question -- you have not said if it fails to
9 meet these conditions therefore go to a consent process.
10 You have said go to an IRB. All right. Arguably what they
11 would come back with is go to a consent process or maybe
12 something different.

13 Then the last thing that is -- I want to try to
14 understand this and maybe how you are thinking, take
15 something like the large epidemiological studies you
16 support, Framingham, et cetera, et cetera, it is in the
17 nature of those studies that the samples have to be
18 identifiable because they are longitudinal studies. You
19 are continuing to collect information. So that effectively
20 what we proposed or was suggested is that if someone wants
21 to undertake a study using Framingham samples and they are
22 encrypted we could go ahead and do that without individual
23 consent.

24 According to you, your suggestion here, the

1 Framingham samples could not be used in an encrypted
2 fashion, all right -- no, I should not say that -- you
3 would have to go to the IRB because in their very nature
4 they are not anonymized.

5 DR. OLD: Yes.

6 DR. GREIDER: Okay.

7 DR. OLD: Going back a little bit, I think that
8 the approach that this group took was how do we get these
9 samples used. This was the baseline, was if the samples
10 can be used how can we use them and they do say in here,
11 you know, if it says in the informed consent they are to be
12 destroyed this does not pertain at all so you cannot do
13 research period whether it is genetic or not.

14 DR. HOLTZMAN: And that was the backdrop -- it
15 is a backdrop assumption for us as well.

16 DR. OLD: Right. And so -- but I think that
17 the underlying premise of this is that somebody has done a
18 study somewhere on these samples, Framingham, Eric
19 Strongheart, Honolulu Heart, they are sitting there
20 somewhere. Somebody has done a study of nongenetics or
21 something and now somebody wants to come in and do
22 something genetic. And so the -- obviously the parent
23 study has identifiers. They are doing their study.

24 But the new person coming in, whether they are

1 willing to do, you know, look at the frequency of some
2 allele in some certain population, they do not need
3 identifiers, but if they want to come in and they want to
4 find in this, that and this certain polymorphisms they will
5 probably need identifiers. They would have to go back to
6 the IRB with a whole new proposal and it would be up to the
7 new study coming in to the parent study -- now the parent
8 study does not lose their identifiers. I mean, these
9 samples are identifiable because they are for a research
10 study but the new study coming in would either obtain
11 identifiers or they would be anonymous depending on what
12 their proposal is and then how do they proceed.

13 DR. HOLTZMAN: We need to be very clear on
14 that. Now if the Framingham -- at least my understanding
15 is the Framingham samples are not anonymized. If I come in
16 and say I would like to use those samples, all right, I do
17 not care about having identifiers. Even with respect to my
18 use those identifiers are stripped.

19 DR. OLD: With respect to your use.

20 DR. HOLTZMAN: My use.

21 DR. OLD: Right.

22 DR. HOLTZMAN: Okay.

23 DR. OLD: You would have no --

24 DR. HOLTZMAN: All right. So in your

1 conceptual framework are those anonymized?

2 DR. OLD: Those are anonymized.

3 DR. HOLTZMAN: Okay.

4 DR. OLD: They are not anonymous. They are
5 anonymized.

6 DR. HOLTZMAN: All right. So even though it is
7 in principle possible to go back?

8 DR. OLD: It has to do with your discussion
9 already this morning of how high is that wall.

10 DR. HOLTZMAN: Okay. So --

11 DR. OLD: Yes.

12 DR. HOLTZMAN: -- I think that is important
13 because we are not being clear then in our distinctions,
14 right, because you now go to where you took the
15 distinctions, right, which are from the American society,
16 right --

17 DR. OLD: Right.

18 DR. HOLTZMAN: It is on page 13, right.

19 Anonymized were initially identified but had been
20 irreversibly stripped of all identifiers or impossible to
21 link to their source versus identifiable which is what we
22 call research conducted anonymously or in an encrypted
23 fashion. All right.

24 DR. OLD: But I do believe that this committee

1 assumed anonymized was as it was being passed on, that it
2 was not -- the stored samples were not anonymized, the new
3 study was anonymized.

4 MR. CAPRON: But they would have to encrypt it.

5 DR. OLD: It is encrypted and there are -- we
6 have a variety of ways where you pass it through several
7 number codes and you end up with one and then you throw
8 away the thing in the middle and then you cannot go back
9 because you have got three layers of number codes to get
10 through.

11 DR. COX: Steve, the distinction with respect
12 to our subcommittee is that these were anonymized but the
13 researcher cannot go back, okay, as opposed to encrypted,
14 okay, where the research, okay, does not know.

15 DR. OLD: Right.

16 DR. COX: But it is possible to go back.

17 DR. EMANUEL: No, no.

18 DR. OLD: And I would say encrypted is
19 identifiable.

20 DR. EMANUEL: That is not true, David. It
21 depends -- critically -- this is an encrypted sample. The
22 question is what kind of encryption you have.

23 DR. COX: It is an encryption so that the
24 researcher cannot go back and no one can go back.

1 DR. HOLTZMAN: So I think we need to be -- you
2 know, as we look --

3 MR. CAPRON: The term of art is anonymized.

4 DR. HOLTZMAN: Well, okay. So as we went
5 through our discussion before we got to the issue of the
6 researcher being able to go back, for clinical purposes let
7 me call that, that you made a discovery should you be able
8 to go back to the patient and help them. Before we even
9 got to that whole issue the motivation for not having, let
10 me call them purely anonymized, the motivation for a notion
11 of encryption was that as epidemiological information
12 accrued over time to the sample that could be important to
13 the research and that we wanted that to be able to pass
14 through, okay.

15 So coming back to my example, from what I have
16 heard I come to you, all right -- by the way we have done
17 this. We have come to you, right, and said we want access
18 to the Framingham samples. We get them in from our
19 perspective, millennium's perspective, in anonymous
20 fashion, right. We do not know who the heck we are -- they
21 are.

22 But it would be really nice as we are doing our
23 research if additional longitudinal information accrues to
24 what for you is sample John Jones for me is sample

1 whatever, that information floats through and that was our
2 primary initial motivation for that even though there is --
3 why not pure -- not purely anonymized but encrypted so the
4 epidemiological information flows through.

5 DR. OLD: Right. So --

6 DR. HOLTZMAN: -- so in your terms if
7 epidemiological information continued and can flow through
8 to the sample --

9 DR. EMANUEL: Without identifiers.

10 DR. HOLTZMAN: -- without identifiers, is that
11 anonymizable?

12 DR. OLD: No.

13 DR. HOLTZMAN: That is not.

14 MR. CAPRON: It is identifiable.

15 DR. OLD: That is not -- if -- and the
16 researcher has to decide --

17 DR. HOLTZMAN: Okay.

18 DR. OLD: -- if for some reason you need to
19 know something about those participants then that is
20 identifiable.

21 DR. HOLTZMAN: Okay.

22 DR. OLD: And that is not anonymous.

23 DR. HOLTZMAN: Okay.

24 DR. OLD: And it is up to the researcher to

1 decide if you truly want something anonymous or anonymized
2 you are not going to go back, you cannot go back, and if
3 you want that possibility then it is not anonymized.

4 DR. EMANUEL: Wait a second. We are confusing
5 things and I think we need to be clear. Because you are
6 getting additional information does not necessarily mean
7 you can walk backwards. The whole thing that the NSA is
8 worried about, right, with encryption is that it can go one
9 way and they cannot find out going backwards.

10 DR. OLD: Right.

11 DR. EMANUEL: Even though continuous
12 information can flow they cannot go backwards. So just
13 because you can get more information does not correlate
14 with as I have heard repeatedly with being able to walk
15 backwards. We need to be clear. Your way of encrypting
16 three different number codes, you throw out the middle one,
17 does mean you cannot ever go backwards.

18 DR. OLD: Which means that you cannot have
19 further data flow.

20 DR. EMANUEL: Right. But there are other ways
21 of having further data flow that still prevent you from
22 walking backwards.

23 DR. OLD: Sure.

24 DR. EMANUEL: And we need to be clear about

1 that because these are not equivalent phrases and we keep
2 tossing them around equivalently. In our proposal or
3 suggestion or thinking about this the possibility of having
4 continuous information updates, as long as it is stripped
5 of identifiers, still makes the research to be done in an
6 anonymous manner. If I understand you correctly that is
7 not possible in your's even if you cannot walk backwards.

8 DR. MURRAY: That is correct.

9 DR. EMANUEL: And that is one of the reasons --

10 MR. CAPRON: It is the category.

11 DR. EMANUEL: What I would say is that is one
12 of the reasons we threw out these categories.

13 DR. OLD: Right. I think what this group is
14 saying is that if you want that possibility you should run
15 it by an IRB.

16 DR. EMANUEL: We do not disagree with that.

17 DR. OLD: I mean, that -- and that is what our
18 distinction is, is that it should be run by an IRB and, you
19 know, if the IRB says, "Oh, we consider that anonymized
20 even with further data flow," then that is what the IRB
21 says but it should go through the board.

22 DR. EMANUEL: Okay.

23 DR. HOLTZMAN: But I think this is a very
24 useful discussion because as we come back to the points

1 Alex had been making it is to focus on whether the sense of
2 anonymous versus encrypted that is important from your
3 perspective is that additional information flowing or the
4 walk back possibility.

5 DR. MURRAY: We need to -- it is obvious to me
6 that we need to be crystal clear in our report that we make
7 these distinctions clear and why we choose whatever we
8 choose in the report to adopt one particular way of
9 construing it for policy purposes and that is really what
10 in the end we are talking about.

11 This is being -- this is very helpful.

12 Zeke was on the list. I do not know -- is that
13 what you wanted to say, Zeke?

14 DR. EMANUEL: All the questions were asked.

15 DR. MURRAY: Okay. We are coming up -- Carol?

16 DR. GREIDER: I just want to make one quick
17 point again getting back to the issue that we were using
18 the term "used in an anonymous fashion" and reiterate that
19 I think that that is a useful term because I think that
20 what we were just hearing we would define that as used in
21 an anonymous manner. If you use the term "anonymized" that
22 to me is more confusing because there are some people using
23 the exact same tissue in one way and some other people
24 using the exact same tissue in another way and I think that

1 that -- keeping that distinction is a good idea.

2 DR. MURRAY: Bernie wanted to say something.

3 DR. LO: Yes. I want to make a suggestion for
4 the commission. Our discussion is predicated on an
5 accurate understanding of what encryption is possible, what
6 the risks are, you know, is it possible to have -- how
7 feasible is the technology to allow us one way transfer
8 without reidentification. I think we should ask an
9 encryption computer person to come and talk with us to
10 first teach us sort of what is the state-of-the-art and
11 what is likely, and also just to ensure that we are not
12 saying something that sounds good on paper but is just not
13 feasible or inaccurate from a technical computer point of
14 view.

15 DR. COX: Ten seconds?

16 DR. MURRAY: Yes.

17 DR. COX: This has been extremely helpful
18 because it is this issue of flow through of additional
19 information that is encrypted.

20 DR. MURRAY: Right.

21 DR. COX: And how much additional information
22 can flow through and have it really be anonymous, that is
23 when the researcher does not need a close personal
24 relationship, okay, with the subjects. That is the name of

1 the game here.

2 DR. MURRAY: Well, there are actually two -- at
3 least two different meetings. I think Zeke did a nice job
4 but let me reemphasize them.

5 One is how much information is stripped from
6 the sample as it is sent forward to the researcher? Given
7 what we know about the set of samples that are out there,
8 given publicly or otherwise available to researchers
9 databases or sources of information, can the researcher get
10 back and learn the identity of the individual? That is one
11 important meaning and I think our -- that is key for us.
12 Samples used in an anonymous manner in our -- my
13 understanding of it at least would say that if, in fact,
14 the researcher gets sent the tissue with whatever
15 accompanying information cannot reasonably discover the
16 identity of the individual, that for me would be in an
17 anonymous manner.

18 A second issue is does anyone retain a kind of
19 encryption key that would enable them to either send
20 information further forward and/or be used to discover who
21 the sample is linked to. That is a second question so it
22 can be -- you can have research -- you can have samples
23 used in an anonymous manner by the researcher with or
24 without some existing key and there might be -- there would

1 be reasons for and against having such a key in different
2 circumstances.

3 DR. COX: That is your formulation. That was
4 not the formulation I was just making. The formulation I
5 was just making was viewed in a different way, which is
6 look at the amount of information that flows through. If
7 at the end of the day that you are asking for all the
8 information besides the person's name and social security
9 number to be updated to you on a regular basis, okay, even
10 though you are saying that it is anonymous I am
11 questioning, okay, what that relationship is that you are
12 really having with the individual patient.

13 DR. MURRAY: That is the first thing.

14 DR. EMANUEL: Well, let's just think through
15 something like Framingham or the Nurse's Health Study. You
16 get some physical exams on an every two year basis I think
17 on the Nurse's Health Study. That information minus who it
18 is then goes through a machine to encrypt it and is
19 attached to a number. That does not require the researcher
20 having any relationship. It does require an infrastructure
21 of the researcher sending out the surveys, data inputting
22 it, but the researcher who looks at the data at the other
23 end, right, has no idea.

24 Now how difficult or whether it is literally

1 impossible, and again I think this goes from a -- it is not
2 even -- I mean, impossible, I guess, means just many, many
3 years with, you know, super computers out to -- you know,
4 it is pretty difficult. It will take someone who really
5 wants to know a few weeks to do it. How difficult that is,
6 is the issue.

7 DR. COX: I get you, Zeke.

8 The next step, and that is fine, so it is just
9 like prepackaged stuff you get.

10 DR. EMANUEL: Right.

11 DR. COX: But then you say, you know, I would
12 actually like you to go back to the person and find out a
13 little bit about this. I do not want to know who they are
14 but I want you to ask them a specific question for me.

15 DR. EMANUEL: Well, but in my view, David, that
16 changes the research completely.

17 DR. COX: Well, but that is still anonymous
18 under the way that NBAC is talking about it right now and
19 that is a really different issue for me.

20 MR. CAPRON: Tom, on a separate paragraph for
21 Susan, to pursue Steve's line of questioning, on page 15
22 the paragraph beginning "No specimen" it seems to me that
23 that is another basic difference in the use of already
24 collected data from the approach that the subcommittee has

1 recommended so far here because as I read this unless the
2 research -- the present research is broadly related to the
3 goals of the original study, that is to say the original
4 basis for collecting the tissue, it cannot be permitted
5 even with anonymous data.

6 Is that a correct reading?

7 DR. MURRAY: Yes.

8 MR. CAPRON: It does not say go to the IRB. It
9 just says, "No specimen."

10 DR. MURRAY: I think that is a correct reading.

11 DR. OLD: I --

12 MR. CAPRON: And that is a very, very sharp
13 difference because although David Cox is a member of both
14 groups, in this group as of now the subcommittee is not
15 taking the view that Rhetaugh had raised before, which is
16 every effort should be made to contact someone if you are
17 using a specimen that they have not said you could use the
18 way you are going to use it but has rather said the stuff
19 is all there and as long as it is anonymous you do not need
20 any IRB review, you do not need any consent, you do not
21 need any community consultation, you can use it, and then a
22 lot now turns on the last 15 minutes of conversation about
23 what anonymous means but that -- and this says, "If you
24 collected this to study pulmonary dysfunction and someone

1 is coming along and wants a bunch of samples to study liver
2 disease you cannot give it to them for that reason."

3 DR. OLD: Not exactly. The way this --

4 MR. CAPRON: This policy is --

5 DR. OLD: -- policy is set up is that if you
6 want to do that you need a whole new study. You need to go
7 to your IRB. You cannot use an anonymous -- unless the --
8 you know, unless that is part of the IRB but you need to go
9 to an IRB with a new proposal to study those stored samples
10 to do studies that are not broadly related to the reason
11 they consented to in the first --

12 DR. HOLTZMAN: But you do not have consent.

13 MR. CAPRON: Now you have confused me.

14 DR. HOLTZMAN: Yes.

15 DR. OLD: Well, you do need --

16 MR. CAPRON: This says, "No specimen can be
17 used." It does not say except with IRB approval.

18 DR. HOLTZMAN: Alex? Alex?

19 MR. CAPRON: So I am trying to -- I am not
20 trying to argue with you but in -- what is that? Should we
21 read that an IRB may give permission for an unrelated study
22 to be done?

23 DR. HOLTZMAN: The focus on the parentheses in
24 the first conjunct, in the first disjunct, right, you have

1 got an unless a new consent can be obtained in the first
2 disjunct but you do not have it in the second.

3 MR. CAPRON: Where?

4 DR. HOLTZMAN: Okay.

5 DR. OLD: And that may be due to several
6 rewritings of this paragraph but I think --

7 DR. HOLTZMAN: So did you --

8 DR. OLD: I think that what -- I think the
9 intent is that as it states earlier in here that if it is
10 not broadly related to the original consent you cannot use
11 it for future studies without doing extra efforts.

12 MR. CAPRON: But the extra effort would be
13 getting a new consent.

14 DR. OLD: Getting a new consent, going to an
15 IRB with a new proposal, yes.

16 DR. DUMAS: It does not say --

17 DR. OLD: It does not say that. You are right.
18 You are right.

19 DR. DUMAS: It says get a new consent.

20 MR. CAPRON: It says if they say you could not
21 use it and you now want to use it you have got to get
22 consent. If they said you could use it for a study of
23 pulmonary disease and you now want to do an unrelated study
24 you cannot use it. Are you saying that is not what it

1 says? What it says is you cannot use it unless the IRB
2 says you can use it?

3 DR. OLD: I think -- yes, I think we are
4 getting into some semantics here. I think that you cannot
5 use it anonymized --

6 MR. CAPRON: I do not think this is semantics.
7 (Simultaneous discussion.)

8 DR. OLD: You cannot -- it is not covered under
9 using it anonymized. It is not covered under this part
10 that says that sharing can be done if it is anonymized. If
11 it is not related to the original informed consent you
12 cannot use it anonymized. You need to do these other
13 things that it talks about.

14 MR. CAPRON: What other things does it talk
15 about?

16 DR. OLD: Go to the IRB.

17 DR. MURRAY: I think I detect a level of
18 fatigue setting in and we really do need to take a break.
19 I want to thank Dr. Susan Old very much for coming.

20 DR. OLD: Thank you very much.

21 DR. MURRAY: Can you stay for a while, Dr. Old?

22 DR. OLD: Sure.

23 DR. MURRAY: Thank you.

24 We will reconvene in -- I have about 21 after.

1 We will reconvene -- try to reconvene at 10:30.

2 (Whereupon, at 10:22 a.m. a brief break was
3 taken.)

4 DR. MURRAY: I want to thank Patricia Barr for
5 joining us this morning.

6 Patricia, I have heard a great deal about you.

7 Can we provide a microphone for Patricia Barr
8 to use? We have got one.

9 CONSUMER PERSPECTIVES ON CURRENT ISSUES

10 (Slide.)

11 MS. BARR: It is easy for me to speak strongly
12 about this topic because I have been working on it for a
13 long time.

14 I am an attorney. I come from Vermont. I am
15 the chair of the Ethics Subcommittee of the National Action
16 Plan on Biological Resources and I have been for the last
17 six years a very active member on the National Breast
18 Cancer Coalition. The Coalition in '93 had a campaign in
19 which we called for a national partnership, public and
20 private, to look at key issues in breast cancer and it was
21 out of that petition campaign, which collected 2.6 million
22 signatures that we developed the National Action Plan in
23 Breast Cancer, and then I was lucky enough to be appointed
24 to do some work with that group.

1 (Slide.)

2 Now we dealt with clinical samples, samples
3 taken in clinical practice, and we dealt with some of the
4 practical issues. So the approach that I am going to be
5 presenting compliments to some extent the approach that you
6 just heard earlier.

7 Let me talk about what we decided to do because
8 of the quagmire that we found ourselves in when we took on
9 this issue. One, we limited ourselves to prospective
10 collection because retrospective collection we felt as a
11 starting point was going to be a very difficult starting
12 point.

13 We were most concerned with samples taken in
14 routine clinical practice because many samples that are
15 available for research are those samples held by individual
16 pathologists who may or may not be affiliated with a
17 research institution and we -- this program motivated by
18 patients and advocates -- were very interested in ensuring
19 that the role of the tissue donor was seen as an active
20 role and a role of a partner. We wanted to develop user
21 friendly -- a user friendly consent process, not just a
22 document, that was going to be meaningful to both patients
23 and researchers and we were looking to standardization
24 because we believe standardization will facilitate research

1 and our goal was to facilitate research.

2 (Slide.)

3 I want to talk about what we produced because
4 you have -- and you have it. It was distributed in your
5 meeting materials.

6 We produced a consent form and it was initially
7 a layered consent form. We produced an informational
8 brochure because we felt that the form itself would not --
9 was not explanatory enough and we knew in clinical practice
10 things were going to have to be somewhat telescoped in.

11 We have a model for "banking" operations that I
12 think addresses some of the concerns that I have heard
13 raised before this morning and we provided principles for
14 use in tissue collection and dissemination. We take a very
15 strong position that we would like to distinguish between
16 IRB's. There are IRB's that review research protocols.
17 The researcher wants tissue and his or her institutional
18 IRB is going to review that protocol.

19 We believe there should be an IRB affiliated
20 with every tissue resource. So if a pathologist, indeed,
21 has collected samples and that pathologist is willing to
22 distribute those samples that pathologist is a tissue
23 resource and, therefore, certain principles should be in
24 place for the operation of the distribution of the resource

1 and there should be an IRB that is ensuring that those
2 particular principles are followed.

3 Now I should say at this point that it was
4 always understood that though we were funded by the
5 National Action Plan on Breast Cancer our work was to be a
6 model and, therefore, we do not see this work at this point
7 as only pertaining to breast cancer samples but see it as a
8 model for any tissue banking that is done and tissue
9 resource distribution, and that the language in the form is
10 easily modified and, in fact, the PRIMER working group that
11 took us on from us has done a lot of that modification.

12 (Slide.)

13 What are the challenges even to perspective
14 collection that must be addressed? The independence and
15 variability of expertise found in IRB's. The limited
16 resources of IRB's. The IRB community responded to what we
17 had presented saying how can this be paid for, how are we
18 going to do it, and the informatics and processing
19 difficulties in giving donor's choice.

20 When you are not in the research setting, when
21 you are in the clinical setting and an individual donor is
22 given the choice of this can be used for cancer research
23 only, this can be used for all research, this can be used
24 for all research except behavioral research, I only want

1 this used in this way or that way, you get a very difficult
2 storage problem. You get a very difficult coding problem.
3 You get a very difficult transfer problem.

4 So as much as we wanted in the clinical setting
5 to layer the consent form and as much as we wanted to give
6 choice to the participant donor we opted because of the
7 practicalities for two choices, "I will participate and my
8 tissue may be used for cancer research, my tissue may be
9 used for other research." And even with that the pathology
10 community is very concerned.

11 NCI is working with them now on costs and
12 management of the process.

13 So there are costs to pathologists that is real
14 time and money in clinical practice. There are costs to
15 the surgeons in real time and money in adding anything to
16 the standard consents that they now use which we deemed
17 totally inadequate for the purpose.

18 And then we have come to learn that in clinical
19 practice pathologists will routinely throw samples away.
20 If what we are truly concerned with is the value of
21 archived tissue as a national resource then, in fact, we
22 have a problem about not only keeping the codes right but
23 keeping the tissue properly stored for use.

24 (Slide.)

1 We are working on solutions or we have handed
2 this over to other people to work on solutions. We wanted
3 to summarize and stop doing this. Let me say by way of
4 background that before I began doing this work I certainly
5 was an advocate, I am an attorney, I did not particularly
6 do ethics work, and I came to this with a kind of naivete
7 and impatience because of my status that have proven to be
8 very useful because people who are naive and people who are
9 impatient tell other people, "Well, we can get this done,"
10 and they keep pushing and it gets done, and the group that
11 worked on this was very multifaceted.

12 There were pathologists. There were ethicists.
13 There were other consumers. There were population studies
14 people, public health people. There were surgeons. So
15 there was a wide variety of mix. There were academicians
16 and there were clinical practitioners in this group that
17 worked on all these.

18 So where are we? We handed our model documents
19 to PRIMER or PRIMAR and they have put them together very
20 beautifully with a summary of the joint meeting we had with
21 their concerns and have distributed them at their plenary
22 session at an annual meeting just last month with feedback
23 information.

24 Now some of that concerns me. When we took

1 this material and we were looking at OPRR and said, "You
2 know, we need to move to guidelines for IRB's because if we
3 let them all flounder with their various levels of
4 expertise we are not going to facilitate research and every
5 researcher who wants to use tissue is going to be up
6 against five different standards if he is going to five
7 sites for a multisite program, ten different standards if
8 it is ten sites for a multisite program.

9 So there needs to be some standardization and
10 what we were told is, "Well, NBAC will do this." So I feel
11 greatly honored to be here before NBAC in great hopes that,
12 in fact, you will do some of this and that will provide
13 guidance to the IRB's who are concerned about their ongoing
14 role in this area.

15 One of the things that we -- that was most
16 controversial and what we suggested that I think is very
17 important is that there should be a panel associated with
18 every tissue banking enterprise that will review protocols
19 that come into it so the protocol may be reviewed by the
20 researcher's institution that wants to support a researcher
21 doing certain work but tissue is a limited resource. It is
22 becoming very limited in breast cancer because of the size
23 of tumor when the tissue is taken but I am sure that this
24 is an issue in many other areas.

1 If you have a limited resource then you have to
2 prioritize how it is used and there has to be conversation
3 with communities of interest about how it is going to be
4 used. The concept we were talking about earlier which is
5 community collaboration or community consultation. Someone
6 has got to do that and there have to be standards for how
7 it will be done.

8 It seems the likely place for that to happen is
9 with the tissue because they get an overview of what is
10 being requested, the timeliness of it and the amount of it.
11 So we have suggested that an IRB affiliated with a tissue
12 banking institution have -- appoint a panel that will do
13 that kind of review.

14 IRB's do not want to be responsible for that
15 panel. When we asked them, "Well, if not you, who?" There
16 was no answer.

17 So I will say to you, "If not them, who?"

18 But clearly that is a very important function
19 in all this. It is a vital function in all this.

20 What needs to be done? Just clear OPRR or NBAC
21 guidelines. Just what I have talked about. Some
22 standardization of documents so researchers do not get
23 approval in one place, then go to the next place and have
24 to change it and then go back to the first place because

1 they need consistency in their trial. If they know they
2 are using tissue and we can simplify what has to be done so
3 that they can use the tissue we will have facilitated
4 research. That was our goal.

5 And finally because we are looking at testing
6 in a clinical setting we are doing some pilot testing with
7 NCI of using this consent in the clinical setting. And
8 what we have done with is it is an add on to the general
9 surgical consent and we are doing some pilot testing and
10 presenting it at different times, sometimes in the doctor's
11 office and sometimes unfortunately the night before because
12 that is when it really happens, and trying to get feedback.

13 You should also know that we focused group the
14 documents and as a result of that working with different
15 ethnic communities we got a lot of very good feedback on
16 how to change the documents and it was from that process
17 that we did the informational brochure.

18 (Slide.)

19 A few more solutions. NCI is actually working
20 with professional groups now regarding costs and storage
21 guidelines. That is going to be a long process. NCI and
22 DOD are talking about a national storage system. That is
23 very preliminary. And then we are in a world where there
24 is ongoing attention to informatics, questions of encoding

1 and safety.

