



**YENEPOYA**

(DEEMED TO BE UNIVERSITY)

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

Accredited by NAAC with 'A' Grade


**Deralakatte, Mangaluru -575018**

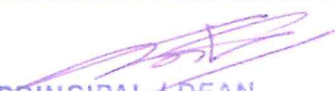
**Value Added Course**

**Clinical ethics & Medical Humanities**

**YMC-VAC04**

**ATTESTED**

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

  
PRINCIPAL / DEAN  
YENEPOYA MEDICAL COLLEGE  
MANGALORE-575018



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



*Applications open for*

**Value-added Course in Clinical Ethics and Medical Humanities  
CEMH- 2020 batch**

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

Contact Course-Coordinators: Dr. Ravi Vaswani and Dr. Uma Kulkarni

Email: [ravi.vaswani@yenepoya.edu.in](mailto:ravi.vaswani@yenepoya.edu.in), [umakulkarni@yenepoya.edu.in](mailto:umakulkarni@yenepoya.edu.in)

9448858983, 9448150032

Contact programs: Jan to July 2020, Fourth 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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*[Signature]*  
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## Value added Course in Clinical Ethics & Medical Humanities (CEMH) Centre for Ethics, Yenepoya deemed to be University

### Clinical ethics:

The purpose of ethics can be completely fulfilled if it is applied in day-to-day health care situations, for the betterment of the community and society. Application of ethical principles is most needed and also the most wanted, in the arena of health care. Today, with more technological advancements and better understanding of disease processes, health care practitioners are more empowered to deliver health care. A doctor can at the press of a button or switch, cause life to end or be prolonged. Clinicians today need to know how to make the right choices. What is lacking in the medical curriculum for undergraduate students today is the hands-on clinical ethics applications, in a platform that is non-tense and trust-inspiring. A Clinical Ethics Consultant is often called upon by members of the health care delivery team, to help resolve ethical issues that come in the way of 'doing the best for the patient in developed countries.

### Medical Humanity:

Despite the invasion of gadgets, gizmos and technologies into the practice of modern medicine, why are people unhappy, with the delivery of health care; even more today than in yesteryears? Despite having a large body of knowledge at our command, why are we less adept at narrating than in the past? Medicine in the twenty-first century is poised very poignantly, at crossroads. In the assiduous, single-minded pursuit of learning and mastering the science of Medicine, the profession has summarily discarded its alter ego, the 'art' of Medicine. Rationality, evidence, proof and logic have ruled the roost, leaving no place for intuition, emotion, and empathy. We know more; yet seem to 'care' less.

Not just physically, but even mentally doctors are more distanced from their patients. There is a much greater need for doctors to 'connect' to their patients, to be more sensitive to their spiritual and emotional needs and to treat patients as whole persons and not just an efficient collection of differently-specialized tissues.

Medical Humanities is defined as 'an interdisciplinary field of humanities (literature, philosophy, ethics, history and religion), social sciences (anthropology, cultural studies, psychology, sociology) and the arts (literature, theater, film, and visual arts) and their application to medical education and practice'. It is widely believed that some knowledge of the humanities and arts helps doctors to obtain more meaningful insights into the concept of the human body, a more sensitive approach to human suffering and enhances empathy. Majority of the medical schools in the United States of America offer a humanities course to medical graduates. In fact, students are encouraged to obtain a basic degree in the arts before seeking admission to medical schools. In India, to date, very few medical colleges have introduced Medical Humanities as a subject in a structured format, in the medical undergraduate curriculum.

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

**Time:** Fourth 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

To sensitize participants to the needs of clinical ethics and medical humanities  
To develop skills in clinical decision-making from values and moral perspectives.  
To inculcate reflexive practice and shared decision making among carer team.



