



National Board of Examinations

In Association With



Deenanath Mangeshkar Hospital and Research Centre PUNE

Proudly Announcing

NBE –UNESCO Chair in Bioethics (Haifa) National Programme



**UNESCO - 3TIBHSc Course for Health Science Faculty  
At Deenanath Mangeshkar Hospital & Research Centre, PUNE**

**Dates – 24<sup>th</sup> to 25<sup>th</sup> May 2019. Time – 9:00 A.M. to 5:00 P.M.**

**26<sup>th</sup> May 2019 Time - 9:00 A.M. to 3:00 P.M.**

**Contact Person: Dr. B. Bharat -011 45593091**

**Dr. Asmita Bhave- 020 49154443/5, Sh. Salunke G. N – 9890016205**

**Email – [academics@dmhospital.org](mailto:academics@dmhospital.org)**

**Why This programme** – As per latest MCI Guidelines Now all the medical colleges have to teach Medical Ethics in 2<sup>nd</sup> MBBS and Bioethics as an elective subject in 3<sup>rd</sup> semester of MBBS. To Teach Medical Ethics and Bioethics UNESCO has prepared this training programme for faculty members.

**About the Programme** : UNESCO approved 3T IBHSC Bioethics Course has been design to introduce DNB Accredited medical ,dental, nursing and health science teaching faculty of University and colleges to teaching the modern Vertically Integrated Bioethics. Curriculum is based on 15 principles enshrined in the UNESCO'S Universal Declaration on the Bioethics and Human Rights.

Target Audience: The course is beneficial to the faculty of DNB accredited Medical, Dental Nursing and Health science teaching universities and colleges.

Eminent Faculty –

- **Prof. (Dr.) Russell Franco D'Souza, Head & Chair, Asia Pacific Division, Director of Education International Program, UNESCO Chair in Bioethics Haifa**
- **Dr Mary Mathew, Head Indian Programme UNESCO Bioethics, Manipal**
- **Col. (Dr.) Derek D'Souza, National Co-ordinator 3T - IBHSc Course, MIMER Pune**
- **Dr Princy Palay, Head Curriculum Development UNESCO India Program**
- **Dr K. Gireesh, Deputy Dean, SRM Medical College, Chennai**

### **How to Register**

Course Fee: Rs 2000/- (including GST18%) – (GST No. 27AAATL1944N1ZA)

### **NEFT/IMPS**

Bank Name – **State Bank of India, Commercial Branch, Tilak Road, Pune**

Account Name - **L M M F's Deenanath Hospital /Account No. - 1 0 2 9 9 6 6 2 1 7 4**