2 Now what we did about the flow of information
3 is that we said tissue needs to be used and no one can know
4 today what the uses will be in five years or ten but that
5 we can predict today that the valuable tissue will be
6 linked and it will be linked to clinical information and
7 that the need of the researcher will be for the clinical
8 information with the tissue. And, therefore, we needed to
9 come up with a model that could satisfy protecting the
10 individual but allow the research to proceed.

11 The model that we came up with was a fiduciary
12 standing at the tissue standing with the bank. They devise
13 a system for collecting the tissue and they send the tissue
14 out with the appropriate clinical information but without
15 the identifiers. Coded information is what we have used
16 that we think is essential.

17 Now I believe we can apply some of this to the
18 archive samples that exist but we for political reasons,
19 very good political reasons, look forward rather than back
20 but I know you care about back so I decided to be brave and
21 talk a little bit about backwards.

22 (Slide.)

23 The existing resources are vital. It will take
24 us a very long time to get consents today and then

1 prospectively deal with the longitudinal data that we want.
2 The consents that are in those surgical practices are
3 totally adequate so there is no way we are going to fix
4 that. And it is not practical to re-consent. The cost is
5 just too great to re-consent in a clinical setting.
6 Research setting is different. In clinical setting it is
7 not possible. So either we throw that stuff out, which I
8 think would be a tragedy, or we come up with something that
9 is going to help and make it possible to use it.

10 When I first got into this field what was
11 interesting to me was there was a profound conflict about
12 ownership of the tissue. Pathologists thought they owned
13 the tissue. Patients thought they owned the tissue. Now
14 what I have learned to do, and I used to do a lot of
15 mediation, is decide that the best thing to do is not talk
16 about ownership. So I put it up here as a problem but it
17 is a problem we can skip. We can jump around. We can
18 dance around. What we talk about now is fiduciary
19 responsibilities which is pretty comfortable for everyone
20 to talk about and the pathologists agree they have a
21 fiduciary responsibility here.

22 If we are going to proceed to use archived
23 samples we must have public confidence and if we do not
24 have it we are going to lose our ability to do prospective

1 research as well and that public confidence must be earned.
2 It is not going to happen. It must be earned.

3 (Slide.)

4 So what are the considerations? We are going
5 to have to establish standards for population studies using
6 archival tissue. We are going to have to protect
7 individuals the best way we can and we are going to have to
8 address the interests of communities when we do population
9 studies. We must provide adequate compensation for those
10 who manage the collections and we have to standardize the
11 management of the collections. I think those things are
12 just essential.

13 (Slide.)

14 I want to talk a little bit about the
15 pathologists because I know they talk a lot so I will talk
16 a little bit about them. They have a fiduciary
17 responsibility with respect to the patient. They
18 acknowledge it and they talk a lot about it, and that is to
19 ensure that what is there is preserved for care, patient
20 care. They have a fiduciary responsibility also to the
21 resource itself and this is where we are breaking new
22 ground where we begin to think of these resources not as
23 belonging to the pathologist but belonging to the research
24 enterprise and that the pathologist is the fiduciary of

1 that research enterprise.

2 They become -- in a national system they are
3 not the arbiter of who gets to use the tissue they hold.
4 Now today they are the arbiters of who gets to use the
5 tissue they hold. So I am presenting a radically different
6 approach. But they do deserve adequate compensation for
7 the work they do in serving as fiduciary responsibility to
8 the research enterprise as a whole. I think that the model
9 that we put in place of a neutral third party, the IRB and
10 the tissue bank, is applicable to archival collections as
11 well as perspective collections but the standards for what
12 must be done in a population study or other study when we
13 are using archival tissue is obviously going to be somewhat
14 different than what it might be in a perspective situation.

15 (Slide.)

16 I am going to talk just briefly about
17 standardization and then I think I am done, almost done
18 anyway.

19 Standardization impacts donor participation and
20 I came to this enterprise because people wanted to help the
21 research process. Now that is a limited population. There
22 are populations that are much more skeptical than the
23 population I came from and there are portions of the
24 population that I speak for that are more skeptical than

1 other parts of that population. But there is an interest
2 in doing good and there is an interest in doing good
3 particularly when you are faced with fearful circumstances.
4 It is a way of gaining control and experiencing some sense
5 of control.

6 I would not underestimate that as a benefit to
7 those who donate tissue for research but we have got to
8 make it simple for those people because as you have talked
9 about they are under a tremendous amount of stress. It has
10 to be a system that is easy enough to explain and there is
11 some discussion of it in the world out there. It is not a
12 secret of researchers and academic institutions. You have
13 to give these donors access to this system so it should not
14 be dependent on, "Well, I have a doctor who is willing."
15 There is some presumption that there is a way to access
16 that system.

17 Lack of standardization hampers research. It
18 makes locating research is very difficult for researchers
19 and the hoops they have to jump through because every site
20 or every IRB is quirky are unreasonable. They are just
21 unreasonable and time is lost and we cannot do the kind of
22 multisite studies we want to do.

23 (Slide.)

24 So how do we deal with anonymity? I think that

1 you have been struggling with it. I suggest that we
2 separate the researcher from the linkage using a third
3 party trustee. We insist on community participation and
4 resource use review and we strictly limit reporting of
5 individual results.

6 My subcommittee said we just do not do it.
7 Done. Easy. No.

8 The IRB said don't be so limited. There may be
9 a very important situation like a misdiagnosis that is
10 discovered where you want to be able to get back to the
11 patient. So we have strictly very rare -- and we put in
12 some adjectives removed -- removed from that. But those
13 are some of those factors that have to go into continued
14 use.

15 (Slide.)

16 And the practical realities are we have got to
17 come up with something relatively simple if we are going to
18 do in clinical practice. We have to frame the solutions
19 for the real reality out there. There is a lot of tissue
20 out there without adequate consent. Every problem can be
21 solved and many of the economic solutions and the solutions
22 will be found in partnership. I think that is true of the
23 Action Plan's experience that there has been a lot of
24 betting, there has been a lot of concern, but in the end we

1 moved forward in a very constructive way and we have been
2 able to gain a lot of support for our work.

3 DR. MURRAY: Thank you.

4 Time for questions.

5 Alex, Bernie and Zeke?

6 Try to hold this microphone very close and be
7 heard.

8 MR. CAPRON: I will try.

9 The presentation I have found was very
10 informative and I want to thank you for the obvious work
11 that has gone into it. I hope your expectations that NBAC
12 will solve everything for you are not exaggerated.

13 There are times when I wish that a couple of
14 the major figures in the history of human experimentation
15 and the analysis of it were with us. One of them, Jay
16 Katz, could be; another, Hans Jonas, cannot.

17 But the three thoughts I want to introduce
18 along the lines of what Rhetaugh was doing in saying let's
19 stay with fundamentals are the framework for a lot of what
20 goes on in the field thinking practically is one in which
21 researchers, physician researchers, begin from a sense of
22 basic beneficence that they want to do good and that that
23 sense of wanting to do good has at least in the past, not
24 to speak to any present or future physician researchers,

1 has led to a lot of paternalism. I am sure that in the
2 breast cancer community that has been an issue to which a
3 great deal of thought and writing has occurred but it is
4 something to keep in mind here and it came through in your
5 comments also about the pathologists. The sense that I
6 have a resource, I want to do good, I want to determine
7 what happens with it.

8 The second is a phrase that you used about the
9 tragedy of not doing research and it is here that I want to
10 invoke Jonas' ghost because I still am convinced by his
11 view that the greatest tragedy is doing things which end up
12 harming or wronging people in the name of the greater good
13 of progress and that progress in his phrase is an optional
14 good and it is a good which ought not to be bought at
15 certain other costs which can occur even in well
16 intentioned circumstances. Now obviously he was not -- his
17 was not an argument for doing nothing but it is a question
18 of what presumption we go into things with and in that line
19 I would like to put four points to you and ask you to
20 elaborate on them because they were so intriguing as you
21 went along.

22 The first one was the notion that with some of
23 this research, particularly I guess on retrospective
24 research but maybe it went to both, public confidence was

1 essential and you said public confidence had to be earned.
2 I want to know have you given in your reports you think
3 some attention to how it would be earned? Would it be a
4 matter of a researcher being very public that I am going to
5 be going to X, Y, Z source to get the tissues there and the
6 research I am going to be doing is this and here is the
7 protections that I have erected, and because I am not going
8 to the individual women from whom the samples came I am
9 going to the community. So, I mean, there is a public
10 notice, as it were. If this bothers anyone who thinks that
11 her tissues are there let me hear from her. Or is it a
12 matter not of that kind of confidence that you actually
13 would be able to have some say at a later time but
14 something else?

15 The second question is to ask you to tell us
16 why this phrase "fiduciary responsibilities" was used. I
17 understood one way in which it was being used. If I am a
18 pathologist and I hold tissue I have a responsibility that
19 the tissue continue to be usable for the clinical benefit
20 of the women from whom it came. So that means I should not
21 expend it all or I should not lose it or mislabel it and so
22 forth.

23 But part of the other notion of fiduciary is
24 usually a fiduciary should not use the property or other

1 things that are those of the beneficiary, the ward, or
2 whoever, the client, in a way which benefits the fiduciary
3 and does not benefit the ward.

4 I mean, that is sort of -- and yet it does seem
5 to me as though what you are talking about here are
6 situations in which that on the surface would be -- I mean,
7 if you see the person holding the goods as in some way
8 related to the research project and as furthering research
9 if it is done without the consent -- I just want you to say
10 why that term really applies because fiduciary is a very --
11 to me is a very high standard and it invokes a lot of
12 connotations which are different than paternalism and
13 beneficence. There are some fairly strict ideas.

14 You may have other ideas and, if so, I would
15 favor another term.

16 The third point is you talked about the burdens
17 of allowing patients to define their role as subject and
18 you explain that that led you just to make the two
19 divisions that you made. We heard from the presentation
20 that Susan made that many more divisions and a more refined
21 consent process were being thought about.

22 What it seemed to me you were saying was it
23 would simply cost too much.

24 Now research would also be easy to do if we

1 could commandeer laboratory space, and pipettes, and
2 beakers, and solutions, and so forth but we do not. We
3 regard those as things on which money has to be spent. I
4 want to understand if what we are talking about here is
5 simply a trade off. It would be more expensive.

6 Are you saying it would be logistically
7 impossible to have a code attached to each sample because
8 we are only talking here prospectively obviously, a code
9 attached to each sample and so if someone says I want to
10 have the available breast cancer -- the samples that meet
11 the following definitions that you would run the computer
12 and it would say, "Well, these women said you can study it
13 only for breast cancer and you are doing another study so
14 they are out and then these people said, 'I wanted to be
15 recontacted before you did a study,' so we will have to
16 contact them and if we are not willing to do that they are
17 out, and so forth."

18 Is it logistically impossible or is it simply a
19 matter that that would be an expense where someone would
20 have to pay the pathologist or the tissue bank or whatever
21 to do?

22 The third one is this thing that you came to
23 toward the end which was a reason for breaking the barrier
24 and you have cited one which would be an example of

1 clinical benefit. My God, that was a misdiagnosis and we
2 ought to tell the person now that our lab has run a
3 different study that they were misdiagnosed and that
4 something went wrong. You suggested that you had worked
5 out a statement of when the barrier could be breached back.
6 You did not work it out. I thought you said you had some
7 criteria.

8 DR. BARR: We compromised with the IRB's who
9 felt that -- we compromised with the IRB community in
10 working on these documents in saying that there needed to
11 be room for IRB's to make decisions about when there could
12 be a breach.

13 MR. CAPRON: Okay.

14 MS. BARR: Our committee felt very strongly
15 that that would -- that was not appropriate, that you just
16 do not go back because it is research, it is not clinical
17 practice.

18 MR. CAPRON: I mean I have a sense that your
19 earlier intuition, which is IRB's need a lot of very firm
20 guidance on this, is right and whenever we say, "Gee, there
21 is too much disagreement, we cannot figure it out, we are
22 going to leave it to the IRB --"

23 MS. BARR: You are in trouble.

24 MR. CAPRON: -- that we are in trouble and the

1 variation you are going to get among IRB's from those that
2 really have thought about this very well and really go
3 through a very careful process to those for whom the issues
4 just do not emerge and so they easily approve it or
5 disapprove it is going to be extreme. I am very worried
6 and I hope that -- this is to my fellow commissioners -- I
7 hope that we in looking at it will think about what kinds
8 of guidance that would be because that breaching the
9 barrier and going back for "what are good reasons" is an
10 essential issue on this anonymizable or identifiable, or
11 whatever the phrase that we end up using, encrypted
12 information.

13 But I have those other three points if you
14 could -- I think you took notes on them.

15 MS. BARR: I did. Let me try and go backwards.
16 On paying for the code, I basically come from a world that
17 says you usually do not get the whole pie and that is
18 because I come from a very political world. That was my
19 prior activist sort of training. And so what I have
20 learned is that you set -- sometimes move in incremental
21 steps. And faced with a very large problem and a desire to
22 move the process forward what our group did was locate two
23 areas of grave concern in terms of facilitating research
24 with research.

1 One was lack of standardization and guidance
2 for IRB's and the other was the consent process. And so we
3 did the work we did to address those problems. In doing
4 that work we wanted to give the donor as much freedom to
5 code as possible but it seemed that at the state of
6 technology and the world we were entering where they did
7 not even give consent it would be a very good step forward
8 to insist on consent and then at least offer choice. As a
9 community gets used to simple choices then perhaps we can
10 add more complex choices as our informatics become more
11 sophisticated.

12 In an ideal world would I be standing arguing
13 for really sophisticated coding? Absolutely. But in a
14 world in which there was going to be significant resistance
15 from clinicians who are not researchers and who had a
16 resource that researchers were going to want to use we made
17 a judgment.

18 Now if this group believes that the research
19 community itself can get enough tissue for research
20 purposes specifically designated for research purposes
21 without going to the clinicians in the world, that is an
22 interesting point. It does mean that participants like me,
23 who may have her biopsy in a local hospital, never get to
24 participate in the enterprise. So am I willing to trade

1 off a lot of choices for some participation? My view is
2 yes. Others might not and they can say no.

3 MR. CAPRON: And how do they say no?

4 MS. BARR: They say no by not agreeing to
5 research or not agreeing to other research in the consent
6 but at least that gets out to the public, which has a
7 number of benefits. It allows individuals to participate.
8 It raises our confidence in the research enterprise because
9 a lot of people are participating and there is some
10 exposure.

11 Now the issue of fiduciary --

12 MR. CAPRON: May I ask you --

13 DR. MURRAY: Alex, I am going to have to --

14 MR. CAPRON: Well, let me --

15 DR. MURRAY: In the interest of time, we have
16 about 30 minutes left for all of this morning's
17 conversation, unless it is really urgent I am going to ask
18 just to let Pat finish.

19 MS. BARR: Okay. On the issue of fiduciary you
20 have identified the traditional notion of what a fiduciary
21 is and I am perfectly willing to change the word but it
22 seems to me that what we are talking about here is that the
23 pathologist has to stand apart from his or her world as
24 researcher and that they have no higher right to use the

1 tissue that they hold than anybody else.

2 DR. MURRAY: Thank you.

3 MR. CAPRON: And public confidence?

4 MS. BARR: And the public confidence issue is
5 exposure -- public exposure of this kind of debate. IRB's,
6 local IRB's having a duty to inform their communities of
7 what they do in some way through local hospital newsletters
8 or whatever, guidelines for that sort of thing. Ensuring
9 that communities of interest have a role in design of
10 research and advisors to research panels, and advisors to
11 consortiums. That would be a -- those three things would
12 move us forward again incrementally but significantly.

13 DR. MURRAY: I have noted Bernie, Zeke, Carol
14 and David expressing an interest to say something. If
15 anybody else does or I have missed them please let me know.

16 Bernie?

17 DR. LO: I want to thank you for your
18 presentation and also the material you gave us.

19 I have several questions all in the theme of
20 trying to understand better the point of view of patients
21 living with conditions for which these research might be
22 done.

23 First, you said -- I think your message came
24 through very clearly about the urgent need to do research

1 and how having the option to participate in research gives
2 a sense of control and be beneficial. Could you also talk
3 a little bit about what are the concerns that women with
4 breast cancer have about these sorts of archival projects?

5 The second question has to do with the consent
6 process. To amplify some themes that Alex raised, are
7 there barriers to a layered consent process from the point
8 of view of the woman at different stages of breast cancer
9 so that we had heard some anecdotal information that, you
10 know, you have so much on your mind at the time of
11 diagnosis, definitive treatment, that really is not the
12 optimal time from the woman's point of view to enter into
13 the kind of nuance layered discussion that Dr. Old was
14 talking about. So again most of the barriers you were
15 talking about were barriers from the clinician side or from
16 the cost side. Are there also barriers to a layered
17 approach to consent from a woman's point of view?

18 Finally, if you could --

19 MS. BARR: Okay.

20 DR. LO: We all try and get three questions
21 under the guise of one.

22 So part 2B or part 3 is could you address the
23 issue of being recontacted?

24 MS. BARR: Yes.

1 DR. LO: You said that your group was very much
2 against having recontact to provide research information
3 back to women and yet other advocacy groups have said,
4 "Give us the information and let us decide, do not tell us
5 it is still experimental, it is our body, let us decide."

6 Apparently you wanted an exception when there
7 was clinical information that would make a difference to
8 the woman, like a misdiagnosis, in either direction, more
9 serious or less serious. How about being recontacted to be
10 invited to participate in a research study in which it
11 would be an identifiable link study? Is there -- is that a
12 benefit? Is it a harm? It obviously is going to be
13 different for different women but what should the policy
14 be?

15 MS. BARR: Let me tell you about the policy and
16 the evolving policy. The policy of the Action Plan Working
17 Group was that recontact for additional research was enough
18 of an invasion that an individual should, indeed, agree to
19 it at the time they donate tissue. I am going in for
20 clinical work and one of the decisions I have to make is do
21 I want to be part of this ongoing or not.

22 The IRB community said that to promise that you
23 would not be recontacted unless you gave your permission,
24 which is what it is to ask that question, is misleading

1 because there is information in registries. There is
2 information in other documents. So researchers might
3 contact you anyway for information and, therefore, a
4 particular tissue banking enterprise to make the assumed
5 promise that you would not be contacted. Although they
6 could promise they would not contact you, it would be
7 confusing and irritating.

8 So we have another practical dilemma.

9 My personal view is that, particularly if you
10 are dealing with genetics, recontact about a study of
11 genetics when you did not know your tissue was being used
12 in a genetic study is an incredible invasion. I do not
13 know how we put in place the appropriate protection. What
14 I am telling you is my view, not a study view, and I think
15 one of the things that is clear is that the whole area of
16 study of what a response is and what is important is a
17 study that is something that has to evolve and we need to
18 be putting more resources into that.

19 I do not think any representative patient group
20 can really talk about what their constituency wants because
21 you are generally listening to the most educated, the most
22 -- you know, the strongest advocate speak and so we need
23 other ways to do community consultation to get other points
24 of view.

1 What are the concerns of those active? They
2 are about discrimination. They are about being given
3 information you did not want. The right to not know as
4 well as the right to know. And we are very concerned that
5 the community understand the difference between research
6 and clinical practice and that there be an understanding
7 that significant amounts of research must occur before
8 things get to clinical practice.

9 Now that is not a desperate position. There
10 are people who are suffering from disease who feel a great
11 deal of desperation and I am sure that if they were sitting
12 in this room or if I were in their shoes I would have a
13 different view about where the line is between information
14 I should have access to versus not. So I do not want to
15 pretend that my view is more appropriate. I just want to
16 explain where it comes from.

17 DR. LO: Could you just comment on barriers to
18 a layered consent process from a woman's point of view?

19 MS. BARR: I think if we have a consent process
20 that is not the night before and if we have a consent
21 process that will occur in the doctor's office either with
22 a trained nurse or someone that the patient at this point
23 is trusting, and I think trust is what is important, then I
24 think patients will be able to handle layered informed

1 consents. I do not think it is a complex -- I do not think
2 it is any more complex than we would like to use your
3 tissue for research to say are there certain things that
4 matter to you about how we use your tissue.

5 I think that the compromise here was a
6 practical one from the medical community's point of view
7 and again it was our belief that we wanted to give patients
8 an opportunity to participate. They do not have it now in
9 a knowing way. So this was step one to give them a way of
10 knowingly participating.

11 DR. MURRAY: Thanks, Pat.

12 Zeke?

13 DR. EMANUEL: Like my fellow commissioners I
14 want to thank you for an excellent and spirited discussion.

15 I would like to identify -- I found many areas
16 in which your approach is very consonant with the
17 subcommittee's approach. I think overall there is very
18 little disagreement and actually a lot of agreement,
19 including the issue of standardization of rules for IRB's
20 trying to create a framework that is uniform to minimize
21 exceptions so that people know what the rules are while
22 recognizing that in some cases there may be extraordinary
23 reason.

24 This issue of ownership is one you did not hear

1 all morning because we also, I thought, agreed that
2 ownership was a bad way of looking at it and at least in
3 our mini-hearings found that most people did not have a
4 sense of ownership. That is not to say no one does but to
5 say by and large it is actually not the view that seems to
6 be dominant.

7 There has been spirited discussion and some
8 disagreement about not going back. Some of us believing
9 not going back is the right policy. Others worrying about
10 occasional exceptions.

11 The one thing I would like to raise, and I
12 think this follows up on Bernie's comments, is it is not
13 just a problem of informatics here, this layered consent.
14 One of the advantages, I think, the Breast Cancer Coalition
15 had, the same way that Heart, Lung and Blood Institute had,
16 is they are dealing with specific diseases going in.

17 The problem of writing a general consent not
18 for a specific disease is much more difficult I will submit
19 to you having tried it and I have encouraged all my fellow
20 commissioners to try it because it is not so easy if you
21 are going to take out -- if I go in for a breast biopsy,
22 first of all what happens if it comes out benign is the
23 disease that is similar cancer or is it benign breast
24 diseases. You are already making certain assumptions.

1 MS. BARR: We made the assumption it was cancer
2 generally. That was what our language was.

3 DR. EMANUEL: But if I turn out to have a
4 negative biopsy, you know, what I have consented to then if
5 you say can be used for similar diseases. Is it cancer or
6 not or is it just benign breast diseases?

7 You have already made certain assumptions that
8 someone who goes in for a breast biopsy you are going to
9 put them in the cancer classification even though if it is
10 negative for them they might have gone far away from the
11 cancer classification and they are now normal. Similarly
12 for many other conditions.

13 I think again the issue is not purely an
14 informatics and money issue. The issue also is we may feel
15 in our ideal notions of what informed consent does that the
16 more we delineate the bigger that piece of paper is the
17 better the consent.

18 My suggestion is the more layers you have we,
19 as ethicists, may feel more comfortable but, in fact, the
20 process may be inhibited. What we need to concentrate on
21 is not have we given 12 boxes as opposed to two boxes but
22 do the people out there have a reasonable sense even if we
23 have not included all the specifics and that is why I -- my
24 own view is not because of the informatics necessarily and

1 the complication and cost of the pathologist but for the
2 comprehension and the consistency of the people out there
3 and making sure that once it is implemented without
4 draining all 600,000 doctors and X million nurses, we can
5 be reasonably assured that people are going to know what is
6 out there.

7 So my -- I first was against your form, then
8 very for your form, then having tried to do a general form
9 coming to the view that a layered consent is a good idea
10 but probably two layers is the limit you are going to get.

11 MS. BARR: Yes. You know, I think that I
12 probably agree with you about all of that and I think also
13 that we struggled in an earlier edition of a genetics
14 question specifically.

15 DR. EMANUEL: Right.

16 MS. BARR: And took it out. It is not clear to
17 me that if you are going to work on a general consent and
18 you might want to break down into genetic -- germ line
19 genetic research versus other research as the right -- as a
20 way of breaking this down with the two choices and that we
21 might want to beef up the informational brochure about just
22 what that is and what its implications are. We talk about
23 it in a pretty simple way in our informed consent and in
24 the brochure and that was as a result of focus groups which

1 in this -- for this particular exercise were very useful.

2 DR. MURRAY: Thanks.

3 Carol and then David?

4 DR. GREIDER: I just wanted to reiterate what
5 Zeke said and I felt listening to your presentation that in
6 the broad brush strokes that where you were coming from was
7 very similar -- like I said -- in the broad areas of where
8 the subcommittee at least was going. Some of the details
9 may be different but I think that in general we are on the
10 same page.

11 One thing that you pointed out was different is
12 that you were suggesting an IRB for tissue resource and the
13 question then becomes what is a tissue resource. Ms. Elisa
14 Eisman put together for us a very nice summary of all of
15 the different kinds of tissues that are collected and it is
16 not clear that you can define -- some you can define -- as
17 a tissue resource and it is there to be a tissue resource
18 and some of the NCI resources but others are just a
19 researcher that decides that they want to get together with
20 a surgeon and do a study.

21 So how can you have an IRB when you do not
22 necessarily have a defined group?

23 MS. BARR: I think that by carefully
24 delineating the principles and I think our's are pretty

1 good but that is not to say they should not be changed or
2 refined in some way, and then by saying anyone who collects
3 and then distributes for purposes of research has to abide
4 by those principles. So if I am a local hospital and I
5 have got a doc in my local hospital who is doing this then
6 my IRB in that local hospital has to take on that
7 additional role of being sure it is done the best way to do
8 it. Now it is not cost efficient, I mean, what we are
9 again dealing with.

10 But where do we want to put our money in making
11 sure this works? I think we want to put it in the
12 fiduciary role of those who oversee distribution of tissue
13 and I think we want to put it in that panel that reviews
14 uses of tissue. That is where I think we are better -- we
15 are better protecting people rather than trying to
16 reconstent everybody who is in those archived collections of
17 individual pathologists. It is a judgment call and maybe
18 it is worth it.

19 I think the way I am suggesting allows us to
20 continue to use those archived tissues where reconstent
21 probably will not. So it is a compromise position.

22 DR. MURRAY: Thanks.

23 David?

24 DR. COX: Very rapidly, I really think that

1 where your statements are in process very different from
2 what NBAC is doing, and I applaud your process, is to first
3 have a goal that you are striving towards and that goal is
4 not just how you deal with tissue samples but it is how you
5 do research with tissue samples. I would just like to note
6 that because I think that is the problem you are dealing
7 with. Not tissue samples in isolation.

8 Secondly, is that by having a set of principles
9 that you want to have guide what that product is going to
10 be it helps then for you to define a process and that
11 process of putting things in place for the whole endeavor
12 is what you have done which is what NBAC has not done yet.

13 So I really applaud this as a process. I think
14 that it would be a really good foundation for us to not
15 only pay attention to what the scope of the problem you are
16 looking at but the process that you use and the kinds of
17 things that we would like to come out with. So it was
18 really extremely helpful.

19 DR. MURRAY: Jim Childress would like to ask
20 something.

21 DR. SHAPIRO: Got to be a rock star, Jim.

22 DR. CHILDRESS: The comment I am going to make
23 actually connects with Zeke's discussion earlier this
24 morning and the presentation. I think it is true that it

1 is -- well, I think it is useful to get away from the
2 language of ownership as long as we do not forget that
3 quite often in the legal context ownership simply refers to
4 a bundle of rights and the real question here we are
5 raising is who has what rights over what.

