REGULATIONS AND CURRICULUM GOVERNING

POSTGRADUATE DIPLOMA IN

BIOETHICS AND MEDICAL ETHICS

(Started from 2011)
(Latest revision 2026)

Name of the Constituent Unit/Centre: Centre for Ethics, Yenepoya Medical College



YENEPOYA
Deemed to be University

Deralakatte, Mangalore, Karnataka.

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NOTIFICATION FROM THE UNIVERSITY

YENEPOYA UNIVERSITY

Office of the Registrar
University Road,
Deralakatte
Mangalore - 575018
Ph: 0824-2204667/68/69/71
Fax: 0824-2203943

Ref: No.YU/REG/ACA/3-ACM/2009

31.10.2009

NOTIFICATION

Sub: Starting of Postgraduate Diploma in Bioethics & Medical Ethics

Ref: Resolution of the Academic Council at its 3rd Academic Council meeting held on 31.10.2009, vide agenda - 5

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The Academic Council at its 3rd meeting subsequently the Board of Management at its 9th meeting held on 31.10.2009 have resolved to approve the proposal to start the Postgraduate Diploma in Bioethics & Medical Ethics course in the department of Forensic Medicine & Toxicology.

This notification is issued for implementation with effect from the academic year 2011-2012.

REGISTRAR
Registrar
Yenepoya University
University Road, Deralakatte
Mangalore - 575 018

To:

The Principal - YMC

Copy to:

1. Controller of Examinations
2. Professor & HoD, Department of Forensic Medicine
3. Academic Section

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1. Preamble :

Today, more than ever in the past, the health care profession is facing its greatest trust issue with the public. The gap is increasing for several reasons – explosion of information on the internet; commercialization of the practice of the profession; and increasing hand-held media applications that reach out to hundreds of thousands of people in an instant. Health care technology has made rapid strides and has literally invaded every aspect of human healthcare. Healthcare providers are now empowered to prolong or cut short human life, by the click of a few buttons. Advances in genetic and assisted reproductive techniques give healthcare professionals the capability to change the course of nature and reshape destinies. Added to this, the development of social media has now made it possible for millions of people to have access to information on their fingertips. People today are more aware of their rights and the responsibilities of the healthcare systems. Bringing ethics back into the core of the health care activities will go a long way in mitigating the situation. Through the creation of a unique Centre for Ethics in 2011, Yenepoya (Deemed to be University) has indelibly made its mark as a leader in the field of bioethics education in India.

The Centre for Ethics, Yenepoya University offers a Postgraduate Diploma in Bioethics & Medical Ethics (PGDBEME). This one-year course commencing every January (three contact programs of 5 days each in January, May and October) is designed to encourage busy practitioners, academicians and researchers to enroll and rekindle interest in bioethics and its application in health care and research. The contact program is highly interactive, encourages reflection and enhances critical analysis. The course exposes the learner to the basics of bioethics and philosophy and their inter-relatedness (as well as their application) in health care, technology and research involving human subjects.

2. Goal:

To make bioethics education mainstream and applicable in every curriculum of health care professionals through training and certification programs and make research community centric.

3. Learning Objectives:

By the end of the course participants should be able to:

- Identify ethical issues in the practice of medicine, health care and life sciences
- Understand and identify ethical issues in the field of research ethics

- Understand the working principles of ethics committees and institutional review boards
- Apply ethical principles to resolve conflict situations in health care settings
- To effectively structure gender dimensions in bioethics enquiry.
- To embed ethics into evolving technology

4. Subject specific competencies

a) Technical Knowledge: Understanding theories, terminology, and ethical principles
b) Methodological Skills: Ability to apply research methods, relevant to the discipline.
c) Application: Applying theoretical knowledge to solve real-world problems within the domain using philosophical and bioethical theories and principles.
d) Interdisciplinary Approach i.e. Departments/Disciplines/Expertise involved in teaching: Bioethics, Philosophy, Medicine, Health care, Palliative care, Nursing, Law, Anthropology, Technology, Human Rights.
e) Sensitize and cultivate integrity in research.

5. Syllabus/Course Content

The entire course is covered in six units, three in each semester. Each unit also has a home assignment, which will be included in the credits assessment.

Course Duration**:** Two semesters (ten months)

There will be two sessions, each of 35 hours of contact programs; one in each semester. Also each participant shall be given six home assignments, for each unit, and one project study.

