



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Chair
in Bioethics
(Haifa)



National Board of Examinations

In Association With

Lakeshore Hospital and Research Centre, Kochi

Proudly Announcing

8th NBE –UNESCO Chair in Bioethics (Haifa) National Programme



UNESCO - 3T IBHSc Course for DNB Faculty & Coordinators

**At Lakeshore Hospital and Research Centre, NH 47 - Bye Pass,
Maradu, Nettoor, KOCHI, Kerala-682304**

Dates – 28th to 29th Feb 2020 Time – 9:00 A.M. to 5:00 P.M.

1st Mar 2020 Time - 9:00 A.M. to 3:00 P.M.

Registration Fee: Rs 2000/- (inclusive of GST)

Contact Persons:

Ms. Josephine : 9495372374 dmsoffice@lakeshorehospital.org

Dr.B.Bharat (NBE) : 011-45593091 bbharat@natboard.edu.in

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.

The 3T-IBHSc program is built to 'Train-Teach-Transfer' Bioethics and Human Rights knowledge to the faculty members. The training will be re-enforced by a series of lectures and addresses by the national and international faculty. This initiative is part of the training for the DNB program supervisors in keeping with the NBE planned introduction of Bioethics Communication Safety and Quality in the DNB curriculum.

It is essential for all accredited hospital based DNB programme to nominate and send Post Graduate Supervisors/Teachers/Consultant/Faculty of NBE accredited Hospitals/Institutions running DNB program in various Broad & Super Specialty, and Fellowship programme in various sub specialty areas to attend the 3T Integrated Bioethics for Medical Sciences for postgraduate supervisors.

The Post Graduate Certificate 3T-IBHSc Course of the department of education of the UNESCO Chair for Post Graduate Training Supervisors of the DNB programs in NBE approved hospitals has 2.5 day Face to face program with a simulated teaching assessment and followed with the distance learning International Webinar Course on the Principals of Bioethics and Human Rights of the Universal Declaration on Bioethics and Human Rights

Target Audience: The course is beneficial to the faculty of DNB accredited hospitals and Medical 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/-

RTGS DETAILS

Bank Name	HDFC Bank
Branch Address	Palluruthy
Name in Bank Account	Lakeshore Hospital and Research Centre Ltd.
Account Number	57500000268175
IFSC Code	HDFC0001515
SWIFT CODE	HDFCINBB

For any payment related queries, please contact **Ms. Josephine, 9495372374**
dmsoffice@lakeshorehospital.org (please send your transaction ID for
Confirmation of Registration by mail)

Contact Person –

Ms. Josephine, 9495372374 dmsoffice@lakeshorehospital.org

Dr. B. Bharat (NBE) – 011-4559309, bbharat@natboard.edu.in

TENTATIVE PROGRAMME SCHEDULE

DAY 1 – BASIC CONCEPTS – Part I

TIME	TOPIC
8.30 AM TO 9.15 AM	Registration at Venue
9.15 AM TO 9.30 AM	Introduction and Welcome to faculty
9.30 AM TO 9.45 AM	Overview of the 3T IBHSc Bioethics Course
9.30 AM TO 10.15 AM	History, Principles, Codes & Guidelines of Ethics 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	Universal Declaration on Bioethics & Human Rights 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. UNESCO Bioethics Core Curriculum 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
11.00 AM TO 11.15 AM	TEA
11.15 AM TO 12.00 AM	Autonomy & Consent (Article 5, 6, 7) 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
12.00 AM TO 12.45 PM	Role Play on Autonomy
12.00 AM TO 12.45 PM	Vulnerable Population, Gender Disparity and

