

Medical Ethics Curriculum

Prepared by Ole Frithjof Norheim, Ingrid Miljeteig, Dawit Desalgn, Dawit Wondemagn

University of Addis Ababa & University of Bergen, Norway

Draft, February 10, 2013

| | |
|---|---|
| Name | Clinical Ethics - Training of Trainers (ToT) |
| Code of the Course Unit | ToT 2012-15 |
| Course Unit Level | LATER: Cand. med.- degree program |
| Name of the Department(s) Providing the Course Unit | Department of Psychiatry, University of Addis Ababa? Department of Global Public Health and Primary Health Care, University of Bergen |
| Language of Teaching | English |
| Aim and Content of the Course Unit | <p>Aim: The course will give an introduction to clinical ethics, theory and ethical principles, methods for ethical case analysis, and methods for teaching clinical ethics</p> <p>Contents: Clinical ethics is the study of the norms and values that govern clinical medical practice.</p> <p>Themes</p> <ul style="list-style-type: none">- Clinical medical ethics<ul style="list-style-type: none">○ the doctor-patient relationship○ communication○ life and death○ end of life decisions: when, if ever, is it right to withhold treatment○ Basic principles |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ Do no harm ▪ Beneficence ▪ Autonomy, informed consent ▪ Justice <ul style="list-style-type: none"> - The ethics of public health <ul style="list-style-type: none"> ○ Is prevention always better than cure? ○ Coercion and autonomy ○ Equity - The ethics of priority setting <ul style="list-style-type: none"> ○ principles for priority setting ○ criteria for priority setting ○ procedures for priority setting - Clinical ethics and health policy <ul style="list-style-type: none"> ○ Evidence for health policy ○ The relationship between evidence and political values ○ Equity and health maximization ○ Accountability mechanisms - Ethical theories <ul style="list-style-type: none"> ○ Humanitarianism ○ Utilitarianism ○ Egalitarianism ○ Libertarianism ○ The natural law tradition - Methods for analyzing ethical dilemmas <ul style="list-style-type: none"> ○ Impartial case analysis: a systematic method for analysis of ethical dilemmas in eight steps <ul style="list-style-type: none"> - Statement of the problem and alternative actions - What is the evidence concerning the outcomes of the different alternatives? - Are there guidelines or legal acts that regulate the issue at hand? If yes, are they acceptable? - Who are the affected parties? |
|--|---|

| | |
|---|--|
| | <ul style="list-style-type: none"> - What are the benefits and burdens for the affected parties under the alternative options? - Are substantial interests (such as a legitimate interest in health outcomes) in conflict? - Are fundamental principles in conflict? - Meta-ethics: What normative framework can best adjudicate between conflicting principles? - Research ethics <ul style="list-style-type: none"> o Informed consent o Protection from harm o The Helsinki declaration o Ethical review boards - Ethics and the law <ul style="list-style-type: none"> o Legal acts of relevance for ethics o Is there overlap between what is unethical and illegal? <p>Form of teaching Interactive lectures, combined with group exercises, reading assignments and training</p> |
| <p>Learning outcomes:</p> <p>Expected learning outcomes (knowledge and skills) upon successful completion of the course unit</p> <p>For example: Upon successful completion of this course unit, students should be able to describe/analyse/examine/inve</p> | <p>Learning outcomes:</p> <p>Knowledge: After completing the course, the teachers/students should know about</p> <ul style="list-style-type: none"> - Key ethical principles - Basic ethical theory - Methods for case analysis <p>After completing the course, the teachers/students should be able to</p> <ul style="list-style-type: none"> - Identify ethical dilemmas they can encounter in clinical practice - Discuss ethical issues discussed among the public, such as end-of-life care, brain death |

| | |
|--------------------------------|---|
| stigate/ | <p>criteria, perinatal medicine, euthanasia, and priority setting.</p> <p>Skills: After completing the course, the teachers/students should be able to</p> <ul style="list-style-type: none"> - analyze ethical dilemmas - be better prepared to provide good reasons for choices made affecting patients and society. <p>General skills: After completing the course, the students should be able to</p> <ul style="list-style-type: none"> - understand the norms and values that clinical practice. - reflect critically on their own current and future practice - Recognize the essential elements of the medical profession, including moral and ethical principles and legal responsibilities underlying the profession; - Recognize that good medical practice depends on mutual understanding and relationship between the doctor, the patient and the family with respect for patient's welfare, cultural diversity, beliefs and autonomy; - Be able to apply the principles of moral reasoning and decision-making to conflicts within and between ethical, legal and professional issues including those raised by economic constraints, commercialization of health care, and scientific advances; - Demonstrate self-regulation and a recognition of the need for continuous self-improvement with an awareness of personal limitations including limitations of one's medical knowledge; - Show respect for colleagues and other health care professionals and the ability to foster a positive collaborative relationship with them; - Recognize ethical and medical issues in patient documentation, plagiarism, confidentiality and ownership of intellectual property; - Take personal responsibility for the care of individual patients |
| Pre-requirements | |
| Recommended previous knowledge | |
| Teaching Methods | Lectures and TOT methods (fill in later) |

| | |
|----------------------------|---|
| | |
| Assessment Methods | Home examination with writing of a 10page essay on ethical case analysis. The essay is evaluated as accepted / not accepted. |
| Reading List | Articles distributed during lectures See separate list of references. Proper text-book for Ethiopian setting is lacking. |
| Grading scale or Pass/Fail | Pass/Fail |
| Teaching provided | Fall 2012 Spring/fall 2013 Spring/fall 2014 Spring 2015 |
| Place of Teaching | <i>Addis Ababa, Ethiopia</i> |
| Course Unit Evaluation | |
| Contact Information | Department of Global Public Health and Primary Health Care E-mail: ingrid-miljeteig@isf.uib.no E-mail: dawitwondi@yahoo.com Course Coordinator: Ole Frithjof Norheim E-mail: ole.norheim@isf.uib.no |