

Ethics Education in Hacettepe University Faculty of Medicine

<http://www.hacettepe.edu.tr>



The Main campus (Sıhhiye) - The Medical Center

- It is located in the heart of the city of Ankara, where "new town meets old" at Hacettepe.
- In this campus, the following are located: Faculties of Dentistry, Faculty of Medicine and Pharmacy, Institutes of Child Health, Health Sciences, Neurological Sciences, Oncology, Public Health and Population Studies, and Schools of Health Administration, Health Technology, Home Economics, Nursing, Physical Therapy and Rehabilitation and Health Services, Teaching Hospitals (the Adult Hospital, The Children Hospital and the Oncology Hospital), a biomedical library and biomedical research units.



About Hacettepe University- History

- The history of Hacettepe University can be traced back to the establishment of the Institute of Child Health on July 8, 1958, and the inauguration of the Hacettepe Children's Hospital. In 1961 the School of Health Sciences and its divisions of Nursing, Medical Technology, Physical Therapy and Rehabilitation and Nutrition were opened, all centered around the Institute of Child Health.
- On June 15, 1963, Hacettepe University, Faculty of Medicine was established, and a general teaching hospital was built.



About Hacettepe University - General Information

- **Web:** <http://www.hacettepe.edu.tr>
- **Medium of Instruction:** Turkish/English/French/German
- **University Type:** State University
- **Campuses** Sıhhiye, Beytepe, Beşevler, Keçiören, Polatlı and Bala. Main campus (Sıhhiye) is on the city center and 210238 m². The other main campus (Beytepe) is 25 km far from Sıhhiye and 5877628 m².
- **University has;** 10 Faculties, 13 Institute, 34 Research center, 1 Conservatoire, 12 Schools.
- **Total Student:** 24.415
- **Total Academic Staff:** 3.148

The Department of the Deontology & History of Medicine and Medical Ethics in HU

- The department of the History of Medicine and Medical Ethics in Hacettepe University Faculty of Medicine was built on 1998.
- Since its founding the department has maintained a tradition of excellence in the history of medicine and medical ethics. A joint doctoral program with the Department of History is also available. Graduate students are encouraged to work in related fields, such as history (including the history of science, technology, the history of Ottoman medicine), medical sociology, bioethics, and population health.

The Overview of Medical Ethics Education in Medical Education in Turkey

In the last 10 years medical education in our country has received serious critical evaluation. Although education in medical faculties in the country in general is not appropriate and is lacking qualitatively and quantitatively, new medical faculties are rapidly continuing to be opened. Some of the information, skills and attitudes related to the medical profession are taught to medical students with the social and psychological processes. The importance of the medical history and medical ethics class in these areas that are formed within the art of medicine's master-trainee relationship for the development of the physician identity in particular and in the process of developing related values and attitudes cannot be denied.

The Overview of Medical Ethics Education in Turkey

- The objectives of the Medical History and medical ethics class and the part this class plays in the development of the physician's identity within these objectives are important issues that need to be examined.
- It is very important for medical education to train physicians who know medical history and ethics and have acquired an appreciation for medical history and ethics.
- The student who takes this class with the historic and also ethics methodology approach will be better at "problem solving" in ethical dilemma in clinical areas. While striving to make medical students aware of it an "identity crisis" and "awareness of ethics responsibility" needs to be created.
- One of the objectives of medical history and ethics needs to be concern to acquire a "professional awareness" and "bioethics awareness".

- When medical students experience the critical evaluation process on the path to medical experimentation, they need to be able to discuss the part of the medical procedure that is necessary for becoming a physician. They need to acquire skills in being able to convert historic methodology into medical and medical ethics methodology.
- Students who acquire the habit of retrospective thinking need to understand that medical education is an active ongoing process, and need to be able to evaluate medicine by understanding their professional identity and perceiving their own roles more realistically and broadly.

The Nuclear Medical Education Program

- The Nuclear Education Program (NEP) which underwent pilot studies in 9 medical faculties and which is in the implementation phase in our country was an important step in reaching a level of quality that can respond to the need for medical education that is modern and appropriate for the needs of the country.
- The Turkish Republic Health Ministry and Turkish Medical Association-Specialty Association Coordination Committee (TMA-SACC) have been working to determine educational standards for every area of specialty at the baccalaureate and masters' level, with the participation of specialty associations, and to determine a common level that can be national.

- Under the leadership of Turkish Medical Association-Specialty Association Coordination Committee - TMA-SACC, specialty associations have formed or are in the process of forming Codes and Education Committees. According to the Medical Specialty Regulations, specialty associations must form competency committees and maintain their functioning.

The History of Medical Ethics Education in Turkey

- The first western style medical faculty was founded in our country March 14, 1827.
- In 1874 these classes known as Deontology were first given at Istanbul Medical Faculty.
- Ankara University which was the Turkish Republic's first medical faculty was founded in 1945 and this class known as Deontology and Medical History was included the same year.
- Towards the end of the 1980's discussions about bioethical and medical ethical issues began to be discussed in our country as in the world and "medical ethics" was added to the name of the class and the class contents began to change in this direction.
- However if we examine the topics of the first deontology classes (1827) that were given in our country, we can easily say that many of the ethics topics from today, such as physician-patient relationships, were covered.

