



UNESCO Chair  
in Bioethics  
(Haifa)



*3T-Train, Teach and Transfer ↔ Empower Impact*

## **An Introduction to 3T – IBHSC Bioethics Course of The UNESCO Chair in Bioethics Haifa for Medical, Dental and Health Science Teaching Faculty**

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The accredited 3T-IBHSc bioethics training program has been designed to introduce medical, dental and Health Science teaching faculty of Universities and Colleges to teaching the modern Vertically Integrated Bioethics Curriculum based on the core curriculum, which reflects the 15 principals enshrined in the UNESCO's Universal declaration on Bioethics and Human Rights (2005). It was developed by experts under the UNESCO Chair in Bioethics Haifa. The 3T-IBHSc program is built to Train Teach and Transfer (Bioethics and Human Rights knowledge) Integrated BIOETHICS in Health Sciences.

This course has been taken by over 1270 Senior Medical, Dental and Health Science Teaching Faculty of Universities of Health Sciences and have been successfully assessed on completion of this course, that was run at 8 Government Universities of Health Sciences and 10 Private Deem Universities in India. The course evaluation and outcomes have been positive received from course evaluation and feedback evaluation. The trained faculty are expected to return to train their respective departments and introduce the teaching Integrated bioethics curriculum at their respective Medical, Dental and Health Science Colleges. The course has also been organised and training of Medical Teaching faculty at Universities at Malaysia and Indonesia.

The course uses the methodology of a group of 'Co Learners' where training faculty and participant teaching faculty are co learners, using the process of 'Learning through osmosis.' Osmosis is the art of unconscious learning. It is where we stop studying materials and start absorbing them. This is an analogy for natural, organic and indirect way of learning. To learn **through osmosis** means a way of **learning seamlessly**. Learning by osmosis is also **about listening**. It is **absorbing the workshopping**. It is **how you apply meaning** to what you see around you. This innate talent **for plucking the meaning out of the presentations**, rather than the facts and figures, is how intuition is developed, which is the pulling force that separates successful knowledge transfer.

The 3-4-day course has 3 components **Part A: Bioethics Principals:** History, Principles, codes & Guidelines of Ethics, Universal Declaration on Bioethics and Human Rights, Autonomy, Privacy Confidentiality, Informed Consent requirements, Beneficence, Non-Maleficence, Justice Equality and Equity, Human Rights, Human Dignity, Vulnerability, Gender disparity and Environmental Ethics and Biosafety **Part B: Bioethics Knowledge Transfer Technology:** Impact of neuro cognition on teaching competencies, Ethical decision making, Case Based Teaching, Communication, Use of emotional Intelligence in Teaching bioethics, Ethical deliberation, innovative teaching methods and assessment technology. **Part C: Integrated Bioethics:** Teaching and assessing of bioethics curriculum integrated in to undergraduate medical, Dental and Health Science subject's. The application of Bioethics in clinical teaching methodology in medical and dental teaching in clinics. The result is the ability to identify bioethical issues, applying the bioethical principals and the use of bioethical deliberation in resolving ethical dilemmas. This curriculum is taught and assessed formatively and with summative assessments alongside with every subject of the undergraduate training curriculum in the medical and dental education program.

These accredited bioethics course is delivered in a workshop model using a cafeteria setting, using interactive and innovative knowledge transfer methodology. The course will introduce the modern Bioethics knowledge transfer technology which includes the underpinnings of neuro cognition sciences on teaching competencies, emotional intelligence in teaching methodology for medical, dental and health science teaching faculty. The use of innovative teaching methodology will be demonstrated, with workshopping of the fully evaluated case based teaching methodology, to be used in the teaching and training in undergraduate medical education program.

The simulated teaching viva and assessment at the end of the course, will offer dynamic feedback on teaching skills and knowledge transfer technology demonstrated. The successful completion with certification, offers credentials in competencies to teach bioethics in their respective, medical and dental discipline. The added requirements of post graduate qualifications in the discipline and teaching experience are required as a pre-

condition to admission for the accredited 3 T-IBHSc bioethics course. The certification offers eligibility for admission and registration with the International Forum of Teachers of Bioethics of the UNESCO Chair in Bioethics based at Sophia University.

