



3T- IBHSc (Integrated Bioethics for Health Sciences)
International Workshop In Bioethics for Healthcare Professionals
 An Initiative of
Department of Education, International Chair in Bioethics
(Formerly UNESCO Chair in Bioethics, Haifa)
Hawler Medical University, Erbil, Iraq
 &
Amrita Institute of Medical Sciences, Kochi
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Accredited International Training Faculty

Dr Russell D'Souza Course Director, Dept of Education Melbourne Australia
 Dr Mary Mathew, Head India Programme Kasturba Medical College Manipal India
 Dr Princy Palatty, Head Curriculum Development AIMS Kochi India
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 Dr Derek DSouza, Head Training Courses DY Patil University, Pune India
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**DAY 1 – BASIC CONCEPTS – Part I &
 APPLICATION OF HEALTHCARE ETHICS**

TIME	TOPIC	FACULTY	Remarks
30 min	Introduction and Welcome to faculty Overview of the 3T IBHSc Bioethics Course <i>Ice-breaker</i>	Dr Russell DSouza	
45 min	INTRODUCTION TO THE PRINCIPLES OF BIOETHICS AND MEDICAL ETHICS A short review of the history highlighting the development of the principles The UNESCO Core curriculum and its role in redefining the practice of healthcare in an ethical manner 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	Dr Mary Mathew Dr Russell D'Souza	Interactive discussion With handouts already circulated

45 min	<p>APPLICATION OF HEALTHCARE ETHICS Illustratory and Experiential learning of the application of the principles of Healthcare Ethics Autonomy and Consent (Article 5, 6, 7) Teaching Learning Methodology (Role play & Group discussion) Respect for personal autonomy; Respect for Autonomy not absolute – Mill’s harm principle, Autonomy, Truth Telling, Difficult choices. 3 elements of informed consent; Exceptions to the informed consent standard; Proxy decision making; medical informed consent.</p>	Dr K Gireesh	<p>Breakout rooms Role Play for Autonomy and Consent needs to be recorded</p>
45 min	<p>Benefit and Harm (Article 4) Teaching Learning Methodology (Case discussions, Case Vignettes and real life narrations of the participants) “Medical benefit” and “The good; Futility; The common good; The rule of rescue and the defence of necessity - Good Samaritan; Harm; The principle of double effect; The precautionary principle</p>	Dr Princy Palatty	<p>Case vignettes and case discussions Breakout rooms Gray’s Anatomy Video/ Cinema</p>
BREAK			
45 min	<p>Emotional Intelligence, Understanding the Self; Identifying & Solving Ethical Dilemmas in clinical practice. The role of emotional intelligence and understanding our emotions as way of becoming better healthcare professionals Practice self-management, self-awareness, self-regulation, self-motivation, and empathy. The benefits of emotional intelligence can be used in personal interaction with peers, patients and students.</p>	Dr Russell DSouza	<p>Role Play Handling the difficult patient</p>
30 min	Demonstration of Emotional Intelligence in clinics	Dr Princy Palatty Dr K Gireesh Dr Derek DSouza	

DAY 2 – BASIC CONCEPTS – Part II & APPLICATION OF HEALTHCARE ETHICS

TIME	TOPIC	FACULTY	Remarks
10 min	Recap of Day 1 / Rapporteur report Introduction to Day 2	Dr Russell DSouza	
45 min	APPLICATION OF HEALTHCARE ETHICS Vulnerable Population, Gender Disparity & Protection (Article 8) Teaching Learning Methodology (Tableaux & Reflection) Concerns in Bioethics; What makes individuals or countries vulnerable? Exploitation – Clinical research, Health Policy, Research ethics. Inducing vulnerable subjects as exploitation.	Dr K Gireesh Dr Sreenivas M Dr Derek DSouza	Tableaux Small group of Co-learners Depiction of each group of vulnerable populations
45 min	APPLICATION OF HEALTHCARE ETHICS Human Dignity Human Rights (Article 3) Teaching Learning Methodology (Photographs & Reflection) Guided reflection Case discussion as the trigger for a discussion on human rights, human dignity and active and passive euthanasia in India. Human Dignity and Human Rights in world around us Photographs submitted by the participants to be used as discussion of real life scenarios Song	Dr Princy Palatty Dr Sreenivas M	Photographs Of Human Dignity/Rights upliftment or denied Photos to be submitted to Derek will show it in PPT
45 min	Equality, Equity, Justice, & Solidarity (Article 10, 13, 14) Teaching Learning Methodology (Debate) 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	Dr Mary Mathew	Debate Discussion can be done in breakout rooms Final debate on main screen
45 min	Privacy and Confidentiality (Article 9) Teaching Learning Methodology (case vignettes and personal reflection) Concepts of Privacy and Confidentiality, Importance in healthcare settings, Breaching confidentiality, Duty to Warn	Dr Derek DSouza	Privacy Confidentiality Examples / case discussions/ Narrative

