**FOM 1111 INTRODUCTION TO HEALTH PROFESSIONALS EDUCATION AND ETHICS**

Course description:

This is the very first course offered to Yr one students reporting for all the programs in the College of Health Sciences (CHS). It is mindful that students entering CHS from high School education were instructed using traditional lecture method of delivery; a teacher centered approach. CHS has moved away from teacher centered approach to student centered; the Problem Based Learning (PBL) curriculum. The course therefore prepares students for this drastic change of emphasis towards producing a life-long learner.

The second part of the course introduces students the rules and regulations that guide in health worker’s training and eventually clinical practice; ethics and rights. Unlike the traditional curriculum PBL emphasizes learning in context; demanding that students get exposed the clinical presentations of what they are learning in tutorials. To do this effectively, they need to learn and

embrace these guidelines and model effective health provider.

The course therefore prepares a student to become a lifelong learner and to model behavior guided by rights and ethical principles in a training and service oriented health institution.

Course Objectives:

**Ethics**

1. To discuss the principles of biomedical ethics

2. To discuss professionalism in medical practice

3. To discuss the doctor-patient relationship

4. To discuss issues involved in the informed consent process

5. To discuss confidentiality in medical practice.

**Health Professional Education**

1. To describe the concept of PBL.

2. To describe ability to use available resource centers e.g. Library

3. To describe good interpersonal communication skills

Health Professional Etiquette

1. To discuss the etiquette of health care professions

2. To explain appropriate behavior.

3. To explain appropriate hospitality skills

4. To explain the essential elements of communication.

5. To discuss competitiveness of the medical industry.

**Rights and Responsibilities of a patient and provider**

1. To discuss consumer rights

2. To describe the skills of soliciting information from the patient

3. To discuss the acceptable attitude in clientele handling

4. To describe ethical considerations in patient’s management

5. To describe human rights, health rights, patient rights, rights of a provider and the responsibilities of a provider/patient.

Content outline:

**Ethics**

1. Principles of biomedical ethics a. Autonomy-

- Informed consent

- Right of privacy

- Right to basic minimum of health care

- Confidentiality b. Beneficence

- Aims at benefiting others (patients)

c. Non-malificiency- do no harm

d. Justice- equity and fair distribution of risks, benefits and inadequate health care resources.

2. Professionalism

-Definition of a profession

-Roles of a professional

-Duties of a professional

-Professional relationship with colleagues and others

3. Doctor-patient relationship

-Communication

-Duties

**Health Professional Education** Different learning methods Principles of PBL

• SDL

• Skills labs

• The Tutorial process

• Role of lectures

• Role of the tutor

• Role of the student

• Methods of assessment

Literature searches

• Books

• Journals

• Online databases

• Electronic resources

• Resource persons

Computer fundamentals

• Introduction to computers

• Description of computer parts

• Basic typing skills

File management

• Search features

• Backup User policy Online resources

• Email

• Internet

Basic communication skills

-Verbal communication skills

• Listening

• Comprehending

- Non-verbal communication

• Posture, body movements & expressions

• Eye contact

• Attitude

Health Professional Etiquette

• Rules of formal relations

• Rules for polite behavior among patients. Comparison of health care industry with service standards of other industries like banks, hotels, airlines and others.

• Medical office protocol: privacy, dress code

• Proper handling of the phone conservation & utlization dialogue

• Pleasant front desk experience, manners

• Handling patient complaints

• Essential elements of communication: 7 steps

- **Open the discussion**

Introduction

Patient opening

Agenda setting (Procedure to follow)

- **Build a relationship /Rapport**

Listening

Empathy and attitude

Nonverbal behavior

- **Gather information** History – The patient’s story Questions – Establishing facts Organization and transitions Physical examination

Personal privacy/confidentiality issues

- **Understand the patient’s perspective**

Patient concerns

Patient beliefs and preferences & expectations

Patient’s expression of feelings

Specific circumstances & influences

- **Share information**

Vocabulary/language

Patient understanding of illness Clinician explanation Information quality and format

- **Reach agreement/Contract**

Treatment planning – methods, drugs, outcome (expected) side effects, drawbacks

Treatment plan implementation (roles & responsibilities)

- **Provide closure**

Conclusion (ending a meeting or termination of a therapeutic relationship)

**Rights and Responsibilities of a patient and provider**

Consumer Rights

i) Individual patient respect ii) Equity in treatment

iii) Optimum treatment (best under circumstances)

iv) The right to adequate information

v) Treatment options (self determination)

vi) Privacy

vii) Participation and representation viii) Redness/grievances

ix) The right to die in dignity

x) Receive or decline spiritual and moral comfort

History taking

i) Courtesy

ii) Dress code, presentation iii) Use of simple language

iv) Effective communication skills

Acceptable Attitude: Tone, distance expressions

Respect, Empathy, Non-discrimination, Non-judgmental, avoid counter transference, Avoid personal emotions in decision-making – do not make it personal

Introduction to principles of Bio-ethics

Professionalism

Doctor-patient relationship Informed consent Confidentiality

Methods of Delivery

OVL, Tutorial problems, Role Plays, Clinical exposure, Critiquing student video recordings on Dr./ PT

dialogue

Duration: 3CU, C/ Units; 3

Resources & Infrastructure available

Library, IT Labs, Patients, Staff, Senior Students, Recordings, CD, DVD, VCD. Lecture Theatres, Lecture rooms, Lab Space, Office Space, Wards

Requirements: 3 weeks, 45 CH

Teaching Staff

1. Professor Sam Luboga (Anatomy)

2. Dr. C Ibingira (Dean, School of Biomedical Sciences)

3. Dr. Joseph Ochieng (Anatomy)

4. Mr Henry Oboke (Psychiatry)

5. Mr. Paul Kutyabami (Pharmacy)

6. Mr. Hannington Muyenje, Institutional Review Board

7. Mr. Fred Kakaire and the IT staff

8. All Tutors; Part and full time