This course is made available to the Health Science Universities hosting nodal centre in the Association of Indian Health Science Universities – UNESCO Chair in Bioethics National Program and Private universities and medical college that have established bioethics units of the international network of the UNESCO Chair in Bioethics Haifa.

## Requirements

- Course duration: with Pre-Reading: 27 Hours over 3 / 4 days
- Health Science University / Institution will support **economy air travel for the UNESCO Chair in Bioethics Accredited Training Faculty from their base in India to the venue.** Generally, 6 -7 faculty members in India. International institutions will differ.
- Appropriate Accommodation arrangements for Accredited Senior Professors who are donating their valuable time and skills for the training of senior teachers as part of their contribution to the national reform in bioethics curriculum introduction to the medical Dental and Health Sciences teaching and training.
- Honorarium for trainers is suggested but not a mandated requirement for the training faculty.
- Number of delegates: This is an interactive program with role play, debates, Skits, moral games ideally 40 to 60 Delegate participants.
- Pre-Requisite: 1. Post Graduate Qualifications in the Discipline 2. Teaching Experience of 5 / 10 + years 3. Pre-Reading of 3T Resource Material 4. Commitment to teaching / training their respective department faculties in the introduction to Integrated Bioethics Curriculum.
- Pre-Requisite Completing the 3T -IBHSc registration forms
- Pre- Requisite Completing the application for admission to IFT
- Pre- Requisite Providing a short Bio of Name Affiliation Qualifications and Teaching Experience

- Mandatory requirements for Certification is attendance and participating in the simulated teaching assessment. These are to be deposited at the Chairs administration.
- Vice Chancellor's office to communicate with affiliated Colleges' Deans to send Senior Teaching Faculty Medical 3-4 from each college 1 each from Pre-clinical, Para

Clinical and Clinical sometimes a coordinator. Colleges with Health Science programs will send 1 – 2 faculty members from the Health Science discipline The rationale being that this group after successfully completing the training will be required to establish a Bioethics Unit of the UNESCO Chair in Bioethics Haifa at their College.

This unit will become part of the International bioethics network of the UNESCO and directly working with the State Nodal Centre hosted by the Health Science University of the state.

With the continued support of the Indian Program of the UNESCO chair in Bioethics The College Bioethics Unit will be required to train the teaching faculty of their respective colleges and these will be accredited by the Nodal Officer of the University in collaboration of the Faculty Development and Training Centre Chair.

Advanced training will be made available by the program for selected faculty who have been assessed by the simulated teaching assessment at the end of the course.

- ON the last day, the assessment with a simulated Teaching session for delegates. Micro teaching focussing on delivery and knowledge transfer technology of a Bioethics topic to a class. Constructive feedback will be offered. Assessment for eligibility to opt to become a master trainer.
- Requirement of smaller break out rooms with AV for this session in each break out room.
- Registration and membership of the International Forum of Teachers of Bioethics will be facilitated for those successful completed the course assessment and fulfil the requirement of Post Graduate qualification in their respective discipline and required teaching experience
- Venue (Air Conditioned) with preferably cafeteria arrangement with proper moving space for faculty and place to demonstration, role play, cinema and the participants taking part in moral games.

- Resource material for the training and teaching to be printed by HSU Coordinator from the copy right master copy that will be updated regularly and given for preparation for the 3T-IBHSc Course.
- **Resources:**

**Manpower:**

1. 1-2 residents or equivalent to help in local coordination during all three days
2. IT and AV technical person, and 1-2 helpers

**Resource:**

1. Computer system with printer and copier at or near venue with adequate stationary
  2. Flip Chart and Board Marker Pens, permanent markers
  3. Timer Bell or Digital Timer Display
  4. WIFI or wired Internet at venue, if feasible
  5. Drinking water and Chocolates/ Menthol for participants
  6. AV aids
  7. Collar mike for speakers and other 4-5 wireless mikes
  - 8 Slide changer
  - 10 Additional small capacity rooms per 15-20 participants, near venue on final day of the program to have simulated teaching assessment and feedback sessions, with AV aids.
  11. Daily Attendance Register to be maintained and produced for certification
  12. Certificates will also be co-signed by the Vice Chancellor
- Valedictory ceremony – on the final day Certification and Feed Back
  - A Requirement for ongoing review of the teaching with accredited teachers conducting training of other faculty needing to Log the teaching training activity with the Centre for Bioethics Teaching Faculty development and Training of the UNESCO Chair in Bioethics to be based at the Tamil Nadu Government Dr MGR Medical University Chennai Tamil Nadu India.