Semester 1: January to May

Unit 1:

1.1 Introduction to Bioethics?

1.2 History of Bioethics/Medical Ethics

1.3 Integrity of the Human Body

1.4 Human dignity and rights

Unit 2:

2.1 Ethical Theories (Kantian, Utilitarian, Deontological, Egalitarian, etc)

2.2 Hermeneutics

2.3 Introduction to Applied Ethics

2.4 Morality and moral principles

Unit 3

3.1 Principles of Benefit and Harm

3.2 Principles of Autonomy

3.3 Principles of Equality, Justice and Equity

3.4 Decision making in end-of-life situations

Combined under the Research Ethics Workshop

Semester 2: July to November

Unit 4:

4.1 Consent

4.2 Privacy and confidentiality

4.3 Stigma and discrimination

4.4 Vulnerability

Unit 5:

5.1 Principles of Care Ethics

5.2 Social Responsibility & Health

5.3 Recent Advances in Genetics and Reproductive Technologies - Ethical issues 5.4 Project discussion

Unit 6:

6.1 Principles of Research Ethics

6.2 Introduction to Clinical Ethics

6.3 Public Health Ethics

6. Teaching & Learning Methods

a) Pedagogy
b) Case-based learning
c) Small group discussions

d) Field visits
e) Narratives, movies (documentary viewing)
f) Self-directed learning
g) Projects

7. Assessment

Appropriate credits will be awarded for successful completion of each semester. There will be an essay type examination at the end of the second semester. Project work and presentation

Theory Paper (Short essays and brief answers total 50 marks)

Viva voce and defence of project

The evaluation will be on the following weightage:

- Project Evaluation (Assignment) 30%
- Essay type question answer 30%
- Continuous assessment (attendance & class/home assignments) 20%
- Skill based assessment (Viva and case analysis) 20% (Narrative, Skit, Role play, Debate, Painting, etc)

Eligibility for the award:

To be eligible for award of the diploma, the student should score minimum of 50% of the total score adjusted for the above weightages. The certificate will be marked with grades.

8. Recommended Books/Reading materials

a) Bioethics - Principles, Issues and Cases 3rd ed Oxford University Press
b) ICMR, Ethical guidelines for application of Artificial Intelligence in Biomedical Research and Healthcare, 2023, 978-93-5811-343-3 76
c) Beauchamp TL, Childress JF. *Principles of Biomedical Ethics*. 8th ed. New York: Oxford University Press; 2019.
d) Gillon R. Medical ethics: four principles plus attention to scope. *BMJ*. 1994;309(6948):184–8.
e) Gillon R. Ethics needs principles—four can encompass the rest—and respect for autonomy should be "first among equals." *J Med Ethics*. 2003;29(5):307–12.
f) Beauchamp TL. The "four principles" approach to health care ethics. In: Ashcroft RE, Dawson A, Draper H, McMillan JR, editors. *Principles of Health Care Ethics*. 2nd ed. Chichester: Wiley; 2007. p. 3–10.