## Clinical Ethics & Medical Humanities

**Name of the student:**

**Roll no:**

**Email:**



ATTESTED  


Dr. Gangadhara Somaya  
Registrar  
Yenepoya (Deemed to be University)  
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**Centre for Ethics**  
**Value added course- Clinical Ethics and Medical Humanities**  
**Course content**

The value added course on **Clinical Ethics and Medical Humanities (CEMH)** is an optional course provided by the Centre for Ethics (CFE) to sensitise the students in the basics of clinical ethics and medical humanities with a spectrum of topics including ethical dilemmas in various clinical settings like end of life, doctor-patient relationship, etc along with the role of medical humanities. The course details are as follows:

1. **Course approval:**
  - a. The value added course in CEMH was approved by the 11th board of study meeting on 6 October 2015.
2. **Course commencement:**
  - a. The course commenced in
3. **Faculty: In-house faculty**
  - a. Dr. Vina Vaswani, Director, Centre for Ethics
  - b. Dr. Ravi Vaswani, Professor in Internal Medicine
  - c. Dr. Poonam Naik, Professor in Community Medicine
  - d. Dr. Uma Kulkarni, Professor in Ophthalmology
  - e. Dr. Grrishma B, Associate Professor in Physiology
4. **Course coordinators:**
  - a. Dr. Ravi Vaswani, Professor in Internal Medicine
  - b. Dr. Uma Kulkarni, Professor in Ophthalmology
5. **Student intake:**
  - a. The total number of student intake approved:
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	Introduction to Clinical ethics	To introduce terminologies in ethics, medic To develop discussion around gaps in health care To know the four
2	Introduction Humanities and medical humanities	To understand the context of What humanity, How does study of humanity enrich us To analyse intricacies in health care from humanity perspective To identify pain and suffering from to spoken and expressed communication through documentary, reading story, poetry

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3	Empathy in healthcare	<ul style="list-style-type: none"> <li>· Empathy locating art in Medical education.</li> <li>· Developing Empathy.</li> <li>· Understanding illness from the patient's perspective.</li> <li>· Role of compassion in healthcare.</li> <li>· Duty consciousness and barriers in practice time management.</li> <li>· Difference between healthcare in government referral and corporate hospital.</li> <li>· Reasoning of growing discontentment.</li> </ul>
4	Clinical ethics consultation	<ul style="list-style-type: none"> <li>-Methods of doing Clinical ethics consultation</li> <li>-Dax case, 80% burnt used as an example, Dax not wanting full treatment whereas his mother wanted him to get a full treatment.</li> <li>- Four quadrant methods were used and student concerns and opinions were gathered.</li> <li>- Consideration of time (1973) was used as a context of understanding ethics and morality in the given time.</li> </ul>
5	Clinical ethics	<ul style="list-style-type: none"> <li>To appreciate the role of implied consent in doctor-patient relationship</li> <li>To know the merits and demerits of different types of doctor-patient relations.</li> </ul>
6	Locating bioethics in healthcare and the principles of ethics	<ul style="list-style-type: none"> <li>-To locate the importance of bioethics in the context of philosophy and health are</li> <li>- Definition of bioethics</li> </ul>

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		<ul style="list-style-type: none"> <li>- Differentiating bioethics from medical ethics from code of conduct</li> <li>-To know the four fundamental principles of bioethics <ul style="list-style-type: none"> <li>- Autonomy, beneficence, non-maleficence and justice</li> </ul> </li> <li>-To apply the principle of autonomy in health care and research <ul style="list-style-type: none"> <li>- Definition and source</li> <li>- Application to individuals</li> <li>- Application to health care</li> <li>- Application to research</li> </ul> </li> <li>-To explore Paternalism <ul style="list-style-type: none"> <li>- Definition</li> <li>- How the concept of paternalism prevailed and is changing</li> <li>- How paternalism can affect respect for autonomy of patients</li> </ul> </li> </ul>

**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

b. **Assessment:**

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 Registrar, Clinical Ethics & Medical Humanities/YMC-VAC04  
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- 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:

**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.

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