6 The reason for raising the point this way now
7 is to now move to a consideration of whether we think in
8 relation to Zeke's discussion presumed consent with the
9 possibility of opting out really is something that captures
10 all that we want. The reason I raise it -- if we think in
11 the context of organ and tissue transplantation generally
12 there is a lot of dispute about whether presumed donation,
13 for example of corneas in states with certain medical
14 examiner's laws, whether that really is justifiable
15 presumption if people are not aware that their corneas can
16 be taken.

17 So this is actually now picking up the
18 ownership point moving to Zeke. I would like to know a lot
19 more about what we can expect people to understand so that
20 we can interpret their silence or their failure to consent
21 is actually consent because that seems to me to be critical
22 for how the recommendations work out.

23 DR. EMANUEL: Let me, I think, clarify. I
24 think it is a good question. First, presumed consent with

1 opt out was something that had been suggested to us by
2 Bartha Knopfers and I believe, and I do not want to -- if I
3 mangled her name -- I believe I do not want to speak for
4 the full subcommittee but we actually stepped back from
5 that at our last meeting to a general consent. Okay.

6 I know it is on that --

7 DR. CHILDRESS: At least it still appears on
8 the materials handed out today on --

9 DR. EMANUEL: That is because what I have
10 included for you is a comprehensive -- not comprehensive,
11 but a thorough list of a kind of history rather than the
12 absolute latest. And let me -- in part because it is in
13 flux. You know, let's just be frank about it. This is in
14 flux. The recommendations are not written in stone and
15 different people have different views of where they want to
16 be. But if you look at the second to last page.

17 DR. CHILDRESS: And that is the one where you
18 said there was an error that needed to be corrected, is
19 that right? Because I still have presumed with opt out.

20 DR. EMANUEL: What I have here is alternative
21 proposed policy. This sheet. The back of it says "key
22 distinctions."

23 DR. CHILDRESS: Okay.

24 DR. EMANUEL: Second to last page.

1 DR. CHILDRESS: Sorry, I was not up --

2 DR. EMANUEL: No, no, this is confusing. Part
3 of the reason is I was trying to get -- or had e-mailed to
4 Henrietta a lot of the permutations that we had gone
5 through and debated and discussed so people have a better
6 sense.

7 So if you look here at what we have -- and I
8 may not be completely accurate -- migrated to is a general
9 consent and not presumed consent with an opt out.

10 If you would like me to defend the idea of a
11 presumed consent with an opt out I would offer you --

12 DR. CHILDRESS: No, I was not interested in
13 defending it but rather challenging it.

14 DR. EMANUEL: Right. No, I actually think it
15 is a reasonable position but --

16 DR. MURRAY: But we are not adopting it.

17 DR. EMANUEL: But I am a minority and am
18 willing to give in.

19 DR. CHILDRESS: That takes care of it. I am
20 sorry. I was on the wrong iteration of this.

21 DR. MURRAY: Harold?

22 DR. SHAPIRO: I have what I think is a very
23 small question, small aspect of what you are doing, but you
24 have focused on clinical samples as I understand it in your

1 work. Do I understand your group to be saying that if a
2 pathologist and a clinician, a surgeon of some type,
3 decides to collect a sample for use in some way they want
4 that neither of them has any privileged status in the use
5 of that material but even if they want to use it for their
6 own project that they have to go through the same thing the
7 third party would have to go through or have I
8 misunderstood that rather small part of this issue?

9 MS. BARR: I think you misunderstood.

10 DR. SHAPIRO: Okay.

11 MS. BARR: If I, as a surgeon, go to a
12 pathologist and say, "I have a protocol to do this
13 particular research and it is within an institution and we
14 have gone through the IRB and they have approved it and we
15 are going to consent every individual before we do the
16 research specifically to that research."

17 DR. SHAPIRO: Then they are fine.

18 MS. BARR: They are fine. But if I, as a
19 pathologist, have a collection of the last 15 years of
20 patients who had been through my hospital and I am dishing
21 this out, no, you cannot do that anymore.

22 DR. SHAPIRO: Yes. Thank you.

23 DR. MURRAY: I actually have myself on the list
24 mainly to praise you and the work of your group, Pat. I

1 want to pick up on Jim's first point about how to
2 understand property. Indeed, as I understand it
3 historically, it is a bundle of both rights and duties. I
4 think your group has stressed the duty aspect.

5 Courtney Campbell, who wrote a background paper
6 for us about some religious views about the human body and
7 how they might be interpreted for the kind of problem that
8 is facing us came up with, I thought, a very nice variant
9 of the whole notion of the human body as gift and he talks
10 about in this kind of context it is like a contribution
11 that you make. It is not a gift to a specified individual
12 but it is a contribution to a larger kind of effort and
13 socially desirable goal worthy of our support.

14 I think that is probably a good way to think
15 about it in which the case the people who are then holders
16 of that contribution have duties, not merely rights but
17 duties, to handle it in certain respectful ways in keeping
18 with the intent of the donor and the like. That to me --
19 and I have to confess that makes a great deal of sense to
20 me. So that is the first item of praise.

21 The second thing I would like to do is Rhetaugh
22 asked a question earlier, which I think really -- it is an
23 important one. It deserves as full an answer as we can
24 give it and we do not have a lot of time left before we

1 must begin to close the morning session but if I may try to
2 repose the question.

3 Why don't we go back and why don't we simply
4 have a rule that says for samples collected prior to our
5 report that none of them may be used without explicit
6 consent? I think that -- Rhetaugh?

7 DR. DUMAS: After hearing the presentation I --

8 DR. MURRAY: You need to use the mike.

9 DR. SHAPIRO: You have got to get close to the
10 mike.

11 DR. DUMAS: After hearing this presentation I
12 have had some second thoughts about that. I think, first
13 of all, I would continue to feel that our overriding
14 principles should be informed consent. If you have got a
15 number of samples that you have had for a number of years
16 and it is literally impossible to gain that consent then my
17 next question would be what is the next best principle to
18 use and I like the idea of the IRB's and the definition of
19 the role of the pathologist. That softens the issue
20 somewhat for me.

21 DR. MURRAY: Pat, did you want to add anything?

22 MS. BARR: I think I really tried to address
23 it. I think it is problematic but I believe that this is a
24 resource -- that our standards about ethics change over

1 time and that is a good thing. We continue to improve and
2 become more thoughtful and more careful but that does not
3 mean that what we do today should bar us from doing
4 important things tomorrow. So what we did ten years ago or
5 what our standards were ten years ago I think we would all
6 agree are wrong but we should not then throw that resource
7 out. We should find a way to use it if we can.

8 DR. DUMAS: And I also think that we should not
9 eliminate the principle wholeheartedly, that we should
10 maintain the principle that wherever it is possible and
11 feasible we should have informed consent and that we should
12 define as best we can the conditions under which we would
13 operate when it is not possible or feasible in the case of
14 accumulation of samples over a long period of time --

15 DR. MURRAY: Right.

16 DR. DUMAS: -- where there was no consent to
17 begin with.

18 DR. MURRAY: And for me part of my own response
19 to this question of how to think about samples that have
20 been collected historically is in the considerations that
21 Rhetaugh has really just described and Pat had described
22 earlier but also in what we have gotten in the way of
23 public feedback both in testimony in the kind of meetings
24 that I have been reading the notes of that Pat -- many of

1 which Pat has participated in but also in our mini-hearings
2 where we found -- I thought quite surprising -- support of
3 doing scientific research and a concern about having the
4 information if it were ever linked back to the person come
5 back and hurt them and that, you know, the insurance
6 companies are the villains of the piece by and large. That
7 is what people mentioned spontaneously. But generally a
8 sense that it is very much in keeping with Pat's conception
9 and Courtney's notion of this as a contribution.

10 You should use it. If it is there and it might
11 help people, by God, you should use it and that was key.
12 So put all those together and I think it certainly
13 influences my conclusions about how to treat those samples
14 which we already have.

15 DR. DUMAS: They have to have principles.

16 DR. MURRAY: Pardon?

17 DR. DUMAS: Not you should use them but not
18 without principles and some protections.

19 DR. MURRAY: Right. And now that we have been
20 alerted to the significance, the potential significance of
21 the tissue, we should not just -- we should not find past
22 practices acceptable for the future.

23 DR. DUMAS: Right.

24 DR. MURRAY: And we should have a much more --

1 a much more serious consent process about potential use and
2 I think we very much bear that in mind.

3 It is 12:15. We have --

4 DR. SHAPIRO: No, no.

5 DR. MURRAY: It is 11:45. I misread my watch
6 yesterday. Excuse me. It is 11:45 by which I mean it is
7 15 minutes before 12:00 and I had promised Harold Shapiro
8 that we would try to wrap things up about now so that he
9 and I could say a little bit about next steps for this part
10 of the report.

11 Jim, I know, wants to make a comment in general
12 about the report and we may have -- do we have any public
13 testimony?

14 DR. SHAPIRO: Yes, we have one person.

15 DR. MURRAY: One person. So we will need five
16 minutes for that. But can we start with Jim and then I
17 will speak and then Harold?

18 CONTINUATION OF DISCUSSION ON TISSUE SAMPLES REPORT

19 DR. CHILDRESS: Tom, you made reference to
20 Courtney Campbell's contribution to this report with the
21 notion of contribution and that this is -- one question I
22 wanted to raise is to the subcommittee and the commission
23 and Kathy and others who work on the report is really
24 whether we want to follow the pattern of the plenary report

1 and have a separate session or even a subsection on
2 religious perspectives? Because it seems to me that part
3 of what Courtney's analysis suggests is that this is an
4 area where religious traditions have not spoken out. They
5 have not developed positions. And then he has to raise the
6 question about how are we to interpret the silence.

7 It seems to me that it would be much better in
8 this particular report to fold whatever points that come
9 out of this discussion, the religious section, into the
10 broader ethical section rather than having a separate
11 religious discussion.

12 DR. MURRAY: I think that is how we see it
13 right now.

14 Isn't that right, Kathy?

15 We just do not have the section on ethics
16 discussion. We do not have the text there yet at least as
17 I envision it.

18 DR. HANNA: We do not have the other half so we
19 cannot merge them but I think that would be -- that is what
20 we had been planning on doing.

21 DR. CHILDRESS: But the way it currently reads
22 it looks as though it is going to be a section on ethics
23 and then a section on religious perspectives. That is the
24 reason for raising it. But if this is the direction then

1 let me affirm that direction.

2 DR. MURRAY: I think we agree with you. We
3 would like to see it unfold as you have suggested.

4 DR. SHAPIRO: If I may comment just on this
5 issue. I think we are in a very different position on this
6 issue on this subject as Jim has just said than we were
7 before. Not only have we heard substantial public
8 testimony on that issue last time and we found out that
9 these groups have been thinking a long time about these
10 issues.

11 It is totally different in this case so I think
12 not only should we merge it but it is not clear to me just
13 which of these ideas at the moment are worthy of our
14 inclusion. That is yet to be decided. It is going to be
15 -- my guess is it will be a small subset of what is there.
16 That is my sense right now but we will wait and see.

17 NEXT STEPS

18 DR. MURRAY: We have to decide what to do next
19 now. Go out on a limb.

20 Clearly we do not have agreement on all points.
21 We do not have full clarity on all points speaking today.
22 I think, though, much of that is within our grasp. I wish
23 we had another two days to spend together hammering out
24 differences. We do not have that luxury.

1 What I would like to propose is this: That the
2 staff of NBAC, those commissioners, not just subcommittee
3 members but any commissioner who would like to have a hands
4 on involvement in the preparation of the next draft, Kathy
5 and I, work on the next draft, which we would like to see
6 be -- I would like to see be a penultimate draft and be
7 pretty near final.

8 Now that may mean leaving certain things in
9 brackets where we still have a few decisions remaining. It
10 will certainly mean some points that we think we made clear
11 will not have been made sufficiently clearly for all
12 members.

13 It has been further suggested by Eric Meslin,
14 and we talked about this in subcommittee yesterday, that we
15 see -- at some point see a draft of the report, either it
16 would be the next one or perhaps the one after that, and
17 post it as an interim report and actually post it on the
18 World Wide Web for public comment for a period of days,
19 perhaps 30 days, before we then can take the comments and
20 assimilate them and decide what changes, if any, to make in
21 what will be our final report.

22 I would like to see all this happen
23 expeditiously because you can draw these things out and
24 make them a little better but again we would like to see it

1 happen in our lifetimes. In fact, I would like to see it
2 happen early in 1998 as a final report.

3 So, I guess, my proposal, and I would like to
4 hear Harold's response to this, is that we have a very
5 ambitious second draft of the report which we hope will be
6 either the penultimate or the near penultimate version of
7 the report.

8 DR. SHAPIRO: Thank you, Tom.

9 I think we have decided, as Tom just indicated,
10 to take the first draft that we are at least almost
11 satisfied with and issue that as an interim report, wait
12 for some comments like 30 days, and then with our own
13 analysis go back and see if we cannot produce a final
14 report.

15 I would say, Tom, there is a big area between
16 30 days and our life times, I hope. So we will have to see
17 just how much time we have there.

18 But I think we will spend a large amount of
19 intensive staff time on this report in the next month and
20 it would be extremely helpful to us and to the quality of
21 what we are able to do ourselves if those of you who have,
22 one, challenging ideas that you think need careful
23 consideration if you would write them down so that we can
24 analyze them as carefully as possible because we will make

1 every attempt to respond to all the issues raised here
2 today one way or another, either by clarification, changing
3 the nature of the recommendation or the structure.

4 There are lots of different ways of responding.
5 That is not to say that every point can be gotten then
6 because there are some that are mutually inconsistent and
7 we will have to make some choices but those will be argued
8 out by the full commission itself at our next meeting where
9 those occur.

10 Perhaps the vehicle Tom has recommended where
11 we see those happening we can think about some alternatives
12 and include them in the report and we will have to argue
13 them out as we meet.

14 So I see the next month to have, one, very
15 intensive staff work on this. We will have to call on
16 particular members of the commission during this time to
17 help us out to perhaps writing a few pages or by clarifying
18 or helping us think through issues. I think you can expect
19 to hear from Eric and/or myself and/or Tom in the next
20 weeks as we try to move ahead. It is not that long until
21 we have our next meeting.

22 As you know it is less than a month so it will
23 require some intensive work but we ought to take that on as
24 an objective. If we do not quite make it we will get as

1 close as we can. So I think that is entirely acceptable.

2 Let me -- we will have to move on now. Let me
3 say something first of all about this afternoon's agenda
4 before we go to public comment and then take a break for
5 lunch.

6 I noticed on our agenda we meet for three-
7 quarters of an hour and then have a coffee break. That
8 seems a little excessive so I have decided that we will
9 eliminate that 1:45 coffee break and go immediately at 1:45
10 to the report on Human Subjects Subcommittee. We will try
11 to move from that to the federal oversight item at 3:15.
12 Again 15 minutes ahead of where we were.

13 And if discussion allows we will try to go to
14 processes in changing regulations at 4:00 o'clock. It may
15 be that three-quarters of an hour is not enough. We will
16 have to see. If we do that it will enable us to finish
17 somewhat earlier than is indicated here, which would help a
18 lot of members of the commission, including myself, so that
19 we will try for that. If we do not -- we do not

20 want to inhibit the discussion, if we cannot
21 make it we cannot and we will just go a little bit longer.

22 Are there any other questions before we move --
23 we only have a minute or so before we have to move to
24 public comment?

1 DR. MURRAY: Can I just on behalf of the
2 Genetics Subcommittee thank our guests today very much and
3 thank the other members of the commission for taking the
4 report seriously and giving us lots of useful feedback.

5 DR. SHAPIRO: Let me just add one other thing.
6 I know many of you have done editorial and other comments
7 on the draft that we had. Please do not forget to give
8 those to Eric, myself, Kathy so we can have them and take a
9 look at them and consider them.

10 Okay. Thank you all very much.

11 I believe we have only one person for public
12 comments.

13 Is Mr. Rabin here?

14 Do you want to come forward and use the
15 microphone, please?

16 I also want to remind the commissioners that
17 Mr. Rabin has submitted some written materials which was in
18 the book that we all got.

19 Mr. Rabin, let me remind you that the rules
20 that we have here is five minutes. Thank you very much.

21 STATEMENTS BY THE PUBLIC

22 MR. RABIN: My name is Norman Carl Rabin from
23 Plainview, Long Island, New York. This public statement
24 by the way is --

1 DR. SHAPIRO: Hold on a second and see if we
2 can get the sound improved somewhat. It is a little hard
3 to hear. Talk as close as you can to the microphone,
4 please.

5 MR. RABIN: Okay.

6 DR. SHAPIRO: That is better. Thank you.

7 MR. RABIN: I am not experienced with
8 microphones.

9 DR. SHAPIRO: I know it is a little
10 uncomfortable and I apologize but it is easier if you get
11 very close to the microphone.

12 MR. RABIN: Okay.

13 This public statement is accompanied by a 15-
14 page document fax that I sent to the commission last week.

15 My name is Norman Carl Rabin from Plainview,
16 Long Island, New York. I am a victim of illegal
17 nonconsensual U.S. classified research type activity for
18 over 12 years. After innocently reading a mathematics
19 paper as part of employment I was covertly assaulted by
20 U.S. government satellite space assaults in 1986, 1987,
21 1989 and 1990.

22 Since October-November of 1990 I have literally
23 been held a prisoner of advanced technology, multiple
24 satellites monitor and assault seven days a week, 24 hours

1 a day, even while I sleep. Since January of 1994 I have
2 gone to other victims of this type of crime and I now know
3 of about 35 other victims of monitoring and/or assault of
4 their body.

5 Picture three, or four, or five more stationary
6 research type satellites utilized to monitor and assault
7 and track each such victim 24 hours a day. In all cases
8 each such victim is targeted illegally and without consent
9 by the high technology use of electromagnetic signals to
10 monitor the person's thoughts and/or actions and in many
11 cases to assault the person.

12 Again I have literally been held a prisoner of
13 multiple satellites monitor and assault for over seven
14 years and two months in spite of my complaining about it
15 and massively publicizing this crime.

16 Besides from the murders which the U.S.
17 Government has certainly committed around me and besides
18 from the torture or other cruel and unusual aspects, the
19 worst part of the crime against me is that it is a blatant
20 violation of the U.S. Constitutional Fifth and Fourth
21 Amendment guarantees of liberty and the security of one's
22 person. Moreover, now over the course of 12 years my own
23 life has literally been ripped away at by the lawless,
24 month after month, year after year, with the assistance of

1 the U.S. Government to do this evil crime against me.

2 I was 25 years old. Less than two years and
3 eight months out of college when this crime began. Last
4 month I turned 37 years old. To steal a victim's life for
5 years on end is an evil crime and to steal years and years
6 of a victim's youth is decidedly a worser crime.

7 I know other long-term victims. Victims
8 targeted for ten or more years and I see the wrong -- the
9 evil which is going on. Human beings deserving of human
10 dignity and even in all cases even respect are not to be
11 treated this way. Humans are not to be treated as subjects
12 of machine operations for machine oriented projects of any
13 type. This manglelike, i.e. a denial of humanness for
14 years or even for months if each of you would think about
15 it for a few moments.

16 The problem with this crime is loophole which
17 evil doing persons have exploited. They are doers of crime
18 under secrecy and censorship.

19 As I have recorded in the following statement
20 in my now public formal June 2, 1997, letter to Senator
21 Glenn on S-193, the proposed Human Research Subjects
22 Protection Act of 1997.

23 "

24 I urge the U.S. Government to support a U.S.

1 law or constitutional amendment which would expressly endow
2 citizens with the right to be protected from crime
3 committed under secrecy and/or censorship. Any monitoring
4 society having secrecy in science and technology needs this
5 law. Please help with this proposal and its passage.

6 "This type of law is a normal and natural step
7 in the progress of civilization. This law should have
8 power to use the public justice to stop crime under secrecy
9 and with other victims to get lawyers who now have a U.S.
10 law to work with. U.S. judges should gain the right of
11 inquiry under seal to any crime under secrecy."

12 In an age of science without this law our
13 country, our United States, is not a free country. Let
14 this commission tell it like it is, our country needs the
15 explicit right to be protected from crime by anyone where
16 that crime is committed under U.S. secrecy and/or U.S.
17 censorship.

18 Thank you.

19 DR. SHAPIRO: Thank you very much.

20 Any questions any members of the commission
21 have?

22 Thank you and thank you very much for taking
23 the time to come and thank you for your written testimony
24 as well.

1

1 A F T E R N O O N S E S S I O N

2 DR. SHAPIRO: I think we should begin now. We
3 will have no chance of completing our schedule if we do not
4 begin now.

5 As you know, although the first priority of our
6 work is to continue and finish the projects that are
7 currently under way, we have begun thinking about our
8 longer term agenda and I asked Eric Cassell to speak with a
9 couple of committee members to give some thought to what
10 items might appear on our longer term agenda so at least we
11 can begin thinking about them and thinking about mobilizing
12 ourselves for them.

13 I will also be speaking in the next four to six
14 weeks with various members of the administration and the
15 Congress to see what is on their minds that might -- that
16 NBAC might do that might be useful for them and will feed
17 that into our own considerations also. So this is not an
18 item that needs to be decided today. That is we are not
19 about to take any decisions. This is just the beginning of
20 the discussion which will probably occupy some time in all
21 our meetings in the next two or three meetings until we can
22 focus down on some things we want to do and some ways we
23 may wish to organize ourselves.

24 So let me turn now to Eric and let him describe

1 to you at least what the initial considerations were of the
2 members of the small group which he met with. I think you
3 had a telephone conference if I recall.

4 FUTURE COMMISSION RESEARCH ACTIVITIES

5 DR. CASSELL: Yes. We have to use the
6 microphone Chanteuse-style.

7 Your committee for this was Alex and myself,
8 and Alta Charo, and David Cox, and Eric Meslin, and
9 Henrietta Hyatt-Knorr, and so it is Eric M. and Eric C. now
10 on e-mail so that we distinguish each other.

11 We divided our concerns into two. One was --
12 one had to do with commission process and the other with
13 actual program suggestions that we thought might be useful.

14 The first part of it was we thought there was
15 considerable sentiment for not breaking up into two large
16 groups and meeting separately again. We are by my own
17 experience and other people's reports a very congenial
18 commission and we get a lot of work done around the table
19 and we have a lot of different talents, and we thought we
20 really would do better if we could try and stay together.
21 There are some days maybe that is not possible but in
22 general we thought that might be a helpful matter.

23 In addition to that there was also sentiment
24 for having longer meetings less frequently. We have a

1 meeting monthly and we are hardly finished with one meeting
2 and then we are already into the next and we are really not
3 quite ready, we thought, so we hoped we could prevail on
4 our chair to consider possibly changing our schedule
5 somewhat. We thought we would be more productive if we did
6 that. These are all matters for discussion.

7 But there is another aspect of the same thing
8 and that is we are -- when we did the cloning report we
9 were -- we did not have the amount of staff that is usual
10 for a commission and so here we are we were all commenting
11 on drafts that had not yet become drafts and they went back
12 and forth, and in and out, and then -- a very unusual way
13 of writing a report. It has to be one of the most unusual
14 way in writing a report that I have ever seen.

15 Whereas, we now have excellent staff and staff
16 in-depth and we thought that this would also allow for a
17 much better use of staff, all of whom are really expert
18 now, to circulate drafts, to make proposals, to do the
19 research so that we have something in hand and we are
20 working on that before we get to a meeting and even as was
21 just suggested a lunch so that we are at several levels.
22 We are hearing one thing that is maybe ready for a couple
23 of meetings down the line and another thing and so forth.
24 And that is something that we are able to do now because of

1 the richness of staff which comes from other more direct
2 richnesses.

3 There is some question about whether we have to
4 have one kind of report. Whether, in fact, the reports
5 that we now circulate among ourselves in draft form -- is
6 there a reason for circulating those reports publicly? I
7 think they are part of the public record, aren't they, so
8 that, in fact, anybody who wants to comment on them could
9 do that by testifying in front of us but there might be
10 reason for having public comment on drafts even that we
11 circulate outside and that would enable people who cannot
12 come to our meetings to make comments and allow us to be
13 enriched by those comments.

14 We also might -- and this is an issue that
15 allows us to decide, well, what do we actually do. We have
16 a policy assumption. There is no question about that. We
17 are to come up with public policy but by the way we are
18 constituted and by our natural bents we also have an
19 academic function. Does one kind of report meet both those
20 needs the best? Are there things that we might do strictly
21 as a policy recommendation report and other things where we
22 want greater depth and background and greater academic
23 depth because we know we are talking to the bioethics and
24 scientific community in a different voice than we might do

1 to policy makers?

2 We also -- some of my committee members felt
3 that we have not clarified yet what kind of a commission we
4 are, whether we are primarily a regulatory -- suggest
5 regulation and policy or whether we are a standard setting
6 commission, or whether we are a problem solving commission
7 like the Institute of Medicine does, or whether we are a
8 reflective research organization which is related to
9 science because that is what our mission is but on the
10 other hand we are able to bring to that a somewhat
11 Nietzschean understanding that there are other issues and
12 uncertainties and troublesome things in the world and moral
13 life that a commission like this is meant to reflect on and
14 bring back into the scientific world. We thought that we
15 might well be able to do that.

16 A somewhat similar matter is the question of
17 whose ears we speak to. Do we speak to the President? Are
18 we speaking primarily to legislators? And I think Harold
19 will be able to, if he wishes to, address that more
20 directly. Just who are we talking to? And must we -- in
21 that same sense are we only one thing, which is the same as
22 I said earlier.

23 Now, I think Alta Charo felt that because we
24 had finished the cloning report and we are getting out the

1 stuff we are in now that this was a good time to reflect
2 about how we saw ourselves as a commission.

3 My own sense of watching from the outside is
4 that we have -- we are being successful in the way
5 commissions work and that gives us a bigger chance to self-
6 define and write a ticket, an intellectual ticket which
7 most commissions do not get a chance to do because they are
8 having too much trouble fighting with each other. We ought
9 to take that -- and I think Alta is correct about that.

10 So let me pause for a moment and then go on to
11 what we -- what was really our goal as far as a committee
12 to see what program items we might come up with rather than
13 deciding we need a new garage or whatever.

14 We thought that as we discuss this in our
15 telephone conversations jointly and separately, though I
16 must say because of me we really did not have one large
17 conversation or one large conference. I could not make the
18 one we were supposed to have because my medical students
19 and my office staff were having Christmas parties and I was
20 not going to be very functional.

21 We thought that we ought to make a distinction
22 between larger and what we call big ticket items. For
23 example, the problem of the ownership of the human body,
24 which we will come back, and I put here smaller but I do

1 not really mean smaller as much as more sharply focused,
2 such as those concerned with IRB function. And I do not
3 think we want to see ourselves doing solely the latter,
4 should IRB's do a new structure for IRB's or new
5 regulations but we would like to see us doing both these
6 kinds of -- taking on these kinds of problems.

7 However, we do have immediate concerns that we
8 think should at relatively center stage. The first of
9 these is the Institutional Review Board problem. We
10 mention it again and again and again. It comes up. We are
11 dissatisfied. Every one of the problems which we heard in
12 the testimony on the decisionally impaired subjects also
13 had a failure of an IRB and a failure primarily because of
14 lack of education or structural concerns.