g) Clouser KD, Gert B. A critique of principlism. *J Med Philos*. 1990;15(2):219–36.
h) Gillon R. Beneficence: doing good for others. *BMJ*. 1994;309:198–202.
i) Gillon R. Non-maleficence: the principle of avoiding harm. *BMJ*. 1994;309:214–6.
j) Gillon R. Respect for autonomy. *BMJ*. 1994;309:184–8.
k) Entwistle VA, Carter SM, Cribb A, McCaffery K. Supporting patient autonomy: the importance of clinician–patient relationships. *J Gen Intern Med*. 2010;25(7):741–5.
l) Fallowfield L, Jenkins V. Communicating sad, bad, and difficult news in medicine. *Lancet*. 2004;363(9405):312–9.
m) Bok S. *Lying: Moral Choice in Public and Private Life*. New York: Vintage Books; 1999.
n) Rawls J. *A Theory of Justice*. Rev ed. Cambridge (MA): Harvard University Press; 1999.
o) Persad G, Wertheimer A, Emanuel EJ. Principles for allocation of scarce medical interventions. *Lancet*. 2009;373(9661):423–31.
p) Delmonico FL, Council of the Transplantation Society. A report of the Amsterdam Forum on the Care of the Live Kidney Donor. *Transplantation*. 2005;79(6 Suppl):S53–66.
q) Daniels N. *Just Health: Meeting Health Needs Fairly*. Cambridge: Cambridge University Press; 2008.
r) Gostin LO. Public health law and ethics: a reader. 2nd ed. Berkeley: University of California Press; 2010.
s) World Medical Association. Declaration of Helsinki: ethical principles for medical research involving human subjects. *JAMA*. 2013;310(20):2191–4.
t) Emanuel EJ, Wendler D, Grady C. What makes clinical research ethical? *JAMA*. 2000;283(20):2701
u) Herek GM, Capitanio JP. AIDS stigma and sexual prejudice. *Am Behav Sci*. 1999;42(7):1130–47.
v) Mahajan AP, Sayles JN, Patel VA, et al. Stigma in the HIV/AIDS epidemic: a review of the literature. *AIDS*. 2008;22(Suppl 2):S67–79.
w) Jonsen AR, Siegler M, Winslade WJ. *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*. 8th ed. New York: McGraw-Hill; 2015.
x) Bayne K, Morris TH, France MP. Legislation and oversight of the conduct of research using animals: a global overview. The UFAW Handbook on the Care and Management of Laboratory and Other Research Animals (Hubrecht R, Kirkwood J, Eds.). 123. Oxford: Wiley-Blackwell. 2010 Jan 19:107-23.
y) Analysis of Clinical Trials: Concepts and Methodologies, 3rd edition, by Shein-Chung Chow and Jen-Pei Liu. Journal of Biopharmaceutical Statistics [Internet]. 2014 Sep 12;24(6):1352–4. Available from: http://dx.doi.org/10.1080/10543406.2014.959866

z) Planning the Research Project. The Management of a Student Research Project [Internet]. 2017 Mar 2;67–88. Available from: http://dx.doi.org/10.4324/9781315238449-12

aa) Jacoby L, Siminoff LA. Introduction. Empirical Methods for Bioethics: A Primer [Internet]. 2007;1–10. Available from: http://dx.doi.org/10.1016/s1479-3709(07)11013-x

bb) Ten Have H, Patrão Neves M do C. UDBHR. Dictionary of Global Bioethics [Internet]. 2021;55–55. Available from: http://dx.doi.org/10.1007/978-3-030-54161-3_26

cc) National Institutes of Health. Guidelines and policies for the conduct of research in the intramural research program at NIH. Bethesda: GOTTESMAN, MD (org.). 2016 May 22;5.

dd) Dubey UKB, Kothari DP. Research Methodology. 2022 Apr 5; Available from: http://dx.doi.org/10.1201/9781315167138

9. Annexure

9.1 Blue Print

Domain	Competency	Teaching Method	Assessment
Knowledge	Explain ethical theories	Lectures	MCQs
Reasoning	Analyze dilemmas	Case discussions	Short answers
Decision-making	Justify decisions	Simulations	OSCE
Communication	Conduct consent	Role play	Direct observation
Research	Ethical proposal	Project work	Dissertation
Social ethics	Contextual analysis	Fieldwork	Reflective report

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9.2 Model Question paper

Centre for Ethics
Yenepoya Deemed to be University
Model Question Paper - PGDBEME Course

Method of Examination : Pen and paper based.

Venue : Ethics Centre or Examination hall of Yenepoya University

Duration :3 hours

Total marks : 50

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1. Four long questions - 10 marks each **4x10 = 40**

Sample of Long Question:

What is the basis of human dignity? The human rights as basis of human dignity concept is western notion and may not be applicable in all cultures. Comment.

2. Two short answers - 2 marks each **2x5 =10**

Sample of Short answer: What is Eudaemonia?

Note: The external examiner will be requested to prepare two sets of question papers from which any one will be randomly chosen.

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Checklist

Competency checklist

Students of Post Graduate Diploma in Bioethics and Medical Ethics must demonstrate

1. Knowledge	☐ Defines ethical principles ☐ Explains ethical theories
2. Reasoning	☐ Identifies ethical dilemmas ☐ Applies frameworks
3. Decision-making	☐ Justifies ethical decisions ☐ Handles uncertainty
4. Communication	☐ Conducts informed consent ☐ Manages conflict
5. Research Ethics	☐ Reviews research proposals ☐ Ensures participant protection
6. Social Ethics/Gender Ethics	☐ Applies gender and equity lens
7. Reflection	☐ Able to write reflective essay