## Model Curriculum of the 3T -IBHSc Bioethics Course

### 3T Plus IBHSc International Course in Bioethics for Medical, Dental and Health Science Teaching Faculty of Health Science Universities

An Initiative of

The Indian Program of the UNESCO Chair in Bioethics Haifa and  
Association of Indian Health Science Universities (AIHSU)

*Train, Teach and Transfer ↔ Empower Impart*

The Vertically & Horizontally Integrated Bioethics Curriculum of the  
UNESCO Core Curriculum

Accredited Training Faculty

Professor Dr Russell D'Souza Course Director Melbourne Australia

Professor Dr Mary Mathew Manipal Head National Training and 3T IBHSc Program

Professor Dr Geethalakshmi Chair Faculty Training

Professor Dr Princy Palatty Mangalore Head National Curriculum

Professor Dr Pradip Barde Nasik 3T Plus ETTC Coordinator

Colonel Professor Dr Derek DSouza Gangtok Chair National Integrated Dental Bioethics

Professor Dr Siddharth Dubhashi Jaipur Chair Education Technology

### DAY 1 – BASIC CONCEPTS – Part I

TIME	TOPIC	FACULTY
9.00AM – 9.30AM	<b>Inauguration &amp; Overview of the 3T IBHSc Bioethics Course</b>	
9.30 AM – 10.15AM	<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 10.45 am	<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	

	<p>upon by 191 Member States of UNESCO after an intense elaboration and consultation process involving independent and governmental experts from all regions of the world. This set of bioethical principles provides a common global platform by which bioethics can be introduced and strengthened within each Member State, and UNESCO is mandated to promote, disseminate and elaborate these principles for practical purposes</p> <p><b>UNESCO Bioethics Core Curriculum</b></p> <p>The UNESCO Bioethics Core Curriculum sets out to introduce the bioethical principles of the Universal Declaration on Bioethics and Human Rights to university students. Bioethics teaching has not been introduced in many universities in many countries. 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 particular model or specific view of bioethics, but articulates ethical principles that are shared by scientific experts, policy-makers and health professionals</p>	
10.45AM – 11.00AM	Tea	
11.00AM – 12.00PM	<p><b>Autonomy &amp; Consent</b></p> <p>Respect for personal autonomy; negative liberty, Degrees of self-rule. Respect for Autonomy not absolute – Mill’s harm principal</p> <p>Autonomy Truth, and Difficult choices</p> <p>3 elements of informed consent;</p> <p>Exceptions to the informed consent standard; Proxy decision making; Special status of medical informed consent</p> <p><b>Case Discussions -Role Play on Autonomy</b></p>	
12.00PM – 12.30PM	<p><b>Ethical dimensions of Teaching Bioethics</b></p> <p>Soft Science in a Hard World. It is a moral enterprise- Trust, Care, Obligation Responsibility.</p> <p>Road blocks in teaching bioethics.</p> <p>The place of Traumatic DE idealization in medical education. Ethical issues in teaching bioethics. Legal and moral responsibility.</p>	

12.30PM – 1.00PM	Lunch	
1.00PM – 2.00PM	<p><b>Equality, Justice &amp; Equity</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>Interactive sessions / cases</b></p>	
2.00PM – 3.00PM	<p><b>Privacy &amp; Confidentiality</b> Prudery norms is a moral value; the Abject; Biographic privacy Hippocratic Oath- Stigmatization, the Abject; Biographic privacy; IT &amp; Privacy</p> <p><b>Case Discussions on Privacy &amp; Confidentiality</b></p>	
3.00 PM – 4.00PM	<p><b>Environmental Ethics &amp; Biotechnology</b> Conceptual foundations of environment values as well as issues surrounding societal attitudes, actions and policies to protect and sustain biodiversity and ecological system</p> <p><b>Interactive sessions &amp; Cinema</b></p>	
4.00PM – 4.15PM	Tea	
4.15PM – 5. 30 PM	<p><b>Benefit &amp; Harm</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</p> <p><b>Case Discussion &amp; Debate on Benefit &amp; Harm</b></p>	