45 min	<p>Ethical Decision making & Conducting Ethical Case Deliberation (Article 18, 19) Teaching Learning Methodology (Ethical Case Deliberation)</p> <p>The committing from a stance of joint responsibility for patients (Beneficence) and the values of medical ethics in general.</p> <p>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</p>	<p>Dr Russell DSouza Dr Sreenivas M</p>	<p>Ethical Case discussion Case will be displayed on screen Chosen participants will discuss the case Chat box for inputs by others</p>
15 min	<p>Demonstration of Clinical Ethics Committee</p>	<p>Dr Princy Palatty</p>	

DAY 3 – BASIC CONCEPTS – Part III & APPLICATION OF HEALTHCARE ETHICS

TIME	TOPIC	FACULTY	Remarks
10 min	Recap of Day 2 Rapporteur report Introduction to Day 3	Dr Russell DSouza Dr Sreenivas M	
45 min	Non-discrimination and non-stigmatization (Article 11) Teaching Learning Methodology (Video and personal reflection) No individual or group should be discriminated against or stigmatized on any grounds, in violation of human dignity, human rights and fundamental freedoms, Importance in healthcare settings. Street Play Video followed by discussion Discussion on experiential learning Participatory theatre	Dr Russell DSouza Dr Mary Mathew	Street play presented by group from AIMS. Can be recorded and shown before the discussion
45 min	Ethical Case Assessment Teaching Learning Methodology (Lecture & group activity) 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	Dr Russell DSouza	Ethical Case discussion Case will be displayed on screen Breakout room
	Case assessment and discussion	Dr Derek DSouza	
	BREAK		
60 min	ETHICS, PROFESSIONALISM AND COMMUNICATION Teaching Learning Methodology (Lecture, personal reflection, Experiential learning through Group activity) 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. Leadership styles - Identification and interaction Professionalism in healthcare settings- Values and Principles that need to be followed and the means to achieve them	Dr K Gireesh Dr Sreenivas M Dr Derek DSouza	Breakout Rooms Small group discussion and then present in front of the main group.
60 min	Activity on Ethics, Professionalism & Communication		

DAY 4 – REFORMED BIOETHICS TEACHING LEARNING METHODOLOGY AND APPLICATIONS

TIME	TOPIC	FACULTY	Remarks
10 min	Recap of Day 2 Rapporteur report Introduction to Day 3	Dr Russell DSouza Dr Sreenivas M	
60 min	Non-discrimination and non-stigmatization (Article 11) Teaching Learning Methodology (Video and personal reflection) No individual or group should be discriminated against or stigmatized on any grounds, in violation of human dignity, human rights and fundamental freedoms, Importance in healthcare settings. Street Play Video followed by discussion Participatory theatre	Dr Russell DSouza Dr Mary Mathew	Street play presented by group from AIMS. Can be recorded and shown before the discussion
45 min	REFORMED BIOETHICS TEACHING LEARNING METHODOLOGY AND APPLICATIONS Application and effectiveness of novel teaching learning methodology of Bioethics and healthcare ethics Ethical Dimensions of Teaching Bioethics Soft Science in a Hard World. Road blocks in teaching bioethics. Traumatic De-idealization in medical education. Ethical issues in teaching bioethics. Legal and moral responsibility. Bioethics and art	Dr Mary Mathew	Interactive discussion
	BREAK		
90 min	SIMULATED TEACHING ASSESSMENT Participants Evaluation by trainers in small groups 6 min Micro Teaching session focusing on delivery methodology. Interactive Feedback sessions SIMULATED TEACHING ASSESSMENT - PANEL OF TRAINERS WILL ASSESS PARTICIPANTS	Dr Russell DSouza Dr Mary Mathew Dr Princy Palatty Dr K Gireesh Dr Derek DSouza	Breakout Rooms with each faculty as evaluator
30 min	Integrated Bioethics Curriculum		
	BREAK		
15 min	Valedictory & Closing	Dr Russell DSouza Dr Mary Mathew Dr Princy Palatty Dr K Gireesh Dr Derek DSouza	