NEFT - IFSC CODE – **SBIN0004108**

**Please send your transaction ID for Confirmation of Registration by e. mail /whatsapp.**

Contact Person – Dr. B. Bharat (NBE) – 01145593091

Dr. Asmita Bhave: - 020 49154443/5 - Email – academics@dmhospital.org

Mr. Salunke G. N – 9890016205 - Email – academics@dmhospital.org

## DAY 1 – BASIC CONCEPTS – Part I

TIME	TOPIC
8.30 AM TO 9.15 AM	<b>Registration at Venue</b>
9.15 AM TO 9.30 AM	<b>Introduction and Welcome to faculty</b>
9.30 AM TO 9.45 AM	<b>Overview of the 3T IBHSc Bioethics Course</b>
9.30 AM TO 10.15 AM	<b>History, Principles, Codes &amp; Guidelines of Ethics</b> Evolution of Codes, Principles & Guidelines, Code of conduct, Codes of medical ethics Nuremberg code, Universal declaration of human rights, MCI Code, Helsinki declaration, Tuskegee syphilis trial, Belmont report, CIOMS, ICMR Guidelines
10.15 AM TO 11.00 AM	<p><b>Universal Declaration on Bioethics &amp; Human Rights</b> On 19 October 2005, the 33rd Session of the General Conference of UNESCO adopted the Universal Declaration on Bioethics and Human Rights (hereafter referred to as the Declaration). The Declaration embodies a set of bioethical principles that has been agreed upon by 191 Member States of UNESCO. This set of bioethical principles provides a common global platform for bioethics to be introduced and strengthened within each Member State, and UNESCO is mandated to promote, disseminate and elaborate these principles in practice.</p> <p><b>UNESCO Bioethics Core Curriculum</b> The UNESCO Bioethics Core Curriculum sets out to introduce the bioethical principles of the Universal Declaration on Bioethics and Human Rights to university students. This UNESCO Bioethics Core Curriculum can provide an incentive to start introducing such teaching. Its contents are based on the principles adopted in UNESCO. It therefore does not impose a model or specific view of bioethics, but articulates ethical principles that are shared by scientific experts, policy-makers and health professionals</p>
11.00 AM TO 11.15 AM	<b>TEA</b>
11.15 AM TO 12.00 AM	<p><b>Autonomy &amp; Consent (Article 5, 6, 7)</b> Respect for personal autonomy; negative liberty, Degrees of self-rule. Respect for Autonomy not absolute – Mill’s harm principle Autonomy Truth, and Difficult choices 3 elements of informed consent; Exceptions to the informed consent standard; Proxy decision making; Special status of medical informed consent</p> <p><b>Role Play on Autonomy</b></p>
12.00 AM TO 12.45 PM	<p><b>Vulnerable Population, Gender Disparity and Protection (Article 8)</b> Concerns in Bioethics; What makes individuals or countries vulnerable? Exploitation – Clinical research, Health Policy, Research ethics. Inducing vulnerable subjects as exploitation. When can Protection become paternalistic? Context of multinational research and situation of women made vulnerable in cultural / region settings</p> <p><b>Tableaux on Vulnerable Population, Gender Disparity and Protection</b></p>
12.45 PM TO 1.30 PM	<b>LUNCH</b>
1.30 PM TO 2.15 PM	<p><b>Equality, Justice &amp; Equity (Article 10)</b> Types of justice, Concepts of distributive justice, Health care ethics, Munson’s principles of distributive justice, Right to health, Role of health professionals in allocating resources</p> <p><b>Debate on allocation of resources</b></p> <p><b>Privacy &amp; Confidentiality (Article 9)</b></p>

2.15 PM TO 3.00 PM	Prudery norms is a moral value; the Abject; Biographic privacy. Hippocratic Oath - Stigmatization, the Abject; Biographic privacy; IT & Privacy <b>Activity on Privacy &amp; Confidentiality</b>
3.00 PM TO 3.15 PM	<b>TEA</b>
3.15 PM TO 4.00 PM	<b>Benefit &amp; Harm (Article 4)</b> “Medical benefit” and “The good; Futility; The common good; The rule of rescue and the defense of necessity - Good Samaritan; Harm; The principle of double effect; The precautionary principle <b>Activity on Benefit and Harm</b>
4.00 PM TO 4.45 PM	<b>Human Dignity &amp; Human Rights (Article 3)</b> The role of “human dignity” in bioethics; Origins of the ethos of human dignity; the idea of human dignity the normative implications of the value of human dignity; Human Rights; First generation (negative rights) and Second generation (positive rights) – The Universal Declaration of Human Rights. Controversies – ‘Margin of appreciation (principle of subsidiarity) <b>Participants Photographic Illustration of Violations of Human Dignity and Human Rights</b>
4.45 PM TO 5.00 PM	<b>Feedback on day 1 &amp; Group photo</b>

## **DAY 2 – BASIC CONCEPTS – Part II & KNOWLEDGE TRANSFER TECHNOLOGY**

<b>TIME</b>	<b>TOPIC</b>
9.00 AM TO 10.30 AM	<b>Emotional Intelligence in Knowledge Transfer</b> Spiritual Intelligence and self-awareness; Social Cognition and Mirror neuron system in teaching. Practice self- management, self-awareness, self-regulation, self-motivation, and empathy. Understand, use and manage your emotions. Verbally communicate with others. Successfully communicate with others in a non-verbal manner. The benefits of emotional intelligence effectively impact others <b>Demonstration of Emotional Intelligence</b>
10.30 AM TO 11.00 AM	<b>Neuroscience behind Teaching Faculty Skills Development</b> The underpinning of neuro-cognition sciences on teaching competencies that forms the basis of Teaching Faculty Skill Development. This is a fascinating way to appreciate the working of the human mind and helps the medical teachers to grasp the nuances of knowledge transfer to their students.
11.00 AM TO 11.15 AM	<b><u>TEA</u></b>
11.15 AM TO 12.00 AM	<b>Ethics of Caring:</b> Receptivity and responsibility in ethics of caring. Caring guides the doctor always to remain the advocate of the patient and maintain the therapeutic relationship. These are important, when dealing and resolving ethical dilemmas. <b>Small group discussion on Caring in Clinics</b>
12.00 AM TO 12.45 PM	<b>Ethical Deliberation</b> The committing from a stance of joint responsibility for patients (Beneficence) and the vales of medical ethics in general. Common theory of deliberation drawing on ‘Reflective equilibrium’ 3 main modes of reasoning; Specification, Casuistry and balancing of values. Accountability for reasonableness and Moral residue <b>Demonstration of Clinical Ethics Committee</b>