## DAY 2 – BASIC CONCEPTS – Part II AND KNOWLEDGE TRANSFER TECHNOLOGY

TIME	TOPIC	FACULTY
9.00AM – 10.00AM	<p><b>Human Dignity &amp; Human Rights</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</p>	



	subsidiarity)	
	<b>Case Discussions</b>	
10.00AM – 10.45AM	<p><b>Vulnerable Population, Gender Disparity and Protection</b></p> <p>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?</p> <p>Context of multinational research and situation of women made vulnerable in cultural / region settings</p>	
	<b>DEBATE ACTIVITY</b>	
10.45AM – 11.00AM	Tea	
11.00AM – 12. 30PM	<p><b>Emotional Intelligence in Knowledge Transfer</b></p> <p>Social Cognition and Mirror neuron system in teaching. Practice self-management, self-awareness, self-regulation, self-motivation, and empathy.</p> <p>Understand, use and manage your emotions. Verbally communicate with others. Successfully communicate with others in a non-verbal manner.</p> <p>The benefits of emotional intelligence</p> <p>Effectively impact others</p>	
	<b>Role play</b>	
12.30 PM – 1.00PM	Lunch	
1.00PM – 2.00PM	<b>Ethics and Professionalism</b>	
	<b>VIDEO RELATED ACTIVITY</b>	
2.00PM - 3.00PM	<b>Research Ethics</b>	
3.00PM – 4.00PM	<p><b>Ethical Deliberation</b></p> <p>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</p>	
4.00PM – 4.15PM	Tea	
4.15PM – 5. 15 pm	<p><b>Case Based Teaching / Learning</b></p> <p>Promote discussion of prior knowledge; Encourage cooperation, collaboration, mediation, and negotiation; Promote discussion for understanding; Promote self-</p>	

	direction and interdependence; Promote research and inquiry; Foster discerning judgment of resources. 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)	
5. PM – 5.30PM	<b>Health Law</b>	

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

TIME	TOPIC	FACULTY
9.00AM – 9.45AM	<p><b>Neuro Cognition in Enhancing Teaching Competencies</b></p> <p>A more scientifically based understanding of the novel brain and how it learns considers the rethinking about teaching. Bioethics. Neurocognitive process includes a number of functions through neuronal networks. Neuro cognition includes perceiving, recognizing, conceiving, judging and reasoning processes. The neurocognitive approach is based upon certain irrefutable facts concerning brain functions, which are applied to the intervention strategies of bioethics teachers. Competencies of content competency, contextual competency, communication competency, classroom management and evaluation competency are vital requirement. In this session, we discuss how the brain and its functions are helpful in teaching and bringing out the dimensions of teaching competency such as induction, content, pedagogy, organisation and assessment. We elucidate the Neurocognitive strategies that are helpful to bring out the secrets of amygdala and</p>	

	hippocampus involving in teaching strategies. Introduce the recent development of designing Neurocognitive programme that focus on both cognitive and social development that has theoretical and practical challenges.	
9.45AM – 10.30AM	<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	
10.30AM – 10.45 AM	<b>Tea</b>	
10.45AM – 11.30AM	<b>Innovative methods of teaching</b>	
11.30AM – 12.45PM	<b>Assessment Technology: Course, Teacher, Students</b>	
12.45 PM – 1.30PM	<b>LUNCH</b>	
1.30PM – 2.30PM	<b>Integrated bioethics</b> Subject Integrated teaching and assessing Medical Pre, Para and Clinical Dental Health Sciences Feed Back to be produced	<b>Medical x3 Dental Health Sciences</b>
2.30 PM – 4.15 PM	<b>Simulated Teaching Assessment</b>  Participants & Trainer Evaluation x batches & Rooms 10 min Micro Teaching session focussing on delivery methodology Interactive feed Back sessions	<b>SIMULATED TEACHING ASSESSMENT – PANELS OF TRAINERS Group of 8- 10</b>
4.15PM – 4.30 PM	<b>Tea</b>	
4.30PM – 5.00PM	<b>Curriculum Integration of Bioethics to Subjects</b> Institutional Road Map for Curriculum Feed Back integration	
5.00 PM – 6.00 PMPM	<b>Valedictory and Certificate Distribution and Closing</b>	