15 So it is very hard for us not to take -- should
16 this still be the way moral concerns in biomedicine are
17 handled and, if so, are there changes to be made so we
18 ought to take on that directly. Also, it seems to be
19 ideally -- subject ideally suited for the staff level we
20 have been talking about where the background research can
21 be done. We can set up studies that might have to be done
22 and then come in with something which would be a basis on
23 which to make decent decisions.

24 There is another question which is in the

1 literature at the present time and that is the ethics of
2 research done by United States investigators in other
3 countries. We all know that the transmission of HIV was
4 addressed in studies done in Africa not using placebo -- or
5 using placebo controls in a fashion that would never have
6 happened in the United States at this time and rising an
7 outrage, which is a very simple posture, a very easy
8 posture to take, rising an outrage for editorialists at the
9 New England Journal .

10 Marcia Angel is wonderful but there is greater
11 depth that could be brought to that problem than has been
12 brought so far and we are the people, I think, that could
13 do that. While it is important to address it, in a funny
14 way we are back to the Ugly American problem in reverse.
15 Right after the Second World War and across national
16 boundaries medical care we were one thing. Here we are
17 again back to that same problem and it is an interesting
18 one and worth review.

19 There are people incidently who will be very
20 happy to testify in front of us good people and hold
21 sharply different views.

22 The privacy and confidentiality issue in
23 genetics and the whole issue of privacy and confidentiality
24 is back in front of us. We have been dancing around it

1 today. In our first meeting or two we had some exchange
2 about it. I personally feel that it is unsolvable at the
3 present time. The problem of how to solve confidentiality
4 in medical care and medical records is -- I cannot see how
5 to get a handle on it.

6 On the other hand it is possible for us to take
7 up a problem not so much with a solution in view as with a
8 way of delineating this is what the problem is, it is in
9 these different kinds of situations, and we have done it
10 when we have laid out the problem. We can now step back
11 from it and let there be public debate about it as we have
12 laid it out.

13 There is an interesting -- opportunity is
14 offered by the fact that the 20th anniversary of the
15 Belmont Report is coming up in April of 1999. So the topic
16 that you will find listed in this report is the Belmont
17 Report Revisited.

18 An in-depth discussion of the adequacy of its
19 conceptual framework or -- adequacy is not right. The
20 changes in its conceptual framework of the paradigm shift
21 that has occurred since 1979 in the latter progress in
22 research ethics and the public consciousness. As I note,
23 it would be a good thing to see this happen and come out at
24 the same time as the anniversary. I have a personal thing

1 that I am supposed to be writing something about the change
2 over those 20 years and this will allow me to put it off
3 yet for another -- anyway I think that is a subject that we
4 might give consideration to.

5 A number of us feel very strongly about the
6 issue of education. This has come up repeatedly in
7 relationship to the knowledge that IRB members bring to
8 their work and to the failures of investigators, the young
9 ones and more experienced ones, because they simply do not
10 know enough about research ethics or ethics in general.
11 The media is very poorly informed about issues of ethics
12 and policy makers, legislators and the public at large.
13 There is not only the issue of ethics. It is the issue of
14 science education in general that came up through the
15 cloning report.

16 We think that this again is an area where staff
17 background -- and we begin to find out who is doing what.
18 What foundations are out there who have money to do studies
19 on education? What government bodies are doing it or think
20 they are doing it and so forth? Just as in other areas we
21 think we have to lay out a fair amount of information and
22 background studies before we tackle it but we feel very,
23 very strongly about it.

24 Bette Kramer and I spoke about it earlier today

1 and she may want to comment.

2 And then there are some other problems that
3 have been mentioned. Gene patenting, bioethical issues in
4 behavioral research. I have these lower down on the list
5 because there is limit but behavioral research does not fit
6 well into the biomedical model. It has always had
7 discomforts in IRB's and yet an alternative is not clear.
8 And then there is compensation for research related
9 injuries which also keeps coming up and subsiding back down
10 again. I think because nobody can figure out what to do.

11 There are larger areas. The right to health
12 care. The previous national commission articulated the
13 successful -- previously successful one -- articulated
14 years ago that there was a -- that the nation had an
15 ethical obligation to ensure equitable access to medical
16 care. It is now 20 years later. Lots of things have
17 changed. Inequity persists and grows, in fact, and while
18 it is a problem there is a question of whether we should
19 take it up and if we took it up towards what end and what
20 resolution, and what will become out of it.

21 Alta Charo raised the question about the
22 interesting issue about who owns the body as a larger
23 question. There are major cultural differences in what
24 your relationship to your body is in terms of ethics and

1 the law. In Orthodox Judaism you do not own your body.
2 You have not got the right to refuse resuscitation. It is
3 not your's to refuse. The Mormons are also the same way.
4 You do not -- you inhabit, you are a guest in the body and
5 the body is God's. Those are just two of the views.

6 I think most people are very confused about how
7 they feel about their body on whether they own it or not or
8 whether it is an it or a them, and yet those matters have
9 direct bearing on tissue samples, on the consent to
10 research, on legal issues that are poorly resolved that we
11 might take up.

12 And there is a question I have listed here
13 called the limits of clinical care.

14 It has something to do with the issue of
15 progress actually, Zeke, that we talked about before.

16 There is no question that there has been
17 enormous progress in the resuscitation of newborns who
18 previously would have died, in multiple births where
19 previously there would have been no survivors we now have
20 the septuplets, and yet we do not have any real idea of
21 what about the others. What about the kids who did not
22 come out and go on and become the president? Of their
23 class of course. And what about the other ones? What has
24 happened to them? What social resources are used? What

1 are the obligations society has to them? They are a sort
2 of byproduct of progress. In fact, if we saw it all laid
3 out we might not think progress was so wonderful in
4 relationship to them. The same thing with the multiple
5 births.

6 I am struck by the number of elderly or old
7 elderly. They are now called people in their -- in late
8 '80s and '90s who are extremely functional. I have numbers
9 of patients I look at and I wonder how come you are alive.
10 What are you doing alive? And I know why they are alive.
11 They have a cut down the center of their chest. They have
12 had an angioplasty or two. They had a carotid enterectomy
13 and they are out there and functioning.

14 But not every one of them made it and a lot of
15 them ended up in intensive care units for long periods of
16 time with nobody knowing how to stop it. That is also an
17 issue that might be taken up and begun to be explored
18 because I promise you physicians do not have the faintest
19 clue about how to stop those things unless they do it
20 covertly. Yet we sure do know how to start.

21 So those are some of the issues.

22 Finally, as the very last one, and for good
23 reason, I have reproductive technologies. I put it last
24 because I think that it has so many pitfalls that until we

1 have more muscle as a commission, until we have been more
2 successful and maybe more callous is a good way to put it,
3 I think we might be careful about stepping in there where
4 there is so much can happen in relationship to the public.

5 That is our report.

6 DR. SHAPIRO: Well, Eric, thank you very much
7 and thank the others who participated in outlining some of
8 these issues for us.

9 I am going to turn to the commission in a
10 moment. We have perhaps 15 minutes to discuss this or give
11 initial reactions. As I have said, we will read new
12 versions of this as we go along and gradually hone in on an
13 agenda.

14 Let me just say a word about the process side.
15 Perhaps the easiest to resolve and perhaps even the least
16 important.

17 First of all, as you pointed out, having the
18 staff we have now it would be perfectly feasible for us to
19 meet as a group generally and to meet for longer times less
20 often. I am very sympathetic. That is a lot easier for
21 everybody.

22 I just wanted to note that in attempting to put
23 together our calendar over the last few years it has been
24 almost impossible to find two days we could get a majority

1 of the commission available, any two days, so that I am
2 perfectly willing to try. I think, in fact, it is a good
3 idea. I accept the notion it is a good idea to do that.
4 We will give that a try if others on the commission agree
5 because I do think, myself, it is a very good idea and a
6 better way to go about it. So I accept the recommendation
7 speaking personally.

8 If other members of the commission agree we
9 will just go ahead and try once more encouraging everybody
10 to really make an effort to help us out and give us the two
11 days when that is necessary but I like the idea in general.

12 Regarding -- I will just give you my own
13 personal reaction regarding the nature of the reports. I
14 do not think, myself, and I think that was the tenor of
15 your remarks if I understood them, that there is any need
16 to decide on one versus the other. I think we are going to
17 speak in different ways at different times and different
18 kinds of reports depending on the subjects and perhaps even
19 the different audiences.

20 So I much prefer, myself, to preserve
21 flexibility in that respect and focus on the problem and
22 decide given this problem who should we be speaking to
23 first, in what way and in what format, and so on and so
24 forth.

1 I take it that was really the committee's view
2 also.

3 DR. CASSELL: Yes, that is our general feeling.

4 DR. SHAPIRO: But maybe we could start off with
5 the easier part of this and just address what Eric has
6 referred to as the process issues if I can phrase them that
7 way and see and just get a general sense if people would.
8 To take a specific item I would like to meet for longer
9 times but a fewer number of meetings. That really means
10 two days every second month just to take an example rather
11 than one day every month as another example.

12 How do people feel about that?

13 COMMISSIONERS: Yes.

14 DR. SHAPIRO: Let me ask an easier question.
15 Does anybody dissent from that?

16 Okay. We will give that a try. Please make an
17 effort to be helpful to us with your calendars and we will
18 look at this year's schedule because we do not feel -- I do
19 not feel committed to it. We can easily cancel a few
20 meetings this year and make the ones we have longer. We
21 will be back to you. Eric and the staff will be back to
22 you on that issue.

23 DR. MESLIN: If I may, though, it might be
24 useful before we leave that question to consider whether

1 you do want to meet next month, which we had tentatively
2 asked you to put on your calendars. A meeting that was
3 scheduled to be in Los Angeles. You have heard from this
4 morning's discussion that there is a strong desire to get a
5 high quality research product out to you, the stored tissue
6 report, and I suspect you will hear a similar sentiment
7 this afternoon and after tomorrow's subcommittee of the
8 Human Subjects Committee on the report on subjects of
9 questionable decision making capacity.

10 You may either want to speak now or think about
11 this and speak fairly soon because we have made some
12 tentative arrangements to meet in L.A. sometime around the
13 5th or 6th or 6th and 7th of February. It may turn out
14 that it would be easier and make more sense to forego the
15 February meeting and meet in March, which would give us two
16 months to produce the kinds of things that we have been
17 talking about.

18 So I just flag that for you to consider.

19 DR. SHAPIRO: Steve?

20

21 DR. HOLTZMAN: Do we or do we not also have on
22 the schedule a meeting on the 23rd of February?

23 DR. MESLIN: We do not. We had asked you to
24 reserve a couple of dates in February and the date that we

1 had more firmly settled on were the earlier dates.

2 DR. SHAPIRO: Carol?

3 DR. GREIDER: I would like to address the issue
4 of the February 6th meeting. I feel like at least for the
5 Genetics Subcommittee there are a number of issues where we
6 have put off discussing substantive components of putting
7 in specific recommendations in specific boxes in our matrix
8 that we really have to discuss before we can write a
9 report. We do not have the substance yet of a number of
10 those important issues and so I think foregoing a meeting
11 at this point would not be productive because we cannot be
12 doing work in the meantime to write up our reports if we do
13 not have the answers to what we are going to recommend.

14 DR. SHAPIRO: Let me -- let's not try to
15 resolve this sitting here right now but we will over the
16 next day's interaction with members of the committee and
17 the subcommittees decide specifically about the February
18 meeting. We may do everything from have a full commission
19 meeting or if that does not seem desirable and it does seem
20 desirable for the genetics group to get there then we might
21 have that. We might cancel both depending on what is
22 decided and go to March.

23 We cannot avoid dealing with the question that
24 you have raised obviously but let's not try to settle this

1 here. I do have the sense that at least we should try to
2 structure our meetings going forward to the extent that is
3 possible and feasible around roughly day-and-a-half
4 meetings half as frequently as we currently plan.

5 Okay. That is very helpful.

6 We will go ahead and try to organize ourselves
7 that way if we can.

8 Let's go on. There are other issues which we
9 can come back to on process but I think that was perhaps
10 the most important of the ones.

11 Let's go on to the issue of program and the
12 various suggestions that Eric made and let's see if there
13 are any members of the commission who have any reaction to
14 that.

15 Arturo?

16 DR. BRITO: I just wanted to make a comment
17 about general functions as something that Eric mentioned.

18 I thought that we had decided during the
19 cloning report that we were not a regulatory body and maybe
20 I am confused, maybe we just decided for that particular
21 topic. But you mentioned that one of the issues is that --
22 what is our function and I thought we were more of a
23 suggestive body basically depending on what audience we are
24 making suggestions to but not a regulatory. Has that been

1 -- there has been a change of heart amongst some of the
2 members or you just want a clarification?

3 DR. SHAPIRO: No, there has not. Even if we
4 wanted to be, we could not be, but I do not think -- my
5 sense is no. I did not interpret the comments Eric made
6 that way. I interpreted them as the question of whether we
7 should be suggesting regulation to whoever the regulatory
8 bodies are but that is how I interpret what Eric was
9 saying.

10 DR. BRITO: Okay.

11 In terms of the specific topics I want to say
12 that they all sound very apropos obviously but it would be
13 very ambitious to tackle them all. One of the ones that is
14 very focused that I think we should tackle right now and
15 has been raised before is the research being done by this
16 country in other countries, particularly pharmaceuticals
17 particularly with the HIV studies because I think there is
18 a lot of room there where we could contribute both pro and
19 con and reasons for placebo and not placebo, et cetera. I
20 think that is something we could tackle in a short amount
21 of time and do a reasonably good job.

22 Then the education I think is also very
23 important to do because I think there is a lot of
24 misconceptions about suggestions we make or other bodies

1 make particularly from the media and I think that is where
2 we should start with the educational process.

3 And then the behavioral research. We had
4 mentioned before, and I do not know if that has just been
5 lost somewhere, about addressing the issue of research with
6 children or involving children. I think this is where
7 maybe we could tie it in particularly because I think there
8 is a lot of problems with behavioral research lacking in
9 children for various reasons so I think that is where we
10 may be able to tie that in if we decide not to address that
11 specifically at this point.

12 DR. SHAPIRO: Thank you.

13 Jim?

14 DR. CHILDRESS: I very much like the list of
15 immediate concerns and I think I would also note that
16 several of these the Humans Subjects Subcommittee has
17 raised at different points as important for us to cover. I
18 would also mention that a few of these may have a higher
19 status than this indicates. For instance, gene patenting,
20 as I recall, was one of the things we were asked to look at
21 by -- perhaps even in our charter.

22 DR. BRITO: The President, yes.

23 DR. CHILDRESS: Certainly the -- I think one of
24 the documents that established us. So one question would

1 be whether we need to give that greater attention.

2 In addition, the Institutional Review Boards
3 discussion is one that we have been holding off until we
4 can get the materials from the two studies that are
5 underway but the document from the Clinton Administration
6 on Building Public Trust indicated that we would make a
7 report on this within a year. That year is now passed but
8 it is certainly something I think we need to attend to.

9 The Belmont Report Revisited I think is a great
10 opportunity for us to think through, particularly in
11 relation to a concern that Zeke Emanuel raised at our very
12 first meeting, whether these principles are too
13 individualistic and perhaps need to incorporate greater
14 sense of community. This is something that runs throughout
15 our discussion of human subjects research as well as the
16 tissue samples report. I hope that we could do that over
17 the next year.

18 DR. SHAPIRO: Thank you.

19 Bernie?

20 DR. LO: I also like the list a lot. I think
21 it is very rich. I would like to pick up on something you
22 said, Eric, in terms of what is the audience we are aiming
23 for. What is the opportunity to change something, whether
24 it is policy or just the way people look at a problem?

1 I guess I would ask the question a different
2 way. Where do we have an opportunity to make a difference?
3 We could write a really nice report but where is it going
4 to make a difference in terms of changing policies,
5 changing practice or changing how people think? Is there a
6 group of people out there that want to hear what we have to
7 say?

8 So far all the things we have done we have been
9 lucky in that the audience was preexisting so people wanted
10 to hear about cloning. There are a lot of people who want
11 to hear about stored tissue samples. There are a lot of
12 people who want to hear about research on people with
13 questionable decision making capacity. I think it would be
14 nice to pick a topic where there are some people out there
15 who want us to say something and are likely to at least
16 listen to us even if they do not follow our advice.

17 DR. SHAPIRO: Thank you.

18 Other comments?

19 David?

20 DR. COX: So Eric spoke for me in a way being a
21 member of the group but I would just like to say that out
22 of all of these the one that is highest for me is this
23 revisiting the Belmont Report. I say that because as the
24 National Bioethics Advisory Commission that if we can look

1 and ask what the foundation of this country's bioethics --
2 if it has changed one way or another then that is an
3 extremely important task. So I am -- it is a favorite one
4 of mine.

5 DR. SHAPIRO: Let me make a comment about that
6 particular one as I have thought about it, that is the
7 Belmont Report 1999, I guess is it's -- right, was it '79?
8 Yes, 1999. That actually is around the corner in terms of
9 doing something thoughtful and meaningful. We can devote a
10 certain amount of time to that because I think it is so
11 important but we will be limited in the amount of time.

12 What I thought about in terms of that is we
13 might take the lead in sponsoring some work in that area,
14 whether it is a volume of essays or whatever it is, we
15 could work on it, to which some members of this group may
16 choose to contribute as opposed to issuing a so to speak
17 new -- that is not what was suggested -- Belmont Report.
18 Those are the things I think we have to think through but I
19 agree with you, David and Eric, and the others who have
20 thought about this that we should not let that event pass
21 without some kind of event, some kind of response. I think
22 that is right.

23 Yes, Bette?

24 DR. KRAMER: I would hope that with all the

1 specific subjects that we address that we will not let go
2 of this factor of education. I think Bernie just mentioned
3 where is the audience. Well, I think it is incumbent upon
4 us to seize the opportunity that we have and the obligation
5 I believe we have to enlarge the audience. The only way we
6 are going to be able to do that is by providing or
7 fostering some educational efforts.

8 I think that Eric mentioned that he feels the
9 issues of privacy and confidentiality are insolvable at
10 this time and that what we can do is lay it out. But
11 insofar as we do not enlarge the audience to whom we are
12 speaking it is not going to be helpful.

13 DR. SHAPIRO: Thank you.

14 Let me ask a question of Arturo.

15 Arturo, I did not quite understand what you
16 were referring to when you referred to research with
17 children or involving children and you tied that to
18 behavioral research in some way. I just could not quite
19 articulate or draw in my own mind exactly what kinds of
20 things you were thinking about.

21 DR. BRITO: Initially we decided not to address
22 the issue of children, research in children, because there
23 are regulations in the Common Rule that are somewhat vague
24 but they are there.

1 DR. SHAPIRO: Right.

2 DR. BRITO: And we went just with decisionally
3 impaired.

4 Then in discussing -- but in the context of
5 discussing that we have discovered basically or I have
6 discovered or some of us have discovered basically the main
7 issue right now, the main criticism of research that
8 involves children is that children are not being included
9 enough in mental health research, behavioral research,
10 because the regulations -- at least in this country the
11 regulations are, although vague, they -- research has not
12 attempted to involve them in that because of the risks, et
13 cetera. And that has become questionably unethical in
14 itself not to include children.

15 So I understand from behavioral researchers
16 that maybe --

17 DR. SHAPIRO: Maybe one of the things we could
18 at least consider is revisiting the existing regulations
19 regarding the use of children and see whether those could
20 be expanded, changed, reshaped or somehow supplemented in
21 ways that would be helpful but okay. I just was not clear
22 exactly what you were suggesting.

23 All right. Let me suggest that what we will do
24 is -- this will be on our agenda every meeting. Probably

1 not for an overly lengthy period of time. But we will come
2 to our next meeting whether it happens to be in February or
3 some other more distant date with what we consider an
4 update or some suggestions that are associated with each of
5 these, dropping some, adding some, and we will just
6 contribute to the discussion and see where it takes us.

7 Is that satisfactory to everyone?

8 Okay. Thank you very much.

9 Let's go on to our next topic, which is the
10 report from the Human Subjects Subcommittee regarding
11 decisional impaired and people with questionable decision
12 making capacity. This is subject, of course, we have
13 visited at enough numerous meetings. Now we have a report.

14 I want to thank Jonathan again and others who
15 contributed to it. Jim and others who contributed to that.
16 At least my own observation is that each one of these
17 drafts has made important improvements and are very
18 responsive to a number of issues raised here so I want to
19 thank you, Jim, for that and thank Jonathan and others who
20 have worked on it.

21 So, Jim, let me turn to you now to sort of take
22 us through this discussion.

23 REPORT FROM THE HUMAN SUBJECTS SUBCOMMITTEE:

24 RESEARCH WITH DECISIONALLY IMPAIRED SUBJECTS

1 DR. CHILDRESS: Thank you. I would second your
2 expression of appreciation to Jonathan and now to Eric, who
3 has joined us, but also to members of the subcommittee who
4 participated very helpfully in this process.

5 I would like to have one item passed out. It
6 is a response I just received this morning from the
7 National Institute of Mental Health to the November draft
8 of the report. Enough copies were provided to make
9 available to everyone.

10 Let me offer my comments under three headings.
11 Why, how and what, or a priority processing of the product
12 if you prefer the latter.

13 Why? Why did we give this topic priority? It
14 has been on our agenda since the very first meeting of the
15 subcommittee last December a year ago and then it was added
16 to the commission's agenda as a whole at a subsequent
17 meeting.

18 Why? There is a long history of discussion of
19 this particular set of research subjects, particularly
20 following the work of the national commission whose
21 recommendations of special protections were not adopted.
22 Many researchers, many subjects and their families,
23 believe that additional guidance is needed to make sure
24 that subjects with questionable decision making capacity

1 are adequately protected and also to ensure public trust as
2 essential to enable appropriate and valuable research to go
3 forward.

4 There are various proposals in the literature.
5 For example, if one looks over the last two years at the
6 large number of articles on this topic with recommendations
7 of various kinds of guidelines.

8 How? How do we get to this point and what
9 process we are following? Well, we have heard from a
10 number of investigators, subjects, families of subjects,
11 policy makers, commentators and others, both those who were
12 invited and those who volunteered to contribute either
13 written materials or public testimony. Certainly one
14 valuable session, very valuable session was the large
15 public hearing we held in mid-September.

16 In addition, we have had contract papers from
17 Rebecca Dresser. A very large and helpful paper that then
18 Jonathan Moreno used as a basis for the draft that you have
19 before you. A draft that has gone through several
20 different versions already.

21 In addition, you will be getting later today --
22 there was a confusion bout whether we could get copies made
23 and when -- a few additional pages prepared under contract
24 with Paul Appelbaum to go into those sections in Chapter 1

1 with appropriate modifications having to do with the
2 different disorders that are particularly relevant to our
3 discussion and the promise of research in this area.

4 In addition, we are exploring the possibility
5 of another paper looking at measurement of competence,
6 kinds of value issues lurking in that discussion. And also
7 a literature search on research involving greater than
8 minimal risk. These are things that we will come back and
9 discuss.

10 Another important part of the process is
11 attending -- several subcommittee members attended a
12 National Institute of Health sponsored inter-institute
13 conference looking at possible guidance for investigators
14 and IRB's in the area of research involving subjects with
15 questionable competence or questionable capacity. This was
16 a very important meeting.

17 A report will be coming out of that by the end
18 of the month and we will make that available to everyone.
19 But those of us who participated in the meeting were able
20 then to make recommendations for the revision of the draft
21 and the draft you have before you includes in bold a lot of
22 those additions as well as other additions that were made
23 and suggestions not only from subcommittee members but from
24 other commissioners.

1 What do we have? What product? Well, as I
2 noted this draft builds on all the written and publicly
3 presented materials I noted.

4 There are problems. We think it has made -- we
5 made considerable progress with this report but as people
6 who have read it within the commission and outside have
7 noted one of the big questions that arises is whether we
8 have established an adequate connection between the first
9 several chapters and the conclusions and recommendations.
10 I think all of us agree, no, we have not done that.

11 One important possible contribution of this
12 meeting would be for us to get clear about the kinds of
13 recommendations we want to make because that would then
14 lead us -- give us a way to restructure the report. I
15 think much of the analysis, thanks to Rebecca and Jonathan
16 and others, is in very good shape but now we really need to
17 know how to structure this depending on the recommendations
18 that we want to make.

19 So I would -- I guess another aspect of that
20 would be how much we want to recommend in terms of
21 regulation and how much we want to recommend in terms of
22 guidance. So one strong recommendation from the NIH
23 conference in early December was no more regulation but we
24 are actually in the current draft proposing regulations and

1 we need obviously to keep that in mind.

2 Well, let me stop there and see if there is
3 anything Jonathan would like to add and then we will open
4 it to discussion.

5 DR. MORENO: Just very briefly. On page 150 on
6 my copy the final line is missing. It was dropped between
7 my computer and the NBAC distribution process. The word
8 "and" appears on that summary of recommended framework.
9 After that word "and" should be the phrase "health care
10 professional monitor." It is reflected in the text but it
11 did not -- it got dropped. That last line got dropped.

12 DR. CHILDRESS: Say that again, Jonathan.

13 DR. MORENO: Sure. The last line in the
14 summary of recommended research on page 150 in the right
15 column you will see the word italicized "and" which is
16 followed by nothing.

17 DR. CHILDRESS: Right.

18 DR. MORENO: I did not mean that to be a fill
19 in the blank test for members of the commission. It occurs
20 to me at this moment that might not be a bad idea. The
21 last line should read "and" and the last line is "health
22 care professional monitor."

23 MR. CAPRON: Health care professional monitor.

24 DR. MORENO: Health care professional monitor.

1 That is not a monitor for health care professionals. That
2 is a health care professional to monitor research with
3 respect to the well-being of the subjects of research for
4 this category of research. This is reflected in the text.
5 It just got dropped from this page.

6 That is all, Jim.

7 DR. SHAPIRO: Jim, why don't -- if there are
8 any comments any of you have let me turn the chair over to
9 Jim for the rest of this discussion.

10 DR. CHILDRESS: All right. The floor is open
11 for discussion. Again I would like to have all of the
12 suggestions you have for the revision of the report. We do
13 not have a lot of time so some of those you may want to
14 submit by e-mail. I think it would be particularly helpful
15 if we could look at some of the recommendations, the ones
16 that are given here, and the kinds of modifications you
17 would propose for them. That will help us then think
18 further about the revision of the report.

19 DR. EMANUEL: Jim, in this summary of the
20 recommendations there is no potential benefit, no potential
21 benefit issue, and the use of advanced directives. I have
22 for reasons you and many others in this room know about
23 serious concerns about that as an operative principle. We
24 have a lot of data that it does not work in other areas.

1 We are now going to import something which does not work
2 somewhere else into this area and I am concerned about
3 that.

4 I think the intention is understandable and
5 right but the potential operation is likely not -- for lots
6 of reasons not to meet that. So I am not -- I think this
7 is a very important step that, you know, needs elaboration
8 and consideration. I am very unclear as to why it is
9 there.