12.45 PM TO 1.30 PM	<b><u>LUNCH</u></b>
1.30 PM TO 2.00 PM	<b>Teaching Bioethics in a Clinical Setting</b> Case Assessment and Discussion Model Using a 4- dimensional model: Medical Factors; Patient Preferences; Quality of Life; Contextual factors, Assessment and deliberation for teaching bioethics at the Clinical ward round teaching
2.00 PM TO 2.30 PM	<b>Case Based Teaching / Learning</b> Promote discussion of prior knowledge; Encourage cooperation, collaboration, mediation, and negotiation; Promote discussion for understanding; Promote self-direction and interdependence; Promote research and inquiry; CBL is a thoroughly validated instructional method shown to produce greater learning gains than conventional learning and replicated in several educational research studies. (Lambros 2005)
2.30 PM TO 3.30 PM	<b>Ethics, Professionalism and Communication</b> Medical professionalism is a (normative) belief system about how best to organize and deliver health care, which calls on group members to jointly declare (profess) what the public and individual patients can expect regarding shared competency standards and ethical values and to implement trustworthy means to ensure that all medical professionals live up to these promises. Professional competence requires the habitual and judicious use of knowledge, communication, technical skills, clinical reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community being served. <b>Activity on Ethics, Professionalism &amp; Communication</b>
3.30 PM TO 3.45 PM	<b>TEA</b>
3.45 PM TO 4.30 PM	<b>Environmental Ethics &amp; Biotechnology (Article 17)</b> Conceptual foundations of environment values as well as issues surrounding societal attitudes, actions and policies to protect and sustain biodiversity and ecological system. Biotechnology - advances that have ethical implications; sensitization to various biotechnological developments and choices related to healthcare. <b>Video on Environmental Ethics</b>
4.30 PM TO 5.15 PM	<b>Application of Bioethical principles in Research</b> Application of the various bioethical principles in planning and conduct of biomedical research. The need to ensure that the aspects of autonomy, consent, privacy & confidentiality, benefit & harm, distributive justice and non-maleficence are upheld. <b>Demonstration of Institutional Ethics Committee</b>

### **DAY 3 – KNOWLEDGE TRANSFER TECHNOLOGY AND INTEGRATED BIOETHICS**

TIME	TOPIC
9.00 AM TO 9.15 AM	<b>Street Play by students</b>
9.15 AM TO 9.45 AM	<b>Ethical Dimensions of Teaching Bioethics</b> Soft Science in a Hard World. It is a moral enterprise - Trust, Care, Obligation Responsibility. Road blocks in teaching bioethics. The place of Traumatic De-idealization in medical education. Ethical issues in teaching bioethics. Legal and moral responsibility.

9.45 AM - 10.15 AM	<p><b>Innovative methods of teaching</b> Teaching Bioethics is a challenge and requires faculty that are open to introduction of newer and more effective means of teaching learning methodology. Some of the most effective methods to transfer knowledge in Bioethics will be discussed</p>
10.15 AM - 10.45 AM	<p><b>Assessment Technology: Course, Teacher, Students</b> Assessment drives learning and have an effective assessment strategy is central to the success of the implementation of Bioethics curriculum. Various means that can be used to assess the students at various stages are presented</p>
10.45 AM TO 11.00 AM	<p><b><u>TEA</u></b></p>
11.00 AM TO 12.30 PM	<p><b>Simulated Teaching Assessment</b> Participants &amp; Trainer Evaluation x Batches &amp; Rooms 6 min Micro Teaching session focusing on delivery methodology Interactive Feedback sessions <b>SIMULATED TEACHING ASSESSMENT –PANELS OF TRAINERS WILL ASSESS PARTICIPANTS</b></p>
12.30 AM TO 1.30 PM	<p><b>Curriculum Integration of Bioethics to Subjects</b> Institutional Road Map for Curriculum Feed Back Integration <b>Valedictory and Certificate Distribution and Closing</b></p>
1.30 PM TO 2.00 PM	<p><b><u>LUNCH</u></b></p>