**Integrated Bioethics**  
Subject Integrated Teaching and Assessing  
Medical Pre, Para and Clinical  
Dental  
Health Sciences

**DAY 3**

*PRE-CLINICAL*

**Day 3 - Anatomy**

TIME	TOPIC
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<b>3.15PM-4.30PM</b>	Respect to human body & Respect of dead Privacy & confidentiality, Cultural sensitivities, consent, autonomy Cadaver sources Eugenics Genetic counselling Cadaver Oath
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\*Feedback written & verbal from participants & facilitator

### **DAY 3 – Physiology**

<b>TIME</b>	<b>TOPIC</b>
<b>3.15PM—4.30PM</b>	Animal ethics Privacy & Confidentiality Whistle Blowing Student ethical issues

\*Feedback written & verbal from participants & facilitator

### **DAY 3 – Biochemistry**

TIME	TOPIC
3.15PM-4.30PM	Necessity & prudence in the choice of tests Informed consent & refusal of tests Confidentiality Dichotomy

\*Feedback written & verbal from participants & facilitator

### *PARA-CLINICAL*

### **DAY 3 – Pathology**

TIME	TOPIC
3.15PM-4.30PM	thics related to use of Biological material Ethical issues in autopsy Ethics in Blood transfusion Ethical pathologists

\*Feedback written & verbal from participants & facilitator

## DAY 3 – Forensic Medicine

TIME	TOPIC
3.15PM-4.30PM	Laws related to medical practice – Part 1 Laws in related to medical practice – Part 2 Consumer Protection Act MCI Code of Ethics 2002

\*Feedback written & verbal from participants & facilitator

## DAY 3 – Pharmacology

TIME	TOPIC
3.15PM-4.30PM	Rational drug prescribing Use of expensive drugs Research Ethics – Part 1 Research Ethics – Part 2 Conflict of interest

\*Feedback written & verbal from participants & facilitator

## DAY 3 – Microbiology

TIME	TOPIC
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3.45-4.30PM	Lab reports - Confidentiality, privacy, notification & report disclosure Pre & post-test counselling Quarantine & its impact – patient, vector, carrier Specimen transport Bioterrorism
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\*Feedback written & verbal from participants & facilitator

*CLINICAL*

**DAY 4 – Medicine**

TIME	TOPIC
3.15 PM-4.45PM	Doctor – Patient relationship –Part 1 Doctors’ rights & duties Doctor – Patient relationship – Part 2 Patients’ rights & duties Risk benefit assessment End of life issues – Medical futility, euthanasia

\*Feedback written & verbal from participants & facilitator

**DAY 3 – Surgery**

TIME	TOPIC
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3.15PM-4.30 PM	Benefit vs Harm Consent Emergency case attention Breaking bad news Organ transplantation Vulnerability
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\*Feedback written & verbal from participants & facilitator

### DAY 3 – Obstetrics & Gynaecology

TIME	TOPIC
3.15PM-4.30 PM	Privacy & Confidentiality Beginning of Life issues MEDICAL TERMINATION OF PREGNANCY - CONSENT PNMT Assisted Reproductive Technology

\*Feedback written & verbal from participants & facilitator

### DAY 3– Community Medicine

TIME	TOPIC
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3.15PM-4.30 PM	Public Health Ethics-Part 1 Public Health Ethics-Part 2 Health Education Research Ethics
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\*Feedback written & verbal from participants & facilitator

### DAY 3 Dental Bioethics

TIME	TOPIC
3.15PM – 4.30 PM	Biomaterials & dental materials Ethical aspects of treatment options in children/ young adults/ geriatric & mentally challenged patients Biotechnology & Dental Research Care & respect for human organs/dental tissue

\*Feedback written & verbal from participants & facilitate