	<p>Protection (Article 8)</p> <p>Concerns in Bioethics; What makes individuals or countries vulnerable? Exploitation – Clinical research, Health Policy,</p> <p>Research ethics. Inducing vulnerable subjects as exploitation. When can Protection become paternalistic?</p> <p>Context of multinational research and situation of women made vulnerable in cultural / region settings</p> <p>Tableaux on Vulnerable Population, Gender Disparity and Protection</p>
12.45 PM TO 1.30 PM	LUNCH
1.30 PM TO 2.15 PM	<p>Equality, Justice & Equity (Article 10)</p> <p>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>Debate on allocation of resources</p> <p>Privacy & Confidentiality (Article 9)</p>
2.15 PM TO 3.00 PM	<p>Prudery norms is a moral value; the Abject; Biographic privacy. Hippocratic Oath - Stigmatization, the Abject; Biographic privacy; IT & Privacy</p> <p>Activity on Privacy & Confidentiality</p>
3.00 PM TO 3.15 PM	TEA
3.15 PM TO 4.00 PM	<p>Benefit & Harm (Article 4)</p> <p>“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</p> <p>Activity on Benefit and Harm</p>
4.00 PM TO 4.45 PM	<p>Human Dignity & Human Rights (Article 3)</p> <p>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;</p> <p>Human Rights; First generation (negative rights) and Second generation (positive rights) – The Universal Declaration of Human Rights. Controversies – ‘Margin of appreciation</p> <p>(principle of subsidiarity)</p> <p>Participants Photographic Illustration of Violations of Human Dignity and Human Rights</p>
4.45 PM TO 5.00 PM	Feedback on day 1 & Group photo

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

TIME	TOPIC
9.00 AM TO 10.30 AM	<p>Emotional Intelligence in Knowledge Transfer 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</p> <p>Demonstration of Emotional Intelligence</p>
10.30 AM TO 11.00 AM	<p>Neuroscience behind Teaching Faculty Skills</p> <p>Development 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.</p>
11.00 AM TO 11.15 AM	<p><u>Tea</u></p>
11.15 AM TO 12.00AM	<p>Ethics of Caring</p> <p>Receptivity and responsibility in ethics of caring. Caring guides the doctor always to remain the advocate of the patient and maintain the therapeutic relationship.</p> <p>These are important, when dealing and resolving ethical dilemmas.</p> <p>Small group discussion on Caring in Clinics</p>
12.00 AM TO 12.45 PM	<p>Ethical Deliberation</p> <p>The committing from a stance of joint responsibility for patients (Beneficence) and the vales of medical ethics in general.</p> <p>Common theory of deliberation drawing on 'Reflective equilibrium'</p> <p>3 main modes of reasoning; Specification, Casuistry and balancing of values. Accountability for reasonableness and Moral residue</p> <p>Demonstration of Clinical Ethics Committee</p>

12.45 PM TO 1.30 PM	<u>LUNCH</u>
1.30 PM TO 2.00 PM	<p>Teaching Bioethics in a Clinical Setting</p> <p>Case Assessment and Discussion Model Using a 4-dimensional model: Medical Factors; Patient Preferences; Quality of Life; Contextual factors,</p> <p>Assessment and deliberation for teaching bioethics at the</p> <p>Clinical ward round teaching</p>
2.00 PM TO 2.30 PM	<p>Case Based Teaching / Learning</p> <p>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)</p>
2.30 PM TO 3.30 PM	<p>Ethics, Professionalism and Communication</p> <p>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.</p> <p>Activity on Ethics, Professionalism & Communication</p>
3.30 PM TO 3.45 PM	Tea
3.45 PM TO 4.30 PM	<p>Environmental Ethics & Biotechnology (Article 17) 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.</p>
	Video on Environmental Ethics
4.30 PM TO 5.15 PM	<p>Application of Bioethical principles in Research</p> <p>Application of the various bioethical principles in planning and conduct of biomedical research. The</p>

need to ensure that the aspects of autonomy, consent, privacy & confidentiality, benefit & harm, distributive justice and non-maleficence are upheld.

Demonstration of Institutional Ethics Committee

DAY 3 – KNOWLEDGE TRANSFER TECHNOLOGY AND INTEGRATED BIOETHICS

TIME	TOPIC
9.00 AM TO 9.15 AM	Street Play by students
9.15 AM TO 9.45 AM	Ethical Dimensions of Teaching Bioethics 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	Innovative methods of teaching 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
10.15 AM - 10.45 AM	Assessment Technology: Course, Teacher, Students 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
10.45 AM TO 11.00 AM	<u>TEA</u>
11.00 AM TO 12.30 PM	Simulated Teaching Assessment Participants & Trainer Evaluation x Batches & Rooms 6 min Micro Teaching session focusing on delivery methodology Interactive Feedback sessions SIMULATED TEACHING ASSESSMENT PANELS OF TRAINERS WILL ASSESS PARTICIPANTS
12.30 AM TO 1.30 PM	Curriculum Integration of Bioethics to Subjects Institutional Road Map for Curriculum

	Feed Back Integration Valedictory and Certificate Distribution and Closing
1.30 PM TO 2.00 PM	<u>LUNCH</u>