10 DR. CHILDRESS: Thanks. We will get response
11 from others.

12 I share many of those reservations, as Tom
13 mentioned, regarding the report this morning. This is a
14 work in progress and the fact that it appears in this form
15 does not suggest or should not be taken to suggest
16 unanimity among the subcommittee members about particular
17 matters here. So this is one that is still under
18 discussion.

19 Eric?

20 DR. CASSELL: I just want to register I share
21 the same concerns.

22 DR. FLYNN: Could we hear --

23 DR. CHILDRESS: Laurie?

24 DR. FLYNN: I do not mean to interrupt. I just

1 would benefit from hearing a little bit more discussion
2 from Zeke or Eric as to the concerns they have seen in
3 other areas and the dangers they see in trying to import
4 this into this arena.

5 DR. EMANUEL: Well, I mean the sort of end of
6 life area where the advanced directives have had the most
7 run for the money. There are a number of problems which
8 have been identified. Failure to fill them out. Failure
9 to understand what you have filled out. Failure to
10 implement them at the appropriate time. Questions about
11 stability over time. And I think relying -- and they have
12 never been tested in the area of research. They have been
13 -- I mean, we have looked at them in an area that has a lot
14 more salience maybe for people.

15 I think as a mechanism we have had, you know,
16 maybe 20 years of experience with them and I generally
17 think the conclusion in the field even by myself, who is an
18 ardent advocate, is we trusted them too much. At best they
19 are part of a process. And we end up, like many things,
20 relying on a document that does not seem to reflect the
21 process. Most people do not use them even after extensive
22 publicity. I mean, it is hard to understand how much
23 publicity. You know, most people do not do it even if they
24 want them.

1 So it is -- I mean, I think as we heard from
2 the people in the New York group the idea that people are
3 actually going to do this is, I think, clearly unrealistic.
4 You just have to understand that if you put this into place
5 you cannot have any greater hope than five or ten percent
6 of people are ever going to do this. I think we must be
7 very clear about that.

8 It is not because only five or ten percent of
9 people may want to participate in research. I mean, if
10 there is anything we know, there is a big gap between
11 attitude and action here.

12 DR. CHILDRESS: I have Eric and then Alex.

13 DR. CASSELL: And then the other issue of it is
14 then they are not heeded. The evidence shows that then the
15 people for whom they were written, that is the physicians
16 in care, do not pay attention to them.

17 Now the conclusion that is usually drawn is
18 that is because they are bad guys and they do not want to
19 pay attention. I think that is not it at all. They do not
20 know how. They do not know how not to treat. They do not
21 know how in this kind of thing to apply a directive written
22 way ahead to a piece of research which will not really
23 precisely the way it was that that directive was written
24 for so we have this problem.

1 There is another aspect of this which is we
2 keep talking about more communitarian view of what the
3 process is and then when we come to write a recommendation
4 we are right back to trying to do it as though there was no
5 community whatsoever and we have not protected this person
6 totally against without having put some kind of standard in
7 that would allow the research to go on and protect the
8 individual.

9 Now, I do not know -- you could come back to me
10 and say, "Well, Eric, can you solve that?" Well, I do not
11 know whether I can but I know that is -- even if I cannot
12 it is not a reason to keep putting back into place
13 something that did not work before.

14 DR. CHILDRESS: One criticism of the draft
15 notes that we make the family a part of the health care
16 team, that is care giving a part, but we then take the
17 family away from this individual.

18 But let me just, before turning to Alex, raise
19 one question for Zeke.

20 Your comments were stated in general terms. Do
21 you take them to apply to what one might call procedural
22 events, directives, as well as substantive ones, that is to
23 ones that recommend a designated decision maker versus the
24 advanced directives that set out standards for decision

1 making?

2 Your comments were just stated in general
3 terms? You apply them equally to both?

4 DR. EMANUEL: As you know from my writing I
5 think yes. I mean, I think the answer is if you look at
6 substantive decisions we have lots of problems but clearly
7 people do not feel about it. If you look even at
8 procedural ones, appointing a proxy, you have a different
9 set but also a set of -- first of all, people do not
10 actually fill the documents out, number one. Two, when
11 they fill them out they actually do not talk to someone so
12 that you are sure that the attitudes are on the same
13 wavelength.

14 Many of the -- I mean, a lot of this happens
15 informally and people think what has happened informally is
16 what happens formally.

17 If I could have a parenthesis because Eric
18 prompted something which I think is extremely important and
19 actually I think cuts across the report we heard this
20 morning and this, which is our understanding of informed
21 consent and what we really want to achieve. I mean, this
22 is a process for something we want to achieve that is
23 different.

24 I think Rhetaugh raised the issue.

1 If I could just for a minute say something.
2 Informed consent occurs over a spectrum. The detailed
3 elaborate delineation where you have really gone through it
4 with someone and it is an extensive process and not just a
5 form is an ideal.

6 DR. DUMAS: Right.

7 DR. EMANUEL: In both the settings that we are
8 dealing with we cannot reach that ideal for many reasons it
9 seems to me because we are asking prospectively way before
10 the event and so we will not have a lot of the information.

11 We are going to have something less than the
12 ideal and the question there for us is what are we
13 satisfied with and what role is consent supposed to play in
14 that process.

15 I think -- I mean, I am like Rhetaugh. We
16 should never give up informed consent as a standard but we
17 also should not fool ourselves that just because we have
18 this piece of paper we have gotten informed consent and we
19 have respected autonomy in that way. There are other
20 things that need to be considered and I think -- I am just
21 worried that again we may -- we may feel better but we
22 actually have not improved the system and improved the
23 protection and really respected autonomy any more by just
24 having this form.

1 DR. CHILDRESS: After again Alex and Bernie, I
2 am going to also ask Trish, who has been one of the major
3 advocates for some kind of research advance directive in
4 our subcommittee, to offer some views because we are
5 hitting mainly the critical points and I want to get the
6 positive ones.

7 Alex, and then Bernie, and then Trish.

8 MR. CAPRON: Zeke, I share many of the concerns
9 about advance directives in end of life care that you have
10 articulated. I do think it is worthwhile not being
11 confused by the similarity of the phrase "advance
12 directive" to import all of those problems to this area for
13 several reasons.

14 Before I get to the reasons let me make one
15 other preparatory comment, which is the problem always of
16 the best being enemy of the good. I fully share with you
17 and have spent years and years writing about the difference
18 between the consent form and so forth and informed consent.

19 Our ideal ought to be an ongoing process of
20 conversation between investigator and subject. Where that
21 is not achieved the question is what do you do instead. Is
22 it better to go ahead with an experiment that has no
23 potential benefit to a mentally impaired subject who has
24 never been asked whether or not if unable to give

1 contemporaneous consent he or she would want to be involved
2 or is it better to go ahead where there has at least been
3 the conversation and there was an apparent agreement to go
4 ahead? That is the question.

5 I am not telling you that the answer is
6 ineluctable but it does seem to me that if you -- it is
7 possible to distinguish those two categories of subjects
8 and I, for one, would think it is at least better, if not
9 perfect because we do not know how good the consent process
10 was, to go ahead where the subject has had it raised that
11 there may be kinds of research that has no potential
12 benefit to you. You do not have to participate in that.
13 Some people choose to and some people do not. We are
14 giving you an opportunity now to indicate your wish on that
15 because at the point where it becomes relevant you may be
16 in a phase of your illness where we cannot ask you or where
17 you cannot answer us.

18 Now, I would argue that there is reason to
19 believe that is preferable to going ahead when we have no -
20 - we have never asked the question and we have never had
21 that kind of directive.

22 Then the second question, when we face that
23 issue someone is going to have to be involved in the
24 decision process with the investigator. Do you have

1 someone whom you would be most comfortable playing that
2 role? It might not be your mother or your father or your
3 brother or your child. It might be someone else or it
4 might be among those people, one particular one of them.

5 Again we might from the outside say that the
6 choice of one of those people is not the best choice in the
7 world and that there are psychological reasons why that
8 person was chosen even though she or he is not the most
9 informed or rational of all the people who could have been
10 chosen. But again is there not something to be said with
11 finding out what that person believes -- who he believes to
12 be the person who is best able to step into the shoes and
13 make a decision of the type that he would want to have
14 made?

15 Now those are both things which you can achieve
16 contemporaneously. The latter you do not really need but
17 you might need it during like I am in surgery and I want my
18 wife to be the one they come out and ask whether they
19 should do something they were not anticipating. Fine. You
20 can do that in the informed consent or you could do it in
21 an advance directive.

22 With these patients that we are talking about
23 here those same kinds of considerations arise.

24 It seems to me the fact that physicians caring

1 for patients at the end of life in half the cases do not
2 even know that there is an advanced directive, that many
3 people do not think about their own dying process and,
4 therefore, do not fill out directives, that when the
5 directives are written they are often written in terms that
6 are too vague to apply.

7 Did he mean no food and fluids if we could get
8 him over the hump here? Did he mean -- what is heroic
9 methods? Those are not really very strong objections to
10 the particular advanced directive for research that we are
11 talking about here.

12 So I would hope that we would not throw out
13 this concept simply because of a bad experience in another
14 field and that we would not throw it out because it is not
15 as good as the perfect ongoing process of discussion and
16 fully informed consent going back and forth.

17 DR. CHILDRESS: Let me add one other point to
18 that because I am not sure this came in Zeke's original
19 statement. That is we are in this particular draft
20 limiting this requirement to greater than minimal risk.
21 That is very important because --

22 MR. CAPRON: Of no benefit.

23 DR. EMANUEL: No, no, no.

24 DR. CHILDRESS: It applies to greater than

1 minimal risk in nonpotentially beneficial research.

2 DR. EMANUEL: Wait a second. As I read the
3 chart on page 150 it says --

4 DR. CASSELL: That is minimal risk.

5 DR. KRAMER: Where are you?

6 DR. EMANUEL: It says minimal risk.

7 MR. CAPRON: No, no, minimal has an X in it.

8 DR. CHILDRESS: The X is there. No, no, that
9 is --

10 DR. EMANUEL: X means that is minimal risk,
11 right?

12 DR. CASSELL: It just means the unknown.

13 MR. CAPRON: No, there is no -- we have not
14 specified the requirements where it is minimal risk.

15 DR. CHILDRESS: That is right.

16 MR. CAPRON: Greater than minimal risk on
17 people who are not going to get any benefit.

18 DR. CHILDRESS: See that is very important
19 because --

20 MR. CAPRON: And we know this kind of research
21 has gone on and we are disturbed by this type of research.

22 DR. CHILDRESS: And, see, that is a -- I am
23 assuming that you are -- so I am assuming that you were
24 building it into the -- would that lead you to state your

1 views differently now that we are clear about what we mean
2 here because we are limiting this to greater than minimal
3 risk nonpotentially beneficial research?

4 DR. EMANUEL: Well, I think there are two
5 separate things. One -- sorry, I misinterpreted the chart.
6 I apologize. I did not interpret --

7 MR. CAPRON: It is a fault of the chart. It is
8 easy --

9 DR. CHILDRESS: Instead of X put --

10 DR. EMANUEL: It is my fault. I was -- I
11 understand the -- let me separate it. I understand the
12 motivation in this category of greater than minimal risk or
13 no potential benefit to want higher levels of protections.
14 I still object or still find the idea of trying to use
15 advance directives -- not going to reach the objective.

16 What I heard from Alex and what I hear around
17 the table is we share the concern. We need protections for
18 people. The question is whether this answers that concern
19 and whether this is the procedure that is going to answer
20 that concern.

21 My sense, again importing some information from
22 other areas, is it is not going to.

23 Two things in response to Alex. First, I agree
24 end of life may not be a perfect analogy here. On the

1 other hand one should not be starry eyed, optimistic, as if
2 there is no carry over. It is completely different because
3 we have a lot of experience there and we have no empirical
4 experience in this area.

5 Second, I am not sure I would pose the question
6 as Alex did, which lets you -- I mean, the way Alex posed
7 it was very stark. Either you talk to them and get their
8 prospective consent or you do not and you just do it to
9 them. Those are not the only kinds of protections. I
10 would not -- I mean, if you ask me that question my
11 reaction to the question is you have posed the wrong
12 question. You have posed a false question.

13 DR. CASSELL: Could you elaborate on how? I
14 mean, what is the alternative?

15 DR. EMANUEL: Well, I mean, it seems to me that
16 if you have got --

17 DR. HOLTZMAN: He wants you to be closer to the
18 mike.

19 DR. EMANUEL: I is coming.

20 (Laughter.)

21 DR. EMANUEL: I mean, first of all,

22 (Laughter.)

23 DR. HOLTZMAN: You better say the right thing.

24 (Laughter.)

1 DR. EMANUEL: First of all, I mean if -- here,
2 I think, it crucially depends -- I think as Eric was trying
3 tko suggest -- what kind of understanding of that research
4 you have, whether it -- people who are concerned about this
5 group that is going to be experimented on have been
6 involved in the process of planning the experiments. I
7 think those are other substantive protections that, in
8 fact, lower my overall concern for the need to be sure you
9 have got this full-blooded or as close to full-blooded
10 consent as you have.

11 I think there is a trade off here in my own
12 mind between the kinds of protections you have, how sure
13 you are that there is no benefit to the subject, how sure
14 you are that this is greater than minimal risk. Whether,
15 in fact, the research results -- the community of concern
16 thinks that the research results are going to be very
17 important to them. These are lots of things that come into
18 it and it is not just consent.

19 MR. CAPRON: But there certainly are needs for
20 other protections. The question I think we have based upon
21 experience that we have looked at in the psychiatric
22 facilities is the willingness of researchers to (a)
23 describe research or potential benefit that does not seem
24 to be very likely to have any benefit but (b) the question

1 of where that trade off comes. And you can have had other
2 people with similar illnesses agreeing and you can even
3 have a legally authorized representative agreeing.

4 Our sense was you should not do something to
5 somebody which has greater than minimal risk and by the
6 design, even the designers would say, it is not designed to
7 do them any benefit and any benefit would be totally
8 adventitious and unexpected without that person having said
9 if the time comes I am willing to be in that kind of an
10 experiment because I, like you, Mr. Researcher, value the
11 outcome of research enough to subject myself in a state in
12 which I am not capable of protecting myself and not capable
13 of indicating that I want to withdraw, and everything else
14 we think of as normal protections that people have I,
15 myself, am willing to take that risk in order to advance
16 science.

17 It is here, unlike -- I mean, I do not know
18 what I feel in the end about all the losses that will -- if
19 we cannot get access to every human tissue without consent
20 -- I mean, you know, I do not know where I come out on that
21 yet. You all will still have to convince me. But I do
22 know what I think about living human beings who cannot
23 protect themselves and are going to be used in greater than
24 minimal research. I do not want it done unless they have

1 said it is okay with them. That is just the bottom line on
2 this point.

3 DR. CHILDRESS: Before I turn to Bernie, Trish
4 and Eric, let me just note Harold and Eric Meslin had
5 called my attention to what appears to be an error on 145
6 under four, "and IRB may approve this category of research
7 only if the potential subject has given informed consent."
8 I think the "and" should be "or." Has actually given
9 advance directive to be consistent with --

10 MR. CAPRON: It says "or." "Or if incapable
11 has executed an advanced directive," doesn't it?

12 DR. CHILDRESS: On 145?

13 MR. CAPRON: 145, second line --

14 DR. MESLIN: Second line of four.

15 DR. CHILDRESS: Mine does not.

16 MR. CAPRON: Oh, no. Look at the top of the
17 page.

18 DR. CHILDRESS: I know but --

19 MR. CAPRON: Oh. Oh, I am sorry. I was
20 looking at the top of the page.

21 DR. CHILDRESS: Look down under number 4.

22 DR. SHAPIRO: Could you read that again?

23 MR. CAPRON That is potentially beneficial.

24 DR. CHILDRESS: That is right. We do not

1 require --

2 MR. CAPRON: Three --

3 DR. CHILDRESS: -- an advance directive for
4 potentially beneficial.

5 MR. CAPRON: That is right.

6 DR. CHILDRESS: But it says it under number
7 four. At least our draft says it.

8 MR. CAPRON: Oh, I am sorry. I am sorry. I
9 understand.

10 DR. SHAPIRO: Can you repeat that?

11 DR. CHILDRESS: Yes. It should be -- the "and"
12 should be "or."

13 MR. CAPRON: The thing that we have been
14 discussing is point number three and you are now switching
15 to point number four.

16 DR. CHILDRESS: Well, this is just to get this
17 clarification in. Thanks to Harold and Eric for calling it
18 to my attention.

19 Bernie?

20 DR. LO: Yes. Let me also speak as someone who
21 has tried to work in the field of advance directives and
22 end of life care and it has been disappointing to say the
23 least that it has not worked out better. So although I
24 think we cannot translate all that experience, there

1 actually are some pertinent differences, and one being, I
2 think, that some of the people you are talking about as
3 potential subjects may have a remitting and relapsing
4 course -- I mean, there are moments of whatever you want to
5 call it, remission or treatment -- may be able to be quite
6 decisionally capable and actually have some sense of what
7 it was like to relapse.

8 But I am very skeptical about many people
9 filling these out. I mean, some will. I guess you want to
10 give that opportunity. But I guess my suggestion would be
11 that what you are really doing, I think, with the current
12 proposal is saying for all intents and purposes research
13 that does not provide benefit and is more than minimal risk
14 is probably not going to happen. It is going to -- you are
15 going to have to work very, very hard to find that small
16 group of individuals who are willing to fill out that
17 research advance directive and you probably will not. That
18 may be fine if that is what you want to do.

19 I have some other comments that have to do with
20 sort of our conceptual thinking behind why we -- why are we
21 so willing to say that a piece of paper which is really
22 just a signature and a notarization and may not express any
23 more understanding, commitment or having thought through a
24 decision, I think it really goes back to this notion of

1 informed consent. I would like to suggest that informed
2 consent is important but we should not try and make things
3 sound as if they are very much like informed consent when
4 they are not.

5 I think the real issue is that it is not that
6 we get consent or not, that we do not want to do things to
7 people that they would not want us to do or they did not
8 even know about and it is just very uncomfortable. If they
9 consent we figure, well, they let us do it so that is okay.
10 But I think there are other degrees of respecting autonomy,
11 many of which I think you have worked into the report.

12 One is failure to assent even if the patient is
13 uninformed has to be respected. I think that is very
14 important and I would say that you actually have to seek
15 affirmative assent. You cannot just say they did not
16 object so we will do it. You have to say is it okay if I
17 draw your blood.

18 I think that is -- you know, we were talking
19 about incremental improvements this morning. I think that
20 is an incremental but substantial improvement over what
21 happens now where you just get the blood drawn because, you
22 know, we want to draw your blood and you do not object.

23 I think the other thing we tend to do is we try
24 to fit everything in some autonomy model even when it does

1 not. Most of these decisions for people of questionable
2 capacity really have a lot more to do with what someone
3 else thinks is in their best interest.

4 I think one of the things that I like about
5 this draft that I think we need to sharpen even more is a
6 willingness to say that family members by default, unless
7 shown otherwise, are the natural surrogates to whom we turn
8 for decisions about is it in this patient's best interest
9 to be a research subject. That is a big change. I mean,
10 if we are willing to say that leaving aside the -- it
11 depends on whether it is benefit and risk.

12 But, you know, Alex, to go back to what you
13 always reminded us sort of the history of this. I mean,
14 there is a school of thought that, you know, it was very,
15 you know, cogent, I think, that said, no, that you cannot
16 do anything to a subject without their free and voluntary
17 consent. It goes right back to the Nuremberg code. So
18 that if we are really saying a family member may consent or
19 may give permission under certain circumstances, again that
20 is -- and if we really involve the family members in a
21 meaningful decision as best they can make it, again I think
22 that is an incremental but substantial improvement.

23 As long as I have the floor I am going to just
24 sort of sneak in another point that is unrelated.

1 I was impressed that a lot of the
2 recommendations are let's have the good people in the IRB
3 settle this one for us at the local level.

4 (Laughter.)

5 I guess I am really skeptical. I mean, it may
6 be --

7 (Simultaneous discussion.)

8 DR. LO: Should we do a global search and
9 replace? This is a really tough question. We do not
10 really have a good answer yet on how to solve it. We are
11 still thinking but in the meanwhile we are going to pass it
12 on and we hope these poor overworked, under trained, unpaid
13 people in the IRB will do a better job than nothing at all.
14 But I think we really should be fairly honest and say if we
15 are saying the IRB should decide on a case by case basis
16 and recommend, that is really not a very robust guarantee.

17 DR. DUMAS: I agree.

18 DR. CHILDRESS: Trish, and Eric, and I think I
19 saw David's hand.

20 Trish?

21 MS. BACKLAR: First of all, I want to say that
22 it is a shape --

23 DR. SHAPIRO: The microphone.

24 MS. BACKLAR: First of all, I would like to say

1 that it is a shame that we are calling this an advance
2 directive because I think that it is a very -- the document
3 that we describe as a RAD in here is really very different
4 from the kind of advance directive for end of life care.

5 Secondly, I see it much more as a kind of
6 ongoing contract with the researchers which can change as
7 time goes along so if the subject objects at any time they
8 can go out. Plus it involves certain safeguards like a
9 surrogate decision maker. Plus I do not know if we
10 actually filled this out -- I have to go back and look and
11 see exactly what Jonathan said.

12 But there should be also some kind of outside
13 health care provider who is also involved and is not part
14 of the research so that it is not simply an agreement to be
15 in a research protocol and it certainly should not be done
16 ahead of being -- I mean, it should be part of the informed
17 consent process. The surrogate would be part of the
18 informed consent process. All the safeguards would be
19 built into a contract to protect the person who may have
20 fluctuating incapacity.

21 DR. CHILDRESS: Have you taken out -- I guess
22 one question would be then what role advance plays in this
23 at all?

24 DR. CASSELL: What role has what?

1 DR. CHILDRESS: What role advance plays in
2 this? I mean, this is just before the research but it is
3 hardly advance in the same sense that we are talking about
4 so maybe we have the wrong language here.

5 MS. BACKLAR: Correct. Maybe -- because since
6 you notice in the RAD it really has to be tied to a
7 specific research protocol. It is not just for any
8 research that may come along.

9 DR. CHILDRESS: But then that is -- then
10 perhaps we are misleading.

11 MS. BACKLAR: Right.

12 DR. CHILDRESS: The report needs to be altered
13 then and basically get rid of the language about research
14 advance directive.

15 DR. EMANUEL: Could you just tell me -- say I
16 have a waxing and waning condition. I do not know. Manic
17 depressive disorder or something.

18 MS. BACKLAR: Right.

19 DR. EMANUEL: How exactly -- and the researcher
20 wants --

21 MS. BACKLAR: The research --

22 DR. EMANUEL: -- the researcher wants to get me
23 at the depressive moment. Okay. That is whatever the
24 research is. It has got to get me at that moment. Now how

1 is it going to do it? I mean, basically what you have
2 described is informed consent. I do not see how it is
3 anything different than informed consent. An advance
4 directive --

5 MS. BACKLAR: I tell you what is advance about
6 it.

7 DR. CHILDRESS: It may be an improvement --

8 MS. BACKLAR: The advance part of it is in a
9 sense the person is preparing in case they lose capacity
10 and at a time that they lose -- they should lose capacity
11 for decision making if they are in the research protocol,
12 which might involve coming off medications or various
13 things, that for sure they have with them a surrogate and
14 an outside provider. So in a sense that is the advance
15 part of it.

16 While they have capacity to make decisions for
17 themselves they will.

18 DR. CHILDRESS: But we could simply require
19 those mechanisms without connecting it with the notion of
20 an advance directive.

21 DR. EMANUEL: I also might mention that does
22 not apply well to the dementia category, which at least
23 from a numerical standpoint --

24 MS. BACKLAR: I understand that.

1 DR. EMANUEL: -- is a much bigger category.

2 MS. BACKLAR: Well, we -- what I was thinking
3 of is setting up a model out of which one might change in
4 terms of the different categories. You will notice in the
5 beginning we categorize people with capacity. We have four
6 kind of models. This was really set up thinking of people
7 with fluctuating incapacity.

8 DR. CHILDRESS: Anything else at this point,
9 Trish?

10 MS. BACKLAR: Not at the moment.

11 DR. CHILDRESS: Okay.

12 Eric?

13 DR. CASSELL: Well, it is King Solomon's
14 headache revisited.

15 (Laughter.)

16 Bernie is absolutely right about a very crucial
17 issue. Here it is we want to move forward, the
18 decisionally impaired problem is here, we have got to solve
19 it, and then we come right up against it and we are going
20 to use the same mechanism that did not work before, and we
21 are going to use the same IRB. Bernie and I are jumping up
22 and down and saying, "education, education, here, there and
23 everywhere," but we are not educating them. We are going
24 to go in there and talk about an advance directive and we

1 cannot even agree on what that is.

2 And then even here in number four where an
3 "and" is being added -- gee, that -- wait a minute. That
4 means that --

5 DR. CHILDRESS: No, the "or" replaces an "and."

6 DR. MESLIN: It is being replaced.

7 DR. CASSELL: The "and" replaces the "or,"
8 right?

9 DR. CHILDRESS: No, the "or" replaces "and."

10 MS. BACKLAR: "Or" replaces the "and."

11 DR. CASSELL: Oh, thank God for that. That is
12 okay.

13 (Laughter.)

14 DR. LO: We solved that problem.

15 DR. CASSELL: So that is solved.

16 Now all we have to do is solve the problem of
17 we do not know what an advance directive is and we are
18 depending on an IRB.

19 I do not want to go back and say, "Well, that
20 is it. We gave it a run and we are not going to do it."
21 The Edsel was not a good car and that is all there was to
22 it.

23 MS. BACKLAR: And we still have not agreed
24 about risk.

1 DR. CASSELL: So then the question is what is
2 the intermediate solution. Is there an intermediate
3 solution? Well, there is a research solution to it, among
4 other things, where we strongly urge the National
5 Institutes of Mental Health to put out an RFP on
6 researching the issue and we request them to come back to
7 us with this saying we cannot resolve this issue because
8 there are too many questions of fact that have not been
9 solved for us. Otherwise we are just writing a bunch of
10 stuff that we know as we write it does not work. I do not
11 want to do that.

12 I do not want to come back and say, "Well, it
13 does not work but we are going to write it down anyway," or
14 end up with a good workable report where all the way
15 through the body of the report it is a great report and
16 then we get to the conclusions on which policy is based and
17 we are back where we were.

18 DR. CHILDRESS: David, do you have anything to
19 add to that sobering thought?

20 DR. COX: Yes, with some trepidation actually.

21 So this is an area where I have very little
22 personal experience but I have found listening to the
23 discussion it leads me to the following questions:

24 I am very keen on, you know, not instituting

1 things that knowledgeable people who have personal
2 experience say has not worked. But I ask the question why
3 hasn't it worked?

4 So that I can think of two reasons why it might
5 not have worked. First, that there is sort of factual
6 practical things that makes it not practical. And another
7 thing that I think is more likely why it does not work is
8 because people do not value the principle on which it was
9 based to begin with.

10 Now if people do not value the principle that
11 it was based to begin with we can have any process that we
12 want to put together and that will not work either.

13 So because it strikes me -- again, being naive
14 in this area and I say that -- that this should not be so
15 complicated. All right. So when things smell like they
16 should not be real complicated and are real complicated it
17 heads me towards the fact that some people do not value it.

