



**YENEPOYA**

(DEEMED TO BE UNIVERSITY)

Recognized under Sec 3(A) of the UGC Act 1956

Accredited by NAAC with 'A' Grade

**Deralakatte, Mangaluru -575018**

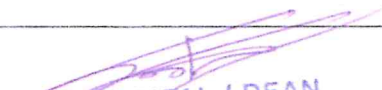
**Value Added Course**

**Bioethics & environmental ethics**

**YMC-VAC01**

**ATTESTED**

-   
Dr. Gangadhara Somayaji K.S.  
Registrar  
Yenepoya (Deemed to be University)  
University Road, Deralakatte  
Mangalore- 575 018, Karnataka

  
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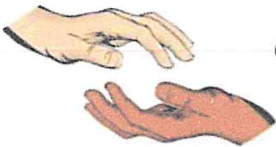
**Centre for Ethics  
Yenepoya (deemed to be University)**



*Applications open for*

**Value-added Course in Bioethics and Environmental Ethics  
BEEE- 2020 batch**

For more details visit: [www.ethics.edu.in](http://www.ethics.edu.in)



Contact Course-Coordinators: Dr. Poonam R Naik and Grrishma B

Email: [drpoonamnaik@gmail.com](mailto:drpoonamnaik@gmail.com), [dr.grrishma@hotmail.com](mailto:dr.grrishma@hotmail.com)

7259346643, 8861632400



Contact programs: Jan to July 2020, Second Friday, 4 to 6 pm: 6+1 Interactive sessions,


**Value added course for Medical/ Dental/ Physiotherapy/ Nursing/ AYUSH**

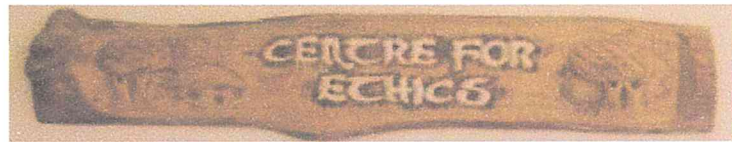
**Undergraduate and post-graduate students and interns**

Registration fees: INR 1500

**Register by  
5 Jan 2020**

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**Value added course in Bioethics & Environmental Ethics (BEEE)  
Centre for Ethics, Yenepoya deemed to be University**

**Biomedical ethics:**

Bioethics involves study of the ethical issues arising from health care, biological and medical sciences. Biomedical ethics is the application of ethical principles in Healthcare profession and decision making in dilemmas. The Course aims at providing platform for raising ethical awareness, understanding principles in health care and following sound ethical principles while dealing with patients. Attempt will be made to shift to person centered health care.

**Environmental Ethics:**

Environment is everything that makes up our surroundings and affects our ability to live and flourish. In recent years, as much as we have progressed with industrialization, we have caused a devastating effect on the environment. Now it is the responsibility of every individual to know the factors are contributing to the environmental depletion and their proactive role in understanding environment friendly life style, approach. As a responsible global citizen, the students will be made aware of the environmental problems and ethical issues in relation to environment. The students are encouraged to take up small projects that enhance the pristine beauty and add to the green campus. Along with this the basic principles of Bioethics will also be discussed to form basis of environmental ethics.

**The teaching is interactive, activity based, field-trip and fun-learning**

**Time:** Second Friday afternoon 4-6 PM (6-7 contact programs)

**Course fee:** 1500 Rs for the full course

- ✓ At the end of the course Certificate will be given marking the credits.
- ✓ No examination only group evaluation

**Expected outcome**

- Enhance student's awareness of ethics and ethical implications and knowhow of contemporary ethical theories.
- Empower undergraduate students to the application of ethical principles in a given setting.



**Biomedical ethics & Environmental Ethics**

**Name of the student:**

**Roll no:**

**Email:**

**Signature of the student**

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**Centre for Ethics**  
**Value added course- Bioethics and Environmental Ethics**  
**Course content**

The value added course on Bioethics and Environmental Ethics (BEEE) is an optional course provided by the Centre for Ethics (CFE) to sensitise the students in the basics of bioethics with a spectrum of branches of ethics included in it along with environmental ethics. The course details are as follows:

1. **Course approval:**
  - a. The value added course in BEEE was approved by the 11th Board of studies meeting on 15 January 2013. Academic Council in the meeting
2. **Course commencement:**
  - a. The course commenced in July 2014
3. **Faculty: In-house faculty**
  - a. Dr. Vina Vaswani, Director, Centre for Ethics
  - b. Dr. Ravi Vaswani, Professor, Internal Medicine
  - c. Dr. Poonam Naik, Professor, Community Medicine
  - d. Dr. Uma Kulkarni, Professor, Ophthalmology
  - e. Dr. Grrishma B, Associate Professor, Physiology
4. **Course coordinators:**
  - a. Dr. Poonam Naik, Professor in Community Medicine
  - b. Dr. Grrishma B, Associate Professor in Physiology
5. **Student intake:**
  - a. The total number of student intake approved: 25
6. **Eligibility:**
  - a. Students of any discipline- Medical, Dental, Physiotherapy, Nursing and Allied health sciences are eligible
  - b. Undergraduate and postgraduate students are eligible
7. **Duration of the course:**

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- a. The course is conducted through contact session of 2 hours each with 8 sessions with a total duration of 16 hours
- b. The timings are planned in a way that the students can attend the sessions outside the regular classes without affecting their attendance or learning in the mandatory subjects

**8. Course content:**

| S.No. | Topic   | Specific learning objectives  |
|-------|---|---|
| 1     | Morality, Moral reasoning, Human Dignity, dignity in health care decision process   | To know the difference between moral intuition and moral reasoning.<br>To become familiar with common theories of moral reasoning   |
| 2     | Introduction to Bioethics: An overview, Case study based.   | To define ethics, bioethics and related terminologies<br>To map the terrain of evolution of bioethics   |
| 3     | Principles of bioethics, Autonomy and its limits, benefits, questions of right & wrong in clinical settings, hierarchy of principles, justice beneficence, maleficence. Student Skit, documentaries | To enumerate four fundamental principles of bioethics- Autonomy, beneficence, non-maleficence and justice<br>To understand the principle of Autonomy<br>To understand the ethical and legal importance of consent<br>To analyse decision making in a complex case scenario. |
| 4     | Beneficence, Paternalism in healthcare, impact of paternalism in health care.   | Definition<br>How the concept of paternalism prevailed and is changing<br>How paternalism can affect respect for autonomy of patients   |
| 5     | Ethical Case analysis Using the ethical principles.   | To apply four quadrant approach<br>To discuss the case of Ashley suffering from a   |

**ATTENDED**

Bioethics & environmental ethics/YMC-VAC01

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|   |  |  |
|---|--|--|
|   | Case based approach<br>You tube video  | rare genetic disorder<br>To arrive at different solutions by identifying the ethical values at cross roads<br>To develop consultation methods of adding voice to the patient and analyse which action brings justice to all. |
| 6 | Introduction to Environmental Ethics, Challenges with environmental pollution, Impact on biodiversity  | To Define Environment, Ecology, members of the environment, biosphere.<br>To identify five big challenges with respect to environment<br>To analyse how species endangered impact the biosphere.                             |
| 7 | Environmental theories<br>And how economic theories have driven the agenda for mass consumption of goods.  | To have acquaintance with ethical theory<br>To compare anthropocentric with biocentric and ecocentric theory<br>To focus on individual responsibilities towards the nature   |
| 8 | Impact of industry on environment, greenhouse gases, technology and ecology crises. Green earth measures<br>(With discussion and Documentaries). | To familiarize students with impact of emission of toxic gases on human and environment<br>Impact of industry technological waste on water bodies.<br>Students pledge to green earth measures and follow it up with actions  |

**9. Content transaction:**

- a. **Teaching learning methods:** The curriculum transaction is done through interactive teaching-learning methods and activities. Some of the methods employed are
- i. Small group discussion of case vignettes
  - ii. Debates on ethical issues
  - iii. Field visits

- iv. Documentary or film viewing to explore ethical issues
- v. Interaction with vulnerable persons or communities
- vi. Students Skit

**b. Assessment:**

- i. The assessment is formative through day-to-day evaluation of students during the contact program
- ii. There is no written examination or summative assessment.

**10. Eligibility for certificate:**

- a. Attendance: 80%
- b. Assessment: Through group discussion, making of posters, collage and writing assignments.

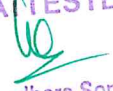
**11. Feedback:**


- a. Feedback is taken from the students at the end of each session and at the end of the course
- b. The feedback is taken into consideration while planning the next session or batch.

**12. Implications:**

- a. The students who complete the course are able to apply ethical principles and theories in their clinical postings. It enriches their learning across all subjects.
- b. The case based analyses encourages empathy building and communication skills using ethical deliberation skills.

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