18 So I really very much like the idea of going
19 back because there is lots of experience in this in asking
20 why it did not work, okay, and what we have to do to get
21 fixed to get it to work. And that the -- rather than
22 making another set of recommendations sort of addressing
23 that fact right up front. And then, okay, if it is not
24 valued by certain people have them come out of the closet

1 and so on, all right.

2 Or if they say it is not that we do not value
3 it but that it conflicts with some other value that we have
4 that precludes us doing it.

5 Now, again, I say that I do not have any
6 background in this area and maybe this is not relevant but
7 just listening to the discussion --

8 DR. CHILDRESS: Let me add one point before
9 getting to Eric and Bernie.

10 When we ask the question would it work here,
11 has it worked in another area, I think we do have to ask
12 work in relation to what. The critical question here, and
13 I think we saw it in the exchange between Zeke and Alex is
14 work in terms of facilitating research, work in terms of
15 protecting subjects and their autonomy.

16 I am not putting those in cast but work -- it
17 was differently -- there was a different emphasis in your
18 comments as to whether it would work or not I think and it
19 seems to me that the fundamental attention that we have to
20 face in this area because it can -- it can certainly be
21 said it works if only one percent fill out a form it works
22 in one sense but it will not permit research to go forward.
23 So a lot depends on what you are emphasizing, I think, in
24 terms of what works.

1 DR. EMANUEL: Wait a second.

2 (Simultaneous discussion.)

3 DR. EMANUEL: I am a little uncomfortable here
4 by people saying that if we have the form filled out that
5 is the only way in which we have protection of --

6 (Simultaneous discussion.)

7 DR. CASSELL: No, it falls on the straw man.

8 MS. BACKLAR: It has nothing to do with just
9 filling it out.

10 DR. EMANUEL: As an integral, essential,
11 inescapable part.

12 DR. CHILDRESS: It is a sorting device.

13 DR. EMANUEL: No. I am hearing if you do not
14 have this consent you are out. You are not protected. We
15 have no assurance of protection and you are out.

16 DR. CHILDRESS: No, we did not say that.

17 Alex, explain it.

18 MR. CAPRON: Well, if you do not have this --
19 if you -- put it this way: We would have many more advance
20 directives for end of life care if the public and
21 physicians knew that every medical technology had to be
22 used on every patient who did not fill out an advance
23 directive, which I would regard -- most of the care that
24 would be provided beyond a certain point would not be

1 beneficial to those patients. It would be in the same
2 category as this. People and doctors, if they knew they
3 had to labor over every patient until physiologically they
4 had total collapse of the patient, and unless there had
5 been an advance directive we would have a lot more advance
6 directives.

7 I have a sense that if researchers believe that
8 their IRB's will not allow them to do research of a certain
9 category unless they have discussed that category of
10 research with the subject in advance at a time when the
11 subject can make a choice, and as you and Bernie have
12 pointed out this is much more applicable to people who go
13 in and out of periods than to someone who is on a course
14 because the person who goes in and out has some sense of
15 what you are talking about. The person with Alzheimer's --
16 it is a harder prospect to know.

17 But the incentive will be there to have those
18 conversations and to have that sorting.

19 Now once you get a person who is in the
20 category that they, themselves, have said it is all right
21 it is not as though you have carte blanche with them of
22 course. But the understanding is that no research
23 institution will allow the research to go on at a greater
24 minimal risk of no potential benefit on those people for

1 whom that -- I prefer to think of it as prospective consent
2 instead of an advance directive. Prospective consent and
3 appointment of their surrogate.

4 They have not gone through that process or they
5 went through it and they said no, they were not interested,
6 or whatever reason. If you do not have that from them they
7 are out. They are protected in a sense that they will not
8 be subjected to that except by someone who is willing to
9 break the law.

10 DR. CASSELL: I want to see examples of the
11 advance -- I mean, the advance consent, which I think is a
12 good distinction.

13 DR. CHILDRESS: I am sorry, Eric. I missed
14 that.

15 DR. CASSELL: I would like to see copies of
16 what you mean. I mean, you can write a general, very
17 general statement of somebody approves the research, they
18 really would like to be a member of a research project even
19 if they cannot consent at that time, very general statement
20 and then I understand what the person is doing but the more
21 concrete you get the less valuable the thing is and the
22 more broad it becomes the more question there is are they
23 really consenting to the --

24 MR. CAPRON: And the key thing that you are

1 trying to distinguish as I have understood what we were
2 about here is whether or not you would agree to be in a
3 consent protect that would expose you to greater than
4 minimal risk and that has to be explained with the kind of
5 things that could happen and make it concrete but would not
6 be designed to benefit you at all.

7 And that is the determination that is so
8 crucial here because that kind of research is done by
9 researchers and it should only be done when the person has
10 said, as the researcher is saying, I value scientific
11 knowledge enough to go through a process with no prospect
12 of being benefitted by it as opposed to with the lure of
13 some potential therapeutic payoff for me. And that is why
14 we distinguished it. We do allow a surrogate in the
15 potentially therapeutic because we say there the fact that
16 you have not gone through this process and have not made
17 that determination ought not to be a total barrier to your
18 getting that benefit of the innovative treatment or
19 whatever is being done here.

20 But where that is not a prospect what is the
21 justification for using the person? It is just pure use of
22 a person who has not been given the opportunity to say yea
23 or nay to that. Not everybody can be presumed to be
24 willing to go through pain and suffering in order to

1 advance science.

2 DR. DUMAS: Yes, right, very true. I do not
3 understand why --

4 DR. SHAPIRO: Microphone.

5 DR. DUMAS: I do not understand why it is so
6 difficult. You know, I sit here and I think these things
7 seem to be in general -- they are addressing problems that
8 we talked about a long time and they seem solvable. I do
9 not understand why it is so complicated. I have a feeling
10 that it is not really that complicated. Why are we doing
11 this? What is going on? What is going on?

12 DR. CASSELL: It is complicated. Rhetough, it
13 is complicated because we are trying to say we want to find
14 out what this person would think to be in their best
15 interest as they know those interests.

16 DR. CHILDRESS: This is not the --

17 DR. DUMAS: Well, you do not ask that question.

18 (Simultaneous discussion.)

19 DR. CHILDRESS: That is the case here.

20 DR. DUMAS: No. You ask that person -- you
21 tell that person something about the research you are
22 doing. You ask them if they are willing to participate.
23 You explain as best you can what the implications are and
24 you extract a yes or a no, or I cannot answer, or something

1 like that. I just do not -- I do not know where we are in
2 here. I know there is some underlying issue here that is
3 not on the table.

4 (Simultaneous discussion.)

5 DR. CASSELL: The requirement could be for a
6 drug company, Rhetaugh.

7 DR. CHILDRESS: It may be that our chart is not
8 as clear as it should be because, Eric, I am not sure how
9 you would say in terms of non potentially beneficial
10 research with greater than minimal risk that this is a best
11 interest consideration. I mean, how could --

12 DR. CASSELL: Well, it is like the people who
13 participate in Phase I trials.

14 DR. CHILDRESS: They may want to but how do we
15 say do it as a best interest consideration?

16 DR. CASSELL: Well, because the person thinks
17 that in most instances that some good should come of all
18 this.

19 DR. CHILDRESS: That is true for those who
20 consent but I do not think you want to say that to the
21 person who does not have the capacity to consent and that
22 is the category we are talking about.

23 MR. CAPRON: Eric, it does not fall within the
24 usual understanding of best interest. It seems to me that

1 a person can make a statement that they have interests
2 other than their physical well-being and you could say that
3 is part of their best interest. But usually when we talk
4 about best interest and about people who are incapable of
5 deciding we are talking about something more immediate.

6 It seems to me that the person who has a dread
7 disease and says you want to do a study unconnected from my
8 disease or connected but of no benefit to me and I am
9 willing to participate is saying I am trading off in a
10 larger existential sense my own personal benefit for some
11 greater good and I am trying to give some meaning to my
12 life right now that I am still a person capable of doing
13 something useful for others even though I have this dread
14 disease.

15 DR. CASSELL: Well, I --

16 DR. CHILDRESS: But that is not --

17 MR. CAPRON: And you can say --

18 DR. CASSELL: Well, let's back off back to the
19 other issue.

20 MR. CAPRON: But the --

21 DR. CASSELL: Supposing there is no problem
22 about that and I agree with all of it and then back off to
23 the other category. We have no problem except that one?
24 Is that our only problem?

1 DR. CHILDRESS: That appears to be the case
2 actually.

3 DR. DUMAS: I think it is immoral to persuade
4 somebody to participate in a project that you know is not
5 going to do them any good and that has more than minimal
6 risk.

7 DR. CHILDRESS: Larry has been trying to get in
8 and he has not spoken. Let me get him and then Bernie and
9 then Trish.

10 DR. MIIKE: Am I close enough? I guess I am.

11 What is the universe we are talking about here
12 because elsewhere in the report you say that if your
13 research can be done in other subjects then they are not to
14 be done in the decisionally impaired? So what we are
15 talking about is an area of research in decisionally
16 impaired subjects where there would be greater than minimal
17 harm. What kinds of research are we talking about that
18 would still escape the prohibition about if it can be done
19 in other groups?

20 DR. CHILDRESS: Bernie, did you want to respond
21 to that?

22 DR. LO: Yes. I mean, I think there is a
23 couple of things we -- we sort of jumped in the middle of
24 the end of the report and there is a beginning of the

1 report I think we need to set up. First there is a long-
2 term benefit to people with things like -- with conditions
3 such as depression, dementia, to have research done that
4 does not give them direct benefit but illuminates the
5 condition they have, the etiology, things like that.

6 The problem is that some of the things which
7 are not very risky to people who have decision making
8 capacity can be quite risky in some sense to people who do
9 not so that is things like CAT scans, MRI scans, PET scans,
10 which for people who are aware present most of the time
11 very little risk. To someone who does not understand what
12 is going on it can be very frightening. One might,
13 depending on how you construe greater than minimal risk,
14 might say that.

15 What is missing out of, you know, the way this
16 has fallen out is the notion that was there before that has
17 been in previous writings on the subject that it makes a
18 difference whether the research is pertinent to the
19 condition that the patient has or not.

20 Now one thing you have done, which I have not
21 thought through yet, is when you say that it makes a
22 difference whether you could do the research on subjects
23 who are able to give consent or not. But, I mean, if you
24 want to study, for example, what the glucose metabolism is

1 in people with severe depression that is refractory to
2 other medications because you want to see if a different
3 area of the brain is involved because that might eventually
4 lead to new drugs but it is not going to benefit that
5 particular patient and the test, which is getting a fancy
6 x-ray, may scare them.

7 It is hard for me to imagine how you do that
8 research if you say it is only going to be on people who
9 have given a research advance directive or whatever you
10 call it. Realistically we are not going to do that
11 research. If we are willing to say that we do not care, we
12 are not going to do that research and accept the downstream
13 consequences that is okay. But I think to say that, you
14 know, we can make this -- I mean, I would like to believe
15 we can make it happen because we are going to be committed,
16 we are going to realize it is important and we are going to
17 mobilize the activists, I am not sure it is going to
18 happen.

19 MR. CAPRON: Would you be of the view that Eric
20 expressed that the statement you have just made is an
21 empirical statement that ought to at least be studied
22 before we reach the conclusion negative to the use of the
23 directives? In other words, if you are saying that this is
24 a requirement which is a veiled way of stopping all

1 research not of benefit, that is a disturbing claim. I am
2 not convinced of it.

3 DR. EMANUEL: I think that has to be the
4 presumption, Alex, given the history and the burden -- I
5 agree with you. We need to have empirical studies. It is
6 an issue of fact. It is an issue of fact but the history
7 of the use of advance directives has to suggest to you that
8 it is unlikely and that the burden of proof is, you know,
9 quite --

10 MR. CAPRON: I mean, because in most states you
11 do not need an advance directive to get appropriate end of
12 life care and if you do not get appropriate end of life
13 care it is for reasons other than the fact that you do not
14 have an advance directive.

15 DR. LO: Alex, wait. New York is a state and
16 Missouri is a state where that is -- legally you need an
17 advance directive to get life sustaining treatment withheld
18 or withdrawn generally.

19 MR. CAPRON: No, you do not. You need clear
20 and convincing evidence of your views which does not
21 include an advance directive.

22 DR. LO: Okay. But most people do not --

23 (Simultaneous discussion.)

24 DR. LO: Most people --

1 (Simultaneous discussion.)

2 DR. LO: Well, the law requires clear and
3 convincing evidence. Most people do not give it. What
4 happens in New York is that doctors want the law because it
5 is the most ethical thing to do.

6 MR. CAPRON: Right. That is my point. That is
7 why you could say that "advance directives" have been a
8 failure and why everybody in the country does not have one
9 because the message is out there to people and their
10 doctors that these decisions are going to get made anyway.

11 As I say to you, do a thought experiment, if
12 the experiment I described before was the case where
13 everybody got the full court press everything medicine
14 could do until they fell apart biologically or
15 physiologically you could be damn sure that there would be
16 a lot more people having advance directives and every
17 doctor would raise it with any patient who he thought was
18 within ten years of death because he would not want to be
19 stuck having to do that.

20 DR. EMANUEL: Alex --

21 MR. CAPRON: But that is not the case. That is
22 why advance directives have not worked here. We all avoid
23 thinking about death, et cetera, et cetera, et cetera.
24 That is not the case with these patients if they are in

1 contact with a researcher. The researchers say to
2 themselves I can only recruit this patient if I have had
3 this discussion. If I have said, "Are you willing to go
4 into such an experiment, an experiment that would not be
5 for your own benefit, and that might cause you more risk
6 because you --" all the kinds of reasons that you have
7 given, "-- or are you not?"

8 DR. EMANUEL: Alex, is that the right model?
9 Is it the model that I have a stable of patients with manic
10 depressive disorder and I have experiments waiting to bring
11 them in or does the situation actually work in a different
12 way, which is I come up with an idea for a study because
13 of, you know, whatever is going on in the literature and
14 then I look for the patients that are going to fit the
15 study. If it is that second model you have a problem and
16 you have a problem --

17 MR. CAPRON: You have to --

18 (Simultaneous discussion.)

19 MR. CAPRON: -- to their physician to give the
20 consent.

21 DR. EMANUEL: Wait a second. You have a
22 problem because the idea of an ongoing relationship between
23 researcher and subject that you suggest where this is going
24 to be prospective consent is not operative. It simply is

1 not going to work. So then we are going to step back --
2 these research advance directives are going to be general
3 things not made with the specific researcher who is going
4 to do your experiment at all and they are going to become,
5 you know, some kind of carte blanche.

6 DR. CASSELL: Mr. Chairman, could I ask for
7 clarification?

8 DR. DUMAS: Wrong, no. No.

9 MR. CAPRON: Wrong.

10 DR. CASSELL: I just want to clarify the
11 question we are discussing.

12 DR. CHILDRESS: Use the microphone.

13 DR. CASSELL: I take it that we have made a
14 change in therapeutic research even where risk is present,
15 that the family, for example, or a representative can now
16 consent whereas before that was not the case, I mean, in
17 previous lifetimes that was not the case. We put that in.
18 We have added the family or legally appointed
19 representative. Now we are arguing only about one area,
20 nontherapeutic risky research. That is the only thing we
21 are discussing.

22 DR. CHILDRESS: Greater than minimal risk,
23 nonpotentially beneficial research.

24 DR. CASSELL: Right. But we have as a

1 commission come to believe that we can protect our subjects
2 by having their family or equivalent there in other
3 circumstances where it is therapeutic and there is risk.
4 So now we are only about nontherapeutic risky experiments
5 with minimal risk. Is that the question?

6 DR. CHILDRESS: That is what I understand this
7 to be.

8 DR. CASSELL: If that is the case and we are
9 going back and forth, we are discussing a matter of fact, a
10 question of fact. If that is the question then from my
11 point of view it ought to be left impossible to resolve and
12 we ought to set in motion something that will help resolve
13 it where that is really clarified so that we can find out
14 this question. Otherwise we are just guessing. You are
15 saying yes and he says no.

16 (Simultaneous discussion.)

17 DR. EMANUEL: No, no, I am not --

18 DR. CASSELL: He says yes and you say no.

19 MR. EMANUEL: I do not think it is just a
20 matter of fact because as I have heard the discussion for
21 one second, Alex is prepared to say even if my prediction
22 or Bernie's prediction or anyone else's prediction that you
23 will not get people to fill out advance directives, that
24 the system will not work, he is prepared to say fine, it

1 will not work. But I am not prepared to change the
2 standards. He does not care what the facts are, right?

3 (Simultaneous discussion.)

4 DR. CHILDRESS: But again our work has to do
5 with values not simply with --

6 MR. CAPRON: That is right.

7 DR. EMANUEL: No, no, no, will not work in the
8 following sense. People will not fill out advance
9 directives and the researcher --

10 (Simultaneous discussion.)

11 DR. CHILDRESS: It works from Alex's
12 standpoint.

13 MR. CAPRON: It works. It prevents research on
14 unconsenting subjects that exposes them to more than
15 minimal risk and no benefit. It works.

16 DR. CHILDRESS: It works.

17 MS. BACKLAR: I think, Zeke, you are talking
18 about something quite different. First of all, I do not
19 really see an analogy to end of life advance directives.
20 That is because if you make out an advance directive about
21 what will happen to you when you die you do not know what
22 that is going to be. You have no way of knowing right now
23 how your end of life is going to be. So it is always
24 conjecture and there is always going to be some kind of

1 reluctance to make out something of which you know nothing.

2 This we are talking about something like a
3 psychiatric advance directive. You may not have had
4 precise experience but you should have had some experience
5 perhaps in losing capacity to make decisions for yourself.
6 All you are doing is with a specific protocol putting in
7 place certain protections for yourself should you lose
8 capacity during that research process. And that will be
9 those protections of a surrogate and an outside health care
10 provider.

11 DR. CHILDRESS: But I just might note we can
12 put --

13 MS. BACKLAR: And the ability to drop out
14 whatever happens. If you object you get out of it.

15 DR. CHILDRESS: But see this is why I think,
16 Trish, as you and I have discussed several times, it is
17 really important to distinguish the notion of advance
18 directive from all these other protections and as long as
19 you can inflate them then a lot of this debate is going to
20 go on.

21 MS. BACKLAR: Okay. I am willing --

22 DR. CHILDRESS: We could require these
23 protections --

24 MS. BACKLAR: -- the reason --

1 DR. CHILDRESS: -- whether we have advance
2 directive or not.

3 MS. BACKLAR: The reason that I see --

4 DR. CHILDRESS: Right.

5 MS. BACKLAR: -- this kind of contract as a
6 good thing in the partnership between the researcher and
7 the subject is that it is a way of getting those
8 protections all into a package. That is all. And that the
9 surrogate is there and part of that consent process,
10 understanding what is going on, plus the outside provider,
11 that is it. Just a sort of package to ensure protection.

12 DR. CHILDRESS: But in our study we have a lot
13 of contracts that are regulated in various ways and we
14 could simply require these components you have mentioned
15 and that would be separate from the question of whether you
16 have to have an advance directive before you enter it.

17 MS. BACKLAR: Right.

18 DR. CHILDRESS: That is -- I think we have to
19 keep those separate. If we do not clarify those in the
20 report we will be going around and around on this.

21 But Steve wants to get in.

22 DR. HOLTZMAN: Again I am not terribly familiar
23 with the area but it will not stop me from talking.

24 If I understand what you are doing here, when

1 there is potential therapeutic benefit, even if there is
2 greater than minimal risk, you are saying that a third
3 party who cares about the individual can do a cost benefit
4 analysis and make certain assumptions about that individual
5 that they would have certain values involving benefit to
6 themselves and risks. Whereas you are saying it is not
7 legitimate for a third party to make that kind of cost
8 benefit analysis where the benefit are not benefits
9 specifically to the individual. It seems to me that is the
10 bottom line.

11 The question I have -- you are talking about an
12 empirical study of whether or not there would be enough
13 subjects for that kind of research. The question I would
14 have is are there significant classes of disease in which
15 it is in the nature of the disease that the individual will
16 never be in a position to be able to give such an advance
17 directive?

18 If that is the case and if there is valuable
19 research, which is in its nature is not beneficial to the
20 individual but to understanding the disease, hence directly
21 to the individual, and involves potential harm or less than
22 minimal risk and that is understood as Bernie has said it,
23 where it might be not risky to me but risky in another
24 sense, right, then effectively this is saying that research

1 will not be undertaken.

2 If I understand Alex, Alex's position is that
3 is the morally right thing. That research ought not be
4 undertaken. Okay.

5 So I am not sure that it so much an empirical
6 question about whether the advance directives -- that is a
7 question of how much of that kind of research we are going
8 to forego.

9 DR. EMANUEL: Can I clarify the empirical
10 question? I think that is a good point and here is the
11 empirical question: If we survey these people and they
12 said -- when they are competent and they said, "Yes, I
13 would like to participate in research," and then they did
14 not fill out an advance directive. That would show that
15 advance directives, in fact, did not work in exactly the
16 way Alex wants them to work, which is a true expression of
17 person's preferences. Is that right? That is the study we
18 need. That data actually is a relevant piece of data.
19 Separating preference from action here.

20 DR. LO: Let me just quickly respond to Steve's
21 comment are there classes of patients who would never be
22 able to complete this prospective consent. It seems to me
23 people who never had decision capacity -- so people born
24 with severe developmental disorders who never have the

1 capacity to make an informed decision. It seems to me
2 those people would be excluded from this class of research.
3 My point would be they would also, therefore, be cut off
4 from any benefits that might flow from this greater than
5 minimal risk, not beneficial to that individual research,
6 because you will not understand some basic things about the
7 causes of the epidemiology and causes of illness.

8 DR. FLYNN: Can I just speak to this because I
9 do have a lot of concern that we are not aware of what this
10 research really is. There is a huge set of investigations
11 going on now that look at the basic biological processes
12 that underlie severe mental disorders. Most people who are
13 involved in that research I think are capable of and do,
14 indeed, participate in giving their informed consent.

15 But those who are potentially the most
16 important to study, those who have almost no remission of
17 their symptoms, those who are multiply impaired, those who
18 have had virtually no way to give their advance consent or
19 participate in a process are some of the folks whose
20 participation is most crucial to understanding and being
21 able over time to ameliorate and ultimately conquer these
22 disorders.

23 It is important that we build protections for
24 these folks. It is completely unacceptable to me that we

1 would set up in place a standard that would essentially
2 stop such research if there were -- if that is where we
3 think we are going. I do not think we want to do that. I
4 think we want to look at feasible and useful ways of
5 creating a participation for those subjects that assures
6 the research goes forward because it is crucial and at the
7 same time protects them.

8 I think that is what Trish was trying to bring
9 to us in looking at as one tool the research advance
10 directive. But we certainly do -- and I was very troubled
11 to see that families were removed from that potential role
12 with some of these populations.

13 But I do not want to have the conversation
14 continued with some assumption that we are willing to give
15 up this research because we cannot seem to find a way to
16 adequately protect subjects and yet let this important
17 research go forward. Remember greater than minimal risk is
18 not necessarily extraordinarily risky sets of experiments.

19 DR. CHILDRESS: It seems to me that this is one
20 place, let me get some feedback, where we could profit a
21 great deal from some input from investigators and others
22 over the next few weeks and I am not necessarily talking
23 about a study but get some feedback on this. One of the --
24 as you recall from the discussion with the Genetics

1 Subcommittee this morning, the possibility of putting out -
2 - we are not ready for that yet because we need to get
3 recommendations further along, but putting out a draft
4 report and getting feedback.

5 In part of that I think we do need to get
6 feedback on this from people who work in the field,
7 including the kinds of comments that Laurie has offered.
8 That is one thing I think would be very useful for us. If
9 there is agreement we will work out some way to do that.

10 Alex?

11 MR. CAPRON: I think we have heard enough that
12 before that report goes out we have got to go back to the
13 drawing board to a certain extent because like the Tissues
14 Committee we simplified and Larry was urging simplification
15 before, and no more than so many categories, but we may
16 have gone beyond Einstein's dictum that we should make
17 things as simple as possible and no simpler.

18 Because the desire not to distinguish between
19 more than minimal risk and things which impose severe pain
20 or threaten life or function, bodily functions, and the
21 different -- the failure to differentiate between those of
22 permanent loss of decision making capacity when our real
23 focus in this has been those who have some diminished but
24 often fluctuating and often varied capacities, the capacity

1 to decide some things and not others.

2 And our failure to distinguish between
3 institutionalized and non-institutionalized individuals may
4 have led us to reach conclusions where I would be certainly
5 open to the notion that there can be a definition of the
6 benefit of -- prospective benefit to a group of people of
7 whom the individual is one. Where if you had some -- both
8 extraordinary proof that there was no other way of getting
9 this information rather than just as an avenue of
10 convenience, indication of the great value of the
11 information and some surrogate process beyond the
12 individual's relatives because we know that there are many
13 relatives who are very protective.

14 We also know that for some long-term
15 institutionalized people there are relatives who have
16 relatively little attachment to the individual and who are
17 not really likely to exercise the kind of concern that we
18 are expecting from them.

19 This may just be a topic where the devil is in
20 the details and we have got to go back and attend to those
21 details a little bit more and we do not want to paint with
22 too broad a brush. I continue to think we should go into
23 it with a very strong presumption that the efforts should
24 be addressed towards getting people to seek that consent

1 and to go through a process of finding subjects at times
2 when they are able to consent, Zeke, and working with
3 people longitudinally instead of just saying, "Gee, I need
4 subjects and I want them to be depressed and so I will get
5 them when they are depressed right now rather than having
6 to take the greater effort to work with them over time
7 until they come to a point where they are not depressed and
8 can anticipate a future episode and how they would be
9 willing to react at that time."

10 DR. CHILDRESS: So this is kind of conceptual
11 normative work to be done?

12 MR. CAPRON: I think it is -- yes, conceptual
13 normative.

14 DR. CHILDRESS: What else do we need to do?

15 MS. BACKLAR: Perhaps we actually need to do
16 some boxes. God help us.

17 DR. CHILDRESS: These are not boxed boxes but
18 they serve the same purpose but we may need more
19 complicated one along the lines of Zeke's several
20 categories. We will influence Jonathan soon enough.

21 MR. CAPRON: Jim, there is another generic
22 question that -- usually I do not think it makes sense to
23 spend a lot of time as a whole group wordsmithing, but I
24 have been bothered with the draft as it now stands by the

1 term that we have used, the adjective we have used to
2 describe decision making capacity, which is questionable.
3 And we are searching around. At other times we say
4 decision making capacity is in doubt.

5 There is something about -- and if other people
6 do not share my sense I will simply -- I mean, it is not
7 something I feel strongly about. It is just it bothers me.
8 The word "questionable" is usually used in context where
9 you are making an adverse judgment about the person
10 involved. I mean, he is --

11 DR. _____: Questionable character.

12 MR. CAPRON: A person of questionable
13 character. A painting of questionable authenticity. I
14 mean, et cetera, et cetera.

15 I know it does not mean to attach to the
16 individual but in a way it rubs off a little bit. If
17 anybody creatively could suggest how we -- without saying a
18 person who may lack decision making capacity or whose
19 decision making capacity may fluctuate or whatever -- even
20 uncertain it strikes me is a better word than questionable.
21 But, I mean, I have made the point and --

22 DR. CHILDRESS: I think that is --

23 MR. CAPRON: -- this is more or less something
24 to submit to you and Jonathan if people have some

1 creativity.

2 DR. CHILDRESS: And Diane was -- because a part
3 of this grew out of our discussion in early December at the
4 conference which used this particular title and part of it
5 is an effort to get at how the subject is first sort of
6 confronted. What do we see? Questions are raised about
7 the person's capacity to consent.

8 However, your point is well taken.

9 Diane, do you want to respond?

10 DR. SCOTT-JONES: We did spend a lot of time
11 discussing this issue, Alex, and I agree with you. It is
12 not really an elegant or a precise term to use but if you
13 use other terms such as uncertain, uncertain connotes
14 lacking self-confidence or something like that so it is not
15 the best term either. What we were using before,
16 decisionally impaired, became awkward in its use throughout
17 the text.

18 I think part of the problem is that we are
19 lumping together and calling a population be referred to
20 persons who lack decision making capacity as a population
21 when, in fact, there are many different groups who are
22 being lumped under this rubric and a better choice -- I do
23 not think we can practically do it but a better choice
24 would be to talk about persons with various disorders

1 separately and call them by some more descriptive term. I
2 think we are going to have this problem as long as we are
3 lumping together disparate groups of people and that is
4 where the problem lies.

5 DR. CHILDRESS: But we are interested, in part,
6 in what they share and it is how we described what level
7 used for what they share that becomes critical for the
8 report.

9 DR. SCOTT-JAMES: But what they share is not
10 really always shared because some of the persons covered
11 under this chapter would be incapacitated almost all the
12 time. Some others would be rarely incapacitated. We even
13 put children in here and we tried to fix that a bit by
14 referring to younger children but we even put children in
15 here who are developmentally appropriate in their decision
16 making. So it is just --

17 MR. CAPRON: That is one of the reasons we
18 dropped impairment.

19 DR. SCOTT-JONES: Right.

20 DR. CHILDRESS: Zeke -- oh, sorry, I missed the
21 comment.

22 MR. CAPRON: Well, that is one of the reasons
23 we dropped impairment because a child of seven who does not
24 have an adult's decision making capacity is not impaired,

1 it is a normal child, but they do not have full decision
2 making capacity.

3 In some ways the question that Laurie was
4 raising before about people who are born with disorders
5 which make them always unable to participate in decisions
6 are not even covered by this report as it is now entitled.
7 They are not of questionable decision making capacity.
8 They lack decision making capacity.

9 I mean one escape is to say this report
10 narrowly addresses the category of people who go in and out
11 of decision making capacity and where you have to make
12 certain in any circumstance where they are when you are
13 engaging them in the consent process.

14 DR. CHILDRESS: Zeke has a creative solution.

15 DR. EMANUEL: No, no, no. I am struck as I was
16 struck actually this morning by the fact that we seem to
17 all be in the grip of a different kind of picture as to who
18 these -- fit into each of these boxes.

19 It may be that what is in your mind, Alex, is a
20 certain kind of experiment that really stuck out -- stuck
21 with you and I may have a different kind of experiment as
22 the sort of paradigm that I am thinking these rules ought
23 to apply to. Part of the reasons we are at loggerheads is
24 because we have not made these distinctions.

1 I think Laurie hinted at some of the kinds of
2 distinctions we should make. I think -- and this, I think,
3 applies equally to this morning's session -- it might be
4 helpful if we had some paradigmatic cases to see if we
5 could agree on them and understand them. You know, are we
6 talking about sending someone into the PET scanner with an
7 A-Line is? Is that the kind of case that we are really
8 talking about as greater than minimal risk with no
9 potential benefit for them? Or is it something else? A
10 more invasive procedure than just an A-line but we are
11 talking about a -- you know, I do not know -- bronchial or,
12 you know, something else?

13 So I find this -- we are talking in the
14 abstract sometimes and I think having some cases might be
15 helpful.

16 The second thing I would like to raise is a
17 tension that I think I hear between research and clinical
18 care. A long standing relationship between the researcher
19 and the research population has certain advantages for the
20 prospective consent to get into a study. It also has the
21 problem, which I have confronted in oncology, of confusing
22 very easily in the mind of the patient whether this is
23 research or whether this is really clinical care.

24 No matter how many times you say it "no benefit

1 to you, no benefit, you will not benefit, it is simply a
2 toxicity study," they understand something completely
3 different. I fear that if you do have one of the tensions
4 of these long-standing relationships might get better
5 understanding between the patient and the doctor but they
6 have the other fact that you slide, and that the consent
7 then -- the patient understands something different no
8 matter how many times the words are said and how competent
9 they really ought to be.

10 MR. CAPRON: Right. The longstanding
11 relationship does not have to be with the researcher. I
12 mean, the -- if a researcher in an institution says to her
13 colleagues who have patients in X, Y, Z condition over
14 time, "I would like you to consider exploring with your
15 patients participation in research," obviously you -- I
16 expect you to explore it with them during periods when they
17 are able to comprehend but I recognize that they may be in
18 other periods when they cannot, and those may be the
19 periods when I am interested in studying them.

20 And after you have determined in this process
21 that they are willing to participate I will then come into
22 the picture, tell them that the research -- and I am not
23 their treater. I am coming in to ask them to be in
24 research but you have got the ongoing relationship with

1 them and you will be the one who is in a position to say
2 they are able to understand the kinds of things I would be
3 raising or not understanding it.

4 I do not think we have to anticipate the -- but
5 you are absolutely right. The notion of a therapeutic
6 misconception or therapeutic confusion that arises is
7 pervasive in human subjects research and it is probably
8 particularly an issue with long-term relationships and
9 particularly in relationships where there are difficulties
10 in mental processes.

11 DR. CHILDRESS: Diane gets the last word and
12 then we will turn it over to Harold. We might even get in
13 a three or four minute break here.

14 DR. SCOTT-JONES: I just wanted to point out
15 that on page nine and ten of the report there is a pretty
16 good discussion of -- I am sorry. There is a good
17 discussion of varieties in decision making impairment. I
18 think the problem is that when we get to recommendations we
19 lose this complexity and we make the population homogeneous
20 again. But here the various elements that are important,
21 including the situation itself, the particular decisions to
22 be made, all of that is laid out here pretty well. What we
23 need to do is to find some way to incorporate this into the
24 recommendation and not lose these distinctions.

1 DR. CHILDRESS: Okay. Arturo wants to stick in
2 one quick work.

3 DR. BRITO: I had been raising my hand here but
4 you could not see me.

5 I was going to make reference to the same page,
6 page nine, but even there the terminology is tough because
7 I think varieties itself has a lot of implementations. A
8 suggestion that I was going to bring up tomorrow actually
9 because I thought it was more detailed but since we are on
10 the topic, to refer to this section as different or
11 differing levels of decision making ability, and then
12 within that Jonathan, I thought, did a good job talking
13 about the fluctuating ability and the prospective
14 incapacity. But there is one missing here and that is
15 progressive incapacity and progressive prospective
16 incapacity. You refer to Alzheimer's as a perspective but
17 it is really a progressively prospective.

18 He does discuss under the first paragraph of
19 chapter X where it becomes more complicated because someone
20 put along the two or more of the categories. So I thought
21 it was already addressed and just changing a few of the
22 words around. But you are right, at the end we need to
23 readdress it.

24 DR. CHILDRESS: Good. We will work on this

1 some tomorrow. People who cannot be here tomorrow, whether
2 they are on the subcommittee or on the full commission,
3 please give us any suggestions you have. We focused really
4 on one part of the report. We paid most of the attention
5 to that. A very important one and very critical to what we
6 are doing but there is a lot more there and we hope that
7 you will give us suggestions so that we can move forward
8 with the draft.

9 Jonathan?

10 DR. MORENO: Can I just say two things?

11 I have lots of things I would like to say but I
12 have exercised remarkable restraint, I think, over the last
13 hour.

14 It does seem to me that with respect to
15 research advance directives or whatever you want to call
16 them that this analogy with regard to end of life in a
17 clinical setting is important. Nobody has mentioned one
18 that the investigator has an incentive to sign up subjects
19 and use whatever device is available, which is not the
20 case, although I have tried to convince my physician
21 colleagues it is in their best interest to get their
22 patients signing advance directives in New York I have not
23 succeeded but I think investigators have an inherent
24 incentive to use devices such as this.

1 Whether that will make much of a difference at
2 all belong in the big picture and I think the stable
3 question that Zeke raised is a very important one and it is
4 an empirical question.

5 I also want to say that on page 145 the current
6 text does come close to a default position that Laurie and
7 others called for, for family members. It is not in the --
8 my inadequate chart but is on page 145 and under 5.
9 Perhaps that should be stricken.

10 DR. SHAPIRO: Okay. Thank you.

11 I think we are going to have to call an end to
12 this discussion.

13 Jim, thank you very much. I know your
14 committee is meeting tomorrow and will make use of a good
15 deal of this -- some of the comments that have come up here
16 today.

17 We are going to take a five minute break
18 because we have to set up the projector and so on, and we
19 will move on to the last two items on our agenda.

20 Thank you very much.

21 (Whereupon, a brief recess was taken from 3:11
22 p.m. until 3:26 p.m.)

23 DR. SHAPIRO: First of all, let me make a
24 logistical announcement. For those of you that have any

1 marked up copies of the genetics report, the one that began
2 with the overview and had some outlines of the rest of the
3 chapters and so on, and had the section on religious
4 attitudes done up and so on, would you please make sure to
5 give those to Kathy Hanna before you leave. So if you have
6 any marked copies please give them to Kathy or one of the
7 members of the staff before you leave.

8 Now we are just slightly delayed by a
9 technological glitch in the projector here. We hope that
10 will be finished in the next few minutes. That means we
11 may or may not get to our last item, which is processes in
12 changing regulations. We may take that up next time. But
13 I want to wait and try to get this done because I know
14 Professor Fletcher and others have to go and I want to get
15 to that as soon as we can. So I will just ask you for your
16 patience for another few moments.

17 Order, please. Colleagues?

18 Trish, are you ready?

19 I want to turn to Alex in a second to lead us
20 through this discussion. Also we have a number of guests
21 who are here to help us with this discussion.

22 One last change in the agenda. We will with
23 thanks to Rachel's tolerance postpone the discussion of
24 processes in changing regulations until next time.

1 So this will be the last item of our discussion
2 today so let me turn to Alex.

3 Alex?

4 MR. CAPRON: I am getting wired.

5 DR. SHAPIRO: Alex is getting wired. It is not
6 enough that the world is wired, he has to be wired as well.

7 (Simultaneous discussion.)

8 FEDERAL OVERSIGHT OF RESEARCH INVOLVING HUMAN SUBJECTS

9 (Slide.)

10 MR. CAPRON: Am I on?

11 DR. SHAPIRO: You are on.

12 MR. CAPRON: Is this picking up for you? Okay.

13 I hope you can all see the screen since we have
14 gone to such lengths to make it project.

15 One of our basic subjects is the federal
16 oversight of research involving human subjects and we are
17 looking today at a particular aspect of it. Our mandate
18 and the initial focus we took was on the system established
19 by federal agencies that conduct or sponsor research and we
20 recognize that although this part of the report, which is
21 the one that we have seen drafts of so far, is an important
22 and essential and, indeed, we thought without cloning we
23 were going to finish it in the first year. We did not.
24 The so-called federal agencies report.

1 But there are two subsidiary issues which we
2 are not fully addressing now but which are essential.

3 (Slide.)

4 The first is how well are IRB's actually
5 following the rules that are set forth. The second is how
6 well are subjects being protected. Now those are not the
7 same thing obviously. The IRB's can be doing a great job
8 of following the rules and subjects could still not be well
9 protected if the rules were not effective in protecting
10 them. We recognize both of these as topics we want to
11 address but we have not yet fully developed a plan of how
12 we are going to go about that.

13 (Slide.)

14 In looking at the federal agency report so far
15 we have seen certain problems. First, there has been an
16 uneven execution of the responsibility to protect subjects
17 among agencies. Second, there is a variation in the amount
18 of attention that agencies give. Third, there has been
19 wide variation in the application of the rules. Indeed, in
20 even understanding questions like what is research, what is
21 exempt. Some of the agencies have looked at things that
22 seemed to us to be research and said, "No, they are not
23 research. We do not have to have IRB's review them."

24 (Slide.)

1 At the moment I think it is too soon to reach
2 conclusions and we need to hear from each of the agencies
3 about their own response. Some of the problems are obvious
4 ones but there is one which stands out and that is the lack
5 of an authoritative office to deal with these issues in the
6 federal government.

7 (Slide.)

8 So the question that we determined to look at
9 as a whole commission is the one is there a need to have a
10 government-wide human subjects office. We sought advice on
11 this from Charles McCarthy, who is the former director of
12 OPRR, and John Fletcher, who was the first in-house
13 ethicist at the Clinical Center and then went on to be
14 professor at the University of Virginia where he has now
15 recently become emeritus.

16 We also received additional expert advice from
17 Joan Porter, who reported at our last subcommittee meeting
18 and who is here today again. And from Tina Gonsalus, whose
19 views we have not actually heard yet, who was looking at
20 the additional question that was raised by David Cox, which
21 is whether this opportunity ought to be seized if we are
22 talking about a government-wide effort to say it should
23 also encompass the research which is not federally funded.

24 (Slide.)

1 Now it seems to me from the papers that we have
2 received from McCarthy and Fletcher that it is very obvious
3 that the history has very much shaped the present approach
4 to human subjects regulations. In particular, from the
5 1950's as NIH grew by leaps and bounds the Intramural
6 Research Program was the major focus.

7 Disregard spelling errors, please.

8 And within that program normal volunteers did
9 receive an informed consent process and a prior review by
10 disinterested scientists, not by outsiders but at least by
11 scientists who were not directly involved in the research.
12 But patient subjects were not federally protected because,
13 in effect, the studies they were in were regarded as
14 therapy. Beginning in the mid 1960's extramural research
15 grew more rapidly and the process of overseeing the
16 protections was handled by the institutional relations
17 branch in the Division of Research Grants. That was done
18 centrally for all the institutes. That was true of all the
19 negotiations that went on with the institution since
20 research is institution and not investigator based.

21 (Slide.)

22 In 1966 Surgeon General Stewart at the time
23 that certain revelations were coming out about problems
24 with human subjects research issued a policy on the

1 protection of research subjects and made this a
2 responsibility of that Institutional Relations Branch at
3 the DRG. And that office simply followed the pattern that
4 it had already followed in handling the financial and other
5 administrative arrangements in that it entered into
6 assurances with institutions about the way they would carry
7 out their federally funded research and that is where the
8 model of the assurances comes from.

9 (Slide.)

10 The DRG put emphasis, as Charles McCarthy
11 reminded us, on education, not sanctions. And, indeed, up
12 until the time of the Tuskegee study there were no
13 sanctions ever issued for any violation by any research
14 institution.

15 (Slide.)

16 Dr. McCarthy is a little more sanguine about
17 the extent to which research institutions prior to 1974
18 actually had some form of internal mechanism and other
19 researchers like Bernard Barber writing at the time showed
20 that many institutions had not yet advanced to the point of
21 advanced prior review of research involving people other
22 than the research community.

23 (Slide.)

24 In 1971 the policy that had been established

1 for NIH was extended to the whole of the Public Health
2 Service and this begins part of the history of the
3 discomfort in this area because the moving force remained
4 the NIH and the IRB/DRG.

5 (Slide.)

6 In 1972 Robert Marston, who was Director of the
7 National Institutes of Health, faced with the emerging
8 scandal of the Tuskegee study, which had been a PHS study
9 and not an NIH study but was focusing on the government's
10 involvement in research and with Senate hearings going into
11 a wide range of other questionable research, changed the
12 Institutional Relations Branch into the -- that aspect of
13 their work into the Office for Protection of Research
14 Risks, which he lodged in the Office of the Director.

15 (Slide.)

16 At this time there were some in Congress who
17 favored enacting legislation with sanctions for violations
18 of human subjects rights but this was steadfastly opposed
19 by the National Institutes of Health and eventually an
20 agreement was worked out and the DHEW relented on the
21 notion that it should not have any regulations as such.
22 There previously had been a policy, not regulations. They
23 should not have regulations. They agreed they would have
24 regulations and the Senate backed off of the notion of

1 legislating this. So the provisions of the 1974 Research
2 Act were limited.

3 It, of course, established the National
4 Commission to study this area but beyond that it
5 established the firm requirement that regulations would be
6 issued that would have informed consent and prior review
7 through an Institutional Review Board and it also made
8 clear that the department had the responsibility to provide
9 consultation and education on the subject.

10 (Slide.)

11 The National Commission recommendations which
12 were all forthcoming by 1978 were largely adopted. Of
13 course, children and the mentally infirmed,
14 institutionalized and mentally infirmed were not accepted.
15 The children were later and much more recently adopted.

16 These became the basis for the 1981 regulations
17 which are really the framework that we still have.

18 The President's Commission recommended the
19 Common Rule on Human Subjects for protection from all the
20 20 plus agencies that support such research and that
21 occurred in 1981. A decade later for reasons that Joan
22 Porter nicely surveyed for us that Common Rule was finally
23 published in the Federal Register and one of the things we
24 are still studying is the difficulty in having it truly be

1 a common rule in application.

2 (Slide.)

3 The Office for Protection from Research Risk
4 sometimes found itself subject to direct interference
5 within NIH. In 1992 or thereabouts there was an attempt by
6 the Director to intervene and be involved in some fashion
7 with the Gallo investigation that was then going on for
8 research that had gone on, on the AIDS virus in Africa
9 involving also a French collaborator. This was declined by
10 Dr. McCarthy but there was that kind of pressure that
11 existed.

12 Moreover, the NIH Intramural Program dragged
13 its feet in cooperating with OPRR on a number of occasions
14 until it was threatened with a disclosure of its failure to
15 have complied with its own federal policy and the threat
16 included the notion that revelation would be made that a
17 subject had died in a sleep study at NIMH. The death was
18 apparently actually not connected to the researchers it
19 later turned out but that threat was sufficient to get NIH
20 to sign on to its assurance.

21 (Slide.)

22 OPRR is, however, by the description of Dr.
23 McCarthy and Dr. Fletcher dependent on whistleblowers and
24 the press because it does not really have any institutional

1 examinations. The Food and Drug Administration by contrast
2 does go out and at least go through a paper trail at
3 institutions. The OPRR, NIH and the other agencies do not.

4 OPRR has a large case load and depends on
5 outside expertise to -- for most of the scientific
6 evaluation of the cases that are brought to its attention
7 and it has difficulty carrying out major investigations.
8 Dr. McCarthy talked not only about the backlog in
9 investigations but also the impediments that it has to act
10 like an investigatory office.

11 (Slide.)

12 To sum up then, the problems revealed by
13 history are first that the Department of HEW and the other
14 agencies or HHS now that sponsors science see research as
15 the primary mission and address human subjects protection
16 only when pushed, usually following a crisis of some sort.

17 Secondly, that no federal agency holds the
18 position of an authority to ensure the adequacy and
19 uniformity of human subjects protection. Indeed, no one
20 knows how much human subjects research is now ongoing with
21 federal sponsorship much less beyond federal sponsorship.

22 The Office for Protection from Research Risks
23 that NIH has the informal role of first among equals among
24 the offices and the different agencies, it has by far the

1 largest number of projects, but it does not have staff or
2 authority to exercise actual power over the other agencies.

3 (Slide.)

4 Third, the oversight of protecting human
5 subjects is delegated to research institutions because of
6 that history of the assurance process and those
7 institutions themselves obviously have conflicts of
8 interest in wanting to see research go ahead rather than
9 being overly concerned about human subjects protection.

10 The assurance process has by now become
11 routinized and you can see why. A relatively small office
12 has responsibility for almost 450 multi-project five-year
13 renewable assurances, 3,000 special projects, single
14 project assurances, and 1,500 cooperative research
15 projects. And as a result fewer resources are available
16 today for its traditional educational function.

17 (Slide.)

18 Sixth, despite some differences, and I think
19 this was interesting because we were looking for people
20 with contrasting perspectives, despite some differences and
21 emphasis both McCarthy and Fletcher agreed NIH and the rest
22 of the Public Health Service has not strongly supported
23 formal processes for human subjects protection.

24 (Slide.)

1 When asked, they refused to provide material
2 support for the process of developing the Common Rule,
3 which eventually ended up in the Office of Science and
4 Technology Policy, and it has been slow to comply with OPRR
5 findings and the terms of its own multiple project
6 assurance.

7 (Slide.)

8 So looking at the recommendations we got from
9 our two principal experts, first McCarthy recommended the
10 creation of an Office of Research Ethics within the Office
11 of the Secretary of Health and Human Services to have three
12 divisions. One concerned with human subjects protection,
13 which is our focus. And then another with animal,
14 laboratory animal, protection. And a final one of
15 Scientific Integrity, another issue which has engaged the
16 scientific community and the National Academy of Sciences
17 and so forth in recent years.

18 (Slide.)

19

20 He also said that the Human Subjects Protection
21 Division should have at least two branches. The first an
22 education branch and the second a compliance branch. And
23 that the office should make an annual report to the
24 Congress which would include a report on the performance of

1 not only all the agencies within the Department of Health
2 and Human Services but all other federal departments and
3 agencies. It would, therefore, have government-wide
4 authority even though it was lodged in the Office of the
5 Secretary of HHS.

6 (Slide.)

7 And that the Director of the Office of Research
8 Ethics would submit his or her own statement of personnel
9 and budget needs to Congress independent of the HHS
10 submission.

11 (Slide.)

12 John Fletcher recommends the creation of a
13 National Office of Human Subjects Research advised by a
14 national advisory committee on human subjects research made
15 up of 11 to 13 people from outside government. This is in
16 line with the recommendation made by Jay Katz a number of
17 years ago actually when this commission was being empaneled
18 when he said, "You do not need the National Bioethics
19 Advisory Commission, what we need now is a group that would
20 actually have continuing oversight of the administration of
21 these rules."

22 (Slide.)

23 Fletcher also said that the National Office of
24 Human Subjects Research would have government-wide

1 authority and made analogies to the Nuclear Regulatory
2 Commission and the Office of Governmental Ethics. And the
3 Congress would appropriate funds directly for the NOHSR and
4 the Senate would confirm the Director nominated by the
5 President.

6 The office would have authority to sanction
7 violations of the regulations.

8 (Slide.)

9 And then going beyond the type of the office to
10 oversee government sponsored research Fletcher
11 recommended, in line with David's suggestion and something
12 we are going to hear more about from Tina, I guess, is the
13 extension of the oversight of the office to all human
14 subjects at least as to the basic provision of IRB review
15 and informed voluntary consent.

16 (Slide.)

17 Now we need to look at these recommendations
18 and say what are their strengths and weaknesses. For the
19 McCarthy recommendation the strengths seem to be that
20 lodging this in the office of a major department of the
21 government gives it protection because the Secretary is a
22 powerful figure in the United States Government and the
23 office, therefore, is not standing alone but has the
24 protection of the Secretary. And it would also make

1 absolutely clear that sitting at the head of HHS that
2 office has authority over all divisions of the Public
3 Health Service, which ORR struggles to exercise today.

4 The weakness is that it does not fully remove
5 the conflict of interest because it leaves the office
6 within a department which is the major sponsor of research
7 by the government and it compromises the independence of
8 that person because being a part of the Office of the
9 Secretary, whatever independence one may have, is somewhat
10 dependent on the forbearance of the Secretary who may not
11 be happy with everything the office is suggesting.

12 It creates the problem of a department having
13 an office which then has oversight over sister departments
14 and agencies.

15 (Slide.)

16 Looking at the Fletcher recommendations, the
17 strength is that clearly this office would be independent
18 of the research sponsors and it would benefit from an
19 outside board which would bring not only expertise but
20 visibility to the subject. It would not be just a group of
21 government employees. They would be responding to and seek
22 the advice of outsiders who would have the ability to raise
23 the issue publicly under the Federal Advisory Committees
24 Act.

1 The weaknesses are that, you know, we clearly
2 need White House and/or -- probably and as well as or --
3 real sponsorship. If the White House is not interested in
4 protecting this office and if a committee of Congress or
5 certain members of the committee do not regard it as an
6 important function that they want to protect and ensure its
7 independence, a small office like this will not have
8 independence. The press alone cannot ensure the
9 independence of an office like this.

10 Furthermore, absent some current human subjects
11 scandal it may be difficult to create a new agency in our
12 present smaller government era.

13 (Slide.)

14 Having said this I also want to suggest for our
15 discussion that there is certain things we can focus on and
16 other things that we can exclude. The central objective I
17 hope we could agree on would be to create a body with
18 authority and ability to get the job done. Although OPRR
19 is the major human subjects protection body today, its
20 performance need not be the focus of any report. Indeed, I
21 would suggest it would be inappropriate to focus in on
22 OPRR. The concern is with structural problems, some of
23 which affect OPRR's operations, some effect its location,
24 and likewise the location of comparable offices in either

1 departments. The concern is with all federal agencies and
2 just looking at OPRR would wrongly focus us on NIH.

3 (Slide.)

4 Also, our present mode of operation, and all
5 the concerns that have been raised about the assurance
6 process and the adequacy of IRB's, need not figure as a
7 topic for us in this report. We have committed ourselves
8 to the notion that that is a topic that needs to be
9 studied. Were there to be such an office, either at the
10 secretarial level or as an independent agency, certainly it
11 would be appropriate for that office then to take on this
12 responsibility and maybe continue the present format and
13 maybe modify it.

14 But our satisfaction with or questions about,
15 or our dissatisfaction with the current method of
16 assurances, and the use of IRB's is not something we have
17 to determine and I think should not really be a subject of
18 debate while we are deciding do we need a government-wide
19 agency and/or any of these models the ones that we should
20 follow. I think that would be a distraction.

21 (Slide.)

22 Likewise, if we believe that the office should
23 have government-wide jurisdiction we might -- and yet we
24 are unable to see or unable to develop private enthusiasm

1 for bringing their research under such an office we might
2 say, "Let's see if it works on the government-wide basis
3 and then as a later issue that office could go to the
4 Congress, assuming that Glenn bill does not already pass,
5 and say there really are issues with privately funded
6 research and the best way to ensure that is conducted in an
7 appropriate way is to bring it under this office.

8 Finally, one point I did not put up here but I
9 think is obvious, when one talks about this office I think
10 it is best not to use the elocution that we used
11 occasionally at first, which was "elevating OPRR to."

12 Both for the reason I do not think we should
13 solely focus on OPRR but it is very likely that just as the
14 departments have their own ethics offices now to deal with
15 the conflict of interest and so forth administratively
16 within their office or agency, and yet there is a
17 government-wide office of governmental ethics it is very
18 likely that we need a governmental-wide policy setting,
19 rule interpreting and maybe investigating body, and an
20 agency by agency ability to work with their own grantees
21 and their own researchers to get how the rules apply and
22 the process of giving the grants and so forth. All that
23 remains.

24 It very well may mean that only a small part of

1 what is now done in any of the agency's own office for
2 protection of research subjects would be transferred over.
3 Those offices really have ongoing responsibilities but the
4 overall educational, interpretive and public visibility
5 issues would really be handled by this other office.

6 I was struck not only by the very high quality
7 of the papers that we have gotten but also by their very
8 surprisingly large congruence. I think that it would be
9 useful for us to focus on some of the almost political
10 issues that arise in one approach rather than another if we
11 can first agree on the overall objectives.

12 Thank you.

13 DR. SHAPIRO: Thank you very much for that very
14 helpful presentation.

15 I would like now to turn immediately rather
16 than go to -- I hope you will forgive us, Alex -- rather
17 than turning directly to discussion to some of the issues
18 you have raised I would really like to turn to our guests
19 and see what comments they would like to offer.

20 I know Professor Fletcher has to leave shortly
21 so I would like to turn to him first and see what further
22 comments and/or advice he might have for us at this time.

23 * * * * *

24

1

1 E V E N I N G S E S S I O N

2 DR. FLETCHER: Thank you, Mr. Chairman.

3 I was very impressed with Alex's laying out of
4 the issues. I did not disagree with any of it. I was
5 struck with how much Charles McCarthy and I did agree on
6 since we do have different perspectives but I think our
7 main difference is one of political philosophy, if you
8 will, that he wants and expects the success of the body
9 that he envisions, which essentially is the same body that
10 I envision except with the outside advisory committee. His
11 does not have that.

12 He feels that in the real political world a
13 government-wide body with these responsibilities could not
14 succeed without the protection of a powerful secretarial
15 member of the cabinet.

16 I agree with the point that Alex made in his
17 comment on the weakness of the McCarthy proposal is that it
18 does not remove the conflict of interest.

19 I think that the degree of the weakness of the
20 present system, the weakness of the present system that we
21 have, in protection of human subjects is influenced -- I
22 want to choose the right word -- somewhere between
23 moderately and heavily because obviously OPRR's position in
24 the whole scheme of things is not the only problem. IRB's

1 are the problem. The lack of available resources within
2 institutions, federal agencies, universities, of persons
3 with expertise to lead this effort is a problem.

4 But I do think that it is -- the conflict of
5 interest and the conflict of missions is a kind of
6 persistent weakness that demoralizes the whole system. I
7 have been aware of it all of my adult life from the time
8 that the solution was invented in the early '70s to have
9 NIH effectively regulating itself. And if you have that
10 kind of central conflict of missions and conflict of
11 interest it is the kind of national commentary on evading
12 the problem.

13 So I would say even in an era of smaller
14 government that leaders in Congress and the American people
15 are interested in better government, to have smaller and
16 better, and there is not an enormous new amount of
17 appropriations to be made in creating a new body and going
18 about doing this right.

19 So I would say that the McCarthy plan is a good
20 one except that it lacks the national advisory committee
21 feature but it is in the wrong location. The location
22 still begs the question and if it is put there it will
23 continue into the next era, the kind of demoralizing effect
24 that has produced such lack of respect, particularly from

1 within the federal sector, in looking down on our present
2 body, the OPRR.

3 I think that the commission should take a
4 strong position and my recommendation would be to take a
5 strong position in overcoming this conflict of missions,
6 structural conflict, as a violation of -- it is a violation
7 of the principle that Congress used in adopting the
8 legislation of the National Research Act, which was to put
9 the interest of research subjects first. And the basic
10 problem is that the location of OPRR in government or of
11 the McCarthy plan in government still evades the deeper
12 ethical principle on which the whole system rests.

13 If you have a contradiction at that basic level
14 that is not really an acceptable ethical solution to the
15 problem that we are in.

16 DR. SHAPIRO: Thank you very much. Thank you
17 for those remarks.

18 Let me turn to our other guests again before
19 turning to members of the commission.

20 We have got someone who has traveled all the
21 way from the middle part of the country, Illinois, so let
22 me turn to you, Ms. Gonsalus.

23 MS. GONSALUS: Thank you. It is a pleasure to
24 be here. Since you do not have anything in writing from me

1 I will take a few minutes to lay out --

2 MR. CAPRON: You have to get on top of these
3 microphones.

4 MS. GONSALUS: Okay. How about now? Have I
5 done it yet?

6 (Simultaneous discussion.)

7 MS. GONSALUS: Since you do not have anything
8 in writing from me I thought I would take probably four or
9 five minutes to lay out the path that I have followed and
10 the kind of advice I am going to submit to you. I would
11 welcome your reactions to it.

12 By way of self-disclosure I think it is
13 important to tell you two or three things about what brings
14 me to this place and who I am and what I do. I am a
15 parasite on the research system. I am a university
16 administrator and a lawyer. I am pure overhead. That is
17 one of the most important things.

18 In that capacity what kind of work do I do?
19 The kind of work that I do -- in my university I am known
20 as the Department of Yucky Problems. I got a promotion
21 last year and now I am Department of Yucky Problems and
22 Streamlining.

23 The kind of yucky problems that I do --

24 DR. DUMAS: What kind of problems?

1 MS. GONSALUS: Yucky problems.

2 DR. CASSELL: Yucky.

3 MS. GONSALUS: Yucky problems.

4 DR. DUMAS: Oh.

5 DR. CASSELL: Hold it in your hand.

6 MS. GONSALUS: Okay. We will keep working on
7 this.

8 Yucky problems.

9 DR. DUMAS: Yes.

10 MS. GONSALUS: Which means that I come from
11 what I call the train wreck school of professional ethics.
12 There is a problem, a train wreck, there is bodies, there
13 is blood, there is people screaming and crying, there is
14 mess on the ground, and that is my job. I go and deal with
15 it. That means that I have had a variety of internal
16 compliance related responsibilities, problem response.

17 My major professional interest is in how do you
18 conduct effective and credible internal investigations
19 inside an institution when you have a number of conflicts
20 of interest built into the system. How do you go about
21 doing an effective and credible job of self-regulation,
22 professional self-regulation? So that is where my major
23 interests lay.

24 I look at the problems. I try to solve them as

1 best I can and then we try to go on, and then we try to
2 look at and review and improve, if possible, both the
3 policies and the structure that were in place when the
4 train wreck occurred to try to prevent future such events.
5 So that is my professional interest and how I come to be
6 here.

7 I also served on the United States Commission
8 on Research Integrity, which also informs my view on
9 perhaps some of the actions that you should take or not
10 take, and I will come back to that at the very end of my
11 remarks.

12 I was asked to look at the possible unified
13 government's federal and private human subject research
14 under an OPRR-like structure. Let me just discuss some of
15 the issues of the OPRR-like structure. I understand that
16 you as a commission unanimously passed a resolution in May
17 that no person should be enrolled in research without the
18 protections of informed consent and an independent review
19 of the risks and benefits of that research.

20 I understand that you have had a form of
21 Presidential endorsement of that concept by saying that no
22 American should be an unwitting guinea pig in
23 experimentations putting them at risk.

24 Conceptually, therefore, I think that where I

1 started in this task was to say if you take our current
2 definition of research and apply it globally to all
3 research involving human subjects what happens. I remind
4 you that given the kind of work that I do I bring a
5 relentlessly practical perspective to these issues. I am
6 not very good at the concept. I start with the immediate
7 problem.

8 So instantly practical problems began to
9 intrude into my examination of these issues. The current
10 definition of research is quite properly, I think, very
11 broad. "Systematic investigation designed to develop or
12 contribute to generalized knowledge where you obtain data
13 through intervention or interaction with subjects."

14 Global applicability of that definition could
15 sweep many activities into its scope that encompass very
16 little risk, little or no risk. And so one of the
17 questions is how remote must the risk of serious harm be in
18 order to encompass an activity within the definition of
19 research and, therefore, the regulation of it and,
20 therefore, a system that requires paper, and people, and
21 oversight, and costs, and benefits. How do you balance
22 those issues?

23 So very early on there would have to be an
24 effort to design exemptions. We right now have six

1 exemptions for things that require prior review. There
2 would be very serious work involved, I believe, in
3 designing appropriate exemptions. If you think about the
4 definition broadly applied to all activities the current
5 definition of research you could arguably -- you would
6 encompass many activities of polling organizations, market
7 research, arguably some forms of journalism, as well as the
8 things that are obviously considered research. The kinds
9 of things that are of the most concern. For example, some
10 of the in vitro fertilization clinics and diet clinics.
11 Some of the things that you immediately think of when you
12 think of as unregulated research, health services research,
13 internal evaluation research, corporations that are looking
14 at how do their employees like one thing or another about
15 the company. There are a whole variety of things that
16 could be encompassed under the current definition.

17 So examining carefully the prospect of serious
18 harm, how small is it, is it small, versus the cost of
19 regulation is I think the most pressing important issue. I
20 think that one could design appropriate exemptions with
21 appropriate work but that raises a second category of
22 practical problems which I have to tell you is really
23 hanging me up.

24 Who determines the applicability of the

1 exemptions? Clearly in terms of a basic principle you do
2 not want the person who is performing the research, him or
3 herself, to be deciding that the research is exempt so
4 there has to be some level of review. Who does the review?
5 How much paperwork? Do you need to assist them? Do you
6 build in an incentive for a much larger system of for
7 profit IRB's? Do you build an incentive for a system where
8 you have pristine paperwork and you have lots of people
9 completing paperwork and reviewing things and filling out
10 forms? And the very serious ethical issues sort of get
11 lost in shuffle because you have diluted the effort so
12 much.

13 Do you have this -- I mean, I could imagine
14 developing an immaculate extensive system of paperwork that
15 had no meaningful ethical review in it. I have seen IRB's
16 function that were very, very good at the paperwork but
17 spent no time talking about what I think are the issues
18 that an IRB ought to grapple with.

19 So the question is would expansion divert
20 valuable resources and valuable energy and how do you avoid
21 that outcome? The danger is creating a burdensome possibly
22 profit driven rubber stamping system diluting attention to
23 the serious ethical issues.

24 I could go on about the problems that I ran

1 into but having sort of come to that point I decided to
2 stop and go at it from a different perspective, which is
3 rather than making it global with the current definition,
4 to take a better system of encompassing all federal agency
5 research, which I believe is addressed in some of the
6 reports that you have had, and then adding in on a list
7 basis -- I am not fond as a principle of laundry lists and
8 I have strenuously opposed the laundry list approach to
9 definition of research misconduct. But I did explore
10 taking -- just listing known areas of research that put
11 human beings at risk and adding those whether conducted
12 privately or publicly to the scope of federal oversight.

13 Gary Ellis has defined seven areas in some of
14 the letters that he has written and he wrote me a letter
15 and he sent some copies of these. He made a presentation
16 at the PRIMER meeting recently where he defined seven areas
17 that are beyond the boundaries of existing regulations that
18 are places that questions have arisen and where there are
19 people potentially at risk.

20 Colleges and universities not receiving federal
21 research funds, some in vitro fertilization clinics, some
22 weight loss or diet clinics, some physician offices,
23 dentist offices, and psychotherapists offices.

24 One of the examples is the dentist who decides

1 to take out of the next number of patients that he has the
2 fillings on the theory that he is conducting a form of
3 research. Does he know it is research? Maybe and maybe
4 not.

5 Some legal services clinics. On my campus we
6 have some very interesting examinations going on in our
7 clinic at our law school about when are you actually
8 conducting research. When you are taking students, you
9 videotape them, you teach them how to interview clients,
10 the clients give their consent for the interview, but then
11 you go on, you train other students with it, and then you
12 start doing research on how do you generalize this
13 knowledge about this sort of interviewing and how do you
14 use these. Pretty interesting questions that they are
15 exploring.

16 Some corporate and industrial health safety and
17 fitness programs and some developers of genetic tests.

18 So my current thinking is that rather than
19 taking the global approach with all the practical problems
20 that entails it would be superior to start with the known
21 problems, add them in, take a cautious incremental approach
22 where you can document the cost/benefit ratio, that
23 official cost/benefit ratio of adding in some regulatory
24 system rather than taking a sweeping approach.

1 I think that you have to focus on the goals of
2 protecting subjects from risk, the unwitting participation
3 aspects, and again on the focus of informed consent and
4 independent review where you know that there is a danger of
5 risk.

6 So then the question is how do you reach that
7 within the available resources consistent with reality.
8 The paradigm that I think is applicable that I use in
9 thinking about a lot of the problems that I deal with is
10 one that was first introduced -- actually I heard Bud
11 Relman give a presentation probably 15 years ago and he
12 used the term "low incidence, high severity problem."

13 The serious problems do not occur very often.
14 When they do occur they are very, very serious.

15 So what is the low incidence, high severity
16 problem of this nature? What sort of response does it
17 suggest?

18 To my thinking of low incidence, high severity
19 problem the most sensible approach is that you put almost
20 all of your resources into education. Most people most of
21 the time want to do the right thing and you have to make
22 sure you know what it is. We do not have adequate
23 resources in our system for that right now.

24 The second thing you have to do after education

1 is that when you have problems you have to respond to them.
2 We have very serious problems in the research community and
3 in the academic research community with designing
4 appropriate responses to problems. It is a fundamental
5 problem of professional self-regulation. We have -- it
6 manifests itself both in how the universities respond and
7 also how the federal government responds.

8 Inside universities -- I was at a conference a
9 couple of years ago where an IRB executive secretary was
10 talking about a system they designed on their campus for
11 tracking the publications of researchers on their campuses
12 and then trying to correlate them with IRB approved
13 protocols, which raised a firestorm of protest on campus at
14 the big brother concept.

15 In the arena of research misconduct any time we
16 talk about government regulatory mechanisms and government
17 oversight we can invoke the specter of the science police.
18 The science police are going to try to destroy research as
19 we know it.

20 There is serious resistance to any kind of
21 inspection system. Now it is widely accepted that we could
22 have an inspection system for animal sites but the concept
23 of having inspection for human sits is anathema.

24 And the third issue -- and the third thing --

1 is you have education, you have response to problems, and
2 the third thing you need, I think, for a low incidence,
3 high severity problem, is to have penalties for violation
4 because I assure you that many, many people are busy. They
5 have lots to do. And no matter how well meaning they are
6 and no matter how much they believe in theory in the
7 ethical issues if it is demonstrated time and again that
8 there is no penalty for a serious violation people have
9 better ways to spend their time than to fuss with this
10 nonsense.

11 So that is the three things I say.

12 This leads to two issues and I have brought my
13 conclusions. There are resource issues that someone is
14 going to have to grapple with because the current structure
15 does not have enough staff and not enough money, and
16 probably not enough power to engage in either any of the
17 education response to problems and penalties for violation
18 that does not exist presently.

19 And then we have the structural problems and
20 there are, I think, disabling existing structural problems
21 that must not be perpetuated as we move forward into doing
22 better.

23 The first is the structural conflicts of
24 interest identified by Dr. Fletcher and Dr. McCarthy.

1 The second is the insufficient resources issue
2 that there are not enough resources for the current mission
3 in terms of IRB's that do not work well. You have earnest
4 people engaged in an inadequate and insufficient review
5 process. You do not have adequate education of PI's. You
6 have research that just flat out has not been submitted for
7 review because somebody does not conceive that he or she is
8 conducting research. And then you have review systems that
9 do not work very well. The behavioral sciences I think are
10 a perfect example.

11 The third disabling structural -- existing
12 structural problem is the uneven application and the uneven
13 jurisdiction both within federal agencies and then beyond
14 to universities.

15 I think the most likely answer is a different
16 governmental status and structure in budget, single
17 standard, single office, but a single office with some kind
18 of decentralized or distributed system where you have a
19 single standard, a single office, but it works in a
20 distributed way within the agencies along the model that
21 was just discussed.

22 I think there are some very fine models to
23 explore. The Office of Governmental Ethics I think is the
24 prime model worth exploration.

1 Gratuitously I am going to add a final note,
2 which is that I think that it is your job, in fact, to
3 explore and to try to solve the structural problem and to
4 make a very explicit recommendation about what the
5 structure should be and I hope you will retain really solid
6 experts who understand the political realities to give you
7 advice on this to help you devise a structure that will
8 work, to find the proper niche, to find the proper reach,
9 authority, jurisdiction, the proper budgetary protection,
10 the right clout to get action when needed.

11 I will tell you that from my experience on the
12 Commission on Research Integrity, which I would call mixed,
13 I would say that as you work it is extraordinarily
14 important to think about to whom your report is submitted.
15 Who receives your report and how exactly will it get
16 implemented?

17 What will be done with it?

18 If you make sort of a generic recommendation
19 somebody should think about this and improve the structure
20 you could be looking another two, four, five, six, ten
21 years, never for actually making a difference in how this
22 works. I cannot believe that this number of really busy,
23 really expert people should put in that kind of effort for
24 that kind of result.

1 Thank you.

2 DR. SHAPIRO: Thank you very much.

3 Ms. Porter, is there anything you would like to
4 add to what you told us last time, which was extremely
5 helpful to all of us?

6 MS. PORTER: I think I would like to address a
7 little bit different focus that might help in making some
8 decisions on where the best locus for a federal office to
9 oversee and to regulate human subjects protections would
10 be.

11 I actually have a handout and some overheads
12 that are very brief, mercifully and uncharacteristically,
13 but I think they help.

14 DR. SHAPIRO: Please.

15 MS. PORTER: We did not collaborate before we
16 came together today, the various presenters, but I think
17 you will be struck by the amount of compatibility there is
18 amongst the presentations even though the approach is
19 somewhat different.

20 (Slide.)

21 I thought that it might be helpful to the
22 commissioners to try to decide on what the goal of a
23 federal office would be and then use those goals to inform
24 the best location for the accomplishment of those goals.

1 I have put together two sets of goals. Goals
2 that a human participant in research would expect the
3 federal office for protection of human subjects to carry
4 out and then the second overhead will give a list of goals
5 that I think any entity regulated by a federal office for
6 protection of human subjects would carry out. I did not
7 address animal welfare issues in this particular
8 presentation.

9 (Slide.)

10 First of all, what should a human participant
11 in research or any other member of the public for that
12 matter expect from a federal regulatory office for
13 protection of participants in research? I think, first of
14 all, and maybe these are not in my priority order, these
15 are based on my values, there is considerable overlap
16 between what an individual would expect and what an
17 institution or an entity would expect from a federal
18 office. Maybe you would choose to put different goals on
19 here or take some of these goals off but I think it is the
20 starting place.

21 First of all, an individual participant in
22 research would expect easy access to information on rights
23 and welfare as research participants and some support in
24 exercise of those rights. I think the person would expect

1 adequate and timely information to and education for those
2 entities regulated concerning protection of human subjects
3 in research. They would expect that the organizations
4 carrying out the research had been informed about what they
5 were supposed to do and guided in what they were supposed
6 to do.

7 I think the individual would expect adequate
8 and consistent -- at least minimal protections in research
9 regardless of the source of funding or support. Obviously
10 we see that this is a major issue. How far is this office
11 going to regulate? As far as it does now or is it going to
12 take on all research regardless of resources, or support,
13 or funding?

14 I think we have to start thinking in this
15 direction. I think in this day and age it is not
16 appropriate to ask individuals to try to sort out is it
17 federally funded research or is it under a state law or is
18 someone looking after my rights and welfare, or is it one
19 of those seven categories which were alluded to that simply
20 fall between the cracks.

21 I also think that the individual would expect
22 timely and consistent investigations of allegations of
23 noncompliance with human subjects protections by both
24 regulated entities and the investigators. And then, of

1 course, responsible follow-up -- follow-through on findings
2 of noncompliance with human subject protections by
3 regulated entities and investigators.

4 Then I would believe that the individual would
5 want an office that was there to carry out actions that
6 would be consistent with promoting protection of human
7 participants in research in an as political a manner as
8 possible. That is an office that would stand as a champion
9 of human subjects rights and welfare above other goals that
10 might be competing and that were inconsistent with that
11 goal.

12 For example, we heard this morning a discussion
13 of the use of tissue samples and the idea that, oh, it
14 would be a tragedy to lose this important invaluable
15 research but it may also be a tragedy to collect
16 information or use information that represented a violation
17 of the rights and welfare of individuals. So there has to
18 be some office that is a champion for human subjects
19 protection in the milieu of larger competing issues or
20 different competing issues, or resource demands.

21 (Slide.)

22 Likewise, I think, what would an entity that
23 was regulated by a federal central office expect? I think
24 they would expect many of the same things, of course. They

1 would want adequate and timely information and education
2 concerning protection of human participants in research.
3 They would want guidance and help in knowing what they were
4 supposed to and how to carry it out.

5 I think the regulated entities would want to
6 have an office that was able to ensure well developed,
7 broadly open and proactive policy development and
8 regulatory interpretations and modifications. Somebody
9 that was really well connected with what was going on in
10 the world in terms of new technologies, development of new
11 data collection systems, and certainly it is going to be
12 more than just federally conducted research.

13 Someone -- some office that understood the
14 health care delivery system very well because much of our
15 research will be coming from our health care delivery
16 system as we move towards more managed care systems and
17 consolidated systems of health care delivery.

18 The regulated entity, I would expect, would
19 want the federal office to have the ability to coordinate
20 the federal organizations supporting or conducting research
21 under the Common Rule. They would want some kind of
22 ability to ensure appropriate consistency so that all of
23 the federal entities were not going off in their own
24 direction.

1 They would certainly want fair and consistent
2 enforcement of the regulatory compliance authorities. I
3 have added here, but you probably cannot read it, including
4 feedback to the regulated entities on the pitfalls to be
5 avoided. If entities are in noncompliance we owe them and
6 other entities an explanation of why that is the case and
7 try to put in some corrective measures.

8 And then I think another goal would be to have
9 actions again consistent with promoting protection of human
10 participants in an as a political a manner as possible.
11 Try to keep it shielded from politics and other goals that
12 divert us from really protecting people who are involved in
13 research.

14 Lastly, I think the regulated entities would
15 have some expectation of minimization of paperwork and
16 other administrative burdens consistent with the
17 accomplishment of protection goals. I also think an
18 important goal to preserve is decentralization and having
19 decisions made at the local level and the benefit of
20 understanding the local milieu so that there was not a big
21 centralized group that would dictate but that would have an
22 open system that would ebb and flow and collect information
23 and develop policies and procedures that could be
24 applicable but would help from the local perspective.

1 All of this, of course, would require adequate
2 numbers and quality of staff. Other adequate resources,
3 creativity, credibility, visibility, openness, compassion,
4 energy, and sufficient independence and authority to effect
5 these expectations.

6 I think if you would take these goals or others
7 that you might come up with and crosswalk them with
8 different organizational options it might become more clear
9 what was the preferable locus for a federal office for
10 oversight.

11 We do not have to be gurus at public
12 administration to understand that there is a formal
13 organization and an informal organization. In some of the
14 most irrational organizational locations effectiveness can
15 happen, productivity can happen, and even at some of the
16 most ideally placed organizational levels apparently
17 sometimes things do not get done because there are so many
18 unanticipated consequences.

19 There are perturbations from the environment
20 that we do not expect and so something that looks ideal on
21 paper might not work either. But I think our goal is to
22 try to come up with the best place to maximize what needs
23 to be done and part of that is deciding what needs to be
24 done and coming to some consensus on that and then moving

1 on.

2 I think Dr. McCarthy's suggestions, I think Dr.
3 Fletcher's suggestions, both have pros and cons. Some of
4 these goals would be better addressed in the organization
5 that Dr. Fletcher proposes. Some would be better addressed
6 in what Dr. McCarthy has proposed. But there may be other
7 permutations and alternatives too that could be laid on the
8 table.

9 CONCLUSIONS

10

11 DR. SHAPIRO: Thank you very much. We very
12 much appreciate your second appearance here. Thank you
13 very much for your help.

14 Well, in view of the lateness of the afternoon,
15 we have run rather later than I had hoped, I am going to
16 ask the committee's indulgence and forego any further
17 discussion of this topic at this time.

18 Eric, you will just have to excuse me.

19 But in any case -- but I really -- perhaps
20 those of you who will be here tomorrow can certainly take
21 that topic up again.

22 I want to thank our guests especially.

23 But before adjourning I promised that I would
24 give Zeke a moment to say a word or two since this is in

1 all likelihood his last meeting as a formal member.

2 DR. EMANUEL: It is absolutely my last meeting.

3 This is my lasting meeting and I wanted to take
4 a minute. I am resigning from the commission not for any
5 reason of dissatisfaction. Quite the opposite. As has
6 been alluded there has been a major trade between the NIH
7 and NBAC. You got the better of the deal. Eric is coming
8 to you and I am going to the NIH.

9 DR. SHAPIRO: We also have a future draft
10 choice.

11 (Laughter.)

12 DR. EMANUEL: This is my last meeting and I
13 wanted to -- I assured Dr. Shapiro I would take only a few
14 minutes.

15 First, I wanted to thank the staff for having
16 put up with a zillion requests and all sorts of irrational
17 demands and doing it with grace and very promptly under
18 difficult circumstances.

19 Mostly I did want to thank Dr. Shapiro for
20 being a wonderful chairman and for leading us without
21 bamboozling us with any agenda, and for really, I think,
22 helping us along.

23 I also do want to thank my fellow
24 commissioners.

1 I want to reiterate something that Eric said
2 earlier in the day, that this really is a wonderfully
3 collegial group. We have a lot of big people with a lot of
4 very strong and well developed ideas that do not always
5 agree as we have seen today. And yet there is, through all
6 that diversity, an attempt -- first of all, a respect for
7 each other and, second of all, an attempt to come to some
8 kind of constructive consensus. We saw that in the cloning
9 report and we have seen it today in these two different
10 reports.

11 It is really marvelous to see especially in a
12 day when -- an era where cross fire is more the model
13 rather than, I think, this constructive consensus building
14 and trying to move forward in a wonderful way. I will miss
15 that and greatly appreciate it and I hope it is something
16 that is preserved with future selection of commissioners
17 because I think it really is a great model.

18 If I could take one more minute, which is as I
19 walk out the door my little look at the future. I think we
20 have spent a lot of time today on it and it was number one
21 on Eric's list, which I spent two weeks in England and part
22 of what I was doing is thinking about where would I like
23 this place to go. I really do think the IRB issue, this
24 protection issue, actually getting it to work is really the

1 key issue.

2 It is not sexy in a way but in the nuts and
3 bolts it is the issue.

4 We keep resorting to the IRB for all sorts of
5 reasons suggesting it is a pivotal function. It is doing a
6 pivotal thing. We cannot get rid of it and we need it
7 more. Yet there are excessive demands on it. It was built
8 20 some years ago and not built for the current era. We
9 know that it is only going to get worse. The NIH budget is
10 going to go up. More research is going to be done. We do
11 not have a good understanding of how it works in practice
12 as you have heard today.

13 Most importantly and distressing in my opinion
14 is the public has no idea that it even exists and that
15 actually they are being protected. So I think actually if
16 this commission focused in on that problem it would be of
17 great, great benefit to the whole country. I think this
18 issue of where protection sits is one part of the puzzle
19 but only one part of that other puzzle.

20 So I really do greatly appreciate having been
21 able to serve a year and a few months with all of you and
22 it has been a wonderful experience for me and I thank you
23 very much and look forward to whatever future interactions
24 we have.

1 (Applause.)

2 DR. SHAPIRO: Zeke, on behalf of myself and all
3 the commission members and the staff, thank you for all the
4 contributions you have made not only to our reports and to
5 ourselves, and to our work but to each of us as we worked
6 together over this time.

7 So we look forward to interacting with you on
8 some basis that is appropriate as we go ahead.

9 With that, we are adjourned.

10 (Whereupon, the proceedings were adjourned at
11 4:33 p.m.)

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