- In our country after 1980 specialty departments began to be formed in parallel with the increase in number of universities, however the number remained inadequate. In addition the problem of having an insufficient number of teaching faculties which began then continues today. Another significant fact is that since the 1980's there have been a loss of moral values experienced in the social framework in our country and in all institutions. This has also had a negative effect on the perception and evaluation of this class in medical faculties.

- Essentially the classes for the three different disciplines of medical history, medical deontology and medical ethics are given at the baccalaureate and masters level by the same academic units in our country. There are continuing discussions in our country about the place of these three different disciplines under one division and the necessity of separating them from one another is frequently discussed in academic settings.

- Having academicians from different disciplines in the field of Deontology-Medical Ethics and Medical History (such as literature, philology, psychology, nursing, medicine, pharmacy, dentistry) both enriches the field and is the cause of professional identity conflicts.
- In our country two paths are followed to train academicians for our field: doctoral and medical specialty examination. While doctoral examinations are open to only health care workers in universities (such as physicians, nurses, pharmacists, dentists), others outside the health care area who have completed a masters degree can take these examinations. However only physicians can apply for the medical specialty examination.

- In 2002 our field was removed from the Medical Specialty Regulations which specify the conditions for the medical specialty examination education and the qualifications and characteristics of medical specialty education.
- In this way the path was closed for accepting residents into the field with the Medical Specialty examination.
- The Turkey Bioethics Society, which is our specialty organization, is continuing to work to have our field added back to the regulations.
- The negative results of being removed from the regulations are being discussed in related academic settings (such as not having enough physicians in this field, that the field will be perceived to be outside of medicine).

- Having academicians from different disciplines interested in our field is a positive situation that has close interdisciplinary relationships.
- However it is also important and necessary to show the effectiveness of having medical ethicists trained as physicians.
- In particular having these academic units in medical faculties, playing a central role in ethical problems in physician-patient relationships, and having medical ethicists with medical training in this field are unavoidable.
- Education in this field is continuing in baccalaureate and masters level education by our universities that can give doctoral education.

- When related departments are formed in medical faculties the opinions of related specialty departments and specialty organizations need to be formed on their right to supervise the specialty or those with doctoral degrees in these areas. The reason for this is that these classes in many medical faculties are given by teaching faculty from other departments when the related department is not there.

Introduction to Medical Ethics for Students at the Hacettepe University Faculty of Medicine in 'Medical Humanities' Program

- This program is designed for all 1, 2, 3 years of medical school. The purpose of this program is to teach the skills necessary for the student to identify, analyze and resolve ethical problems in patient care situations, and choose among the options that can be done and those that ought to be done, for a given patient in a given clinical setting.
- We will help the student gain insight into the patient-physician relationship from the patient's perspective as well as the physician's.
- Finally, by introducing this program of study in the pre-clinical years, we hope to make the transition from a morally responsible student to a morally responsible physician more logical, more meaningful, and more certain.

- This program will consist of **case discussions, clinical vignettes, role-playing to enhance the skills of proper physician/patient communication regarding sensitive issues, and audiovisual presentations modeling appropriate and inappropriate professional behavior in clinical situations followed by feedback.**
- Finally, ethical issues of specific cases being considered in preexisting groups such as problem-based learning, problem solving, and the standardized patient could be expanded upon through use of prepared packets of materials.

The courses for the first three years--the preclinical period of the students' education--are classified under the general heading "medical humanities" and have the following goals:

- To become sensitive to and to review some central moral, philosophical, and social issues in medicine and health policy.
- To reflect on physicians' traditions and responsibilities in developing and implementing health care delivery.
- To develop critical skills for evaluating the moral and philosophical claims, arguments, and goals frequently found in medicine.
- To formulate, present, and defend a particular position on a moral issue in health care.
- To reflect on the relationships between moral, professional, and legal obligations of physicians.
- The first, the second and the third year courses have 24 contact hours. Topics that have been covered in these courses include professionalism, ethics codes and oaths, paternalism, informed consent, competency, truthfulness, confidentiality, abortion, maternal-fetal issues, treatment for incompetent patients, end-of-life decisions, death and dying, physician-assisted suicide, research on human subjects, objectivity and bias in medical research, animal research, genetic testing, managed care, health care reform, social justice and health care, organ donation and procurement, health care regulation, ethics committees, and medical futility.

Objectives

At the conclusion of this program, the student should:

- Be thoroughly familiar with the criteria necessary for him/her to make sound ethical decisions.
- To know the moral aspects of medical practice and to have a clear decision making strategy for clinical-ethical problems in medicine. These criteria will include an understanding of: (a) Beneficence; (b) Non-maleficence; (c) Autonomy; (d) Distributive justice; (e) Medical indications; (f) Patient preferences; (g) Quality of life preferences; (h) Other factors.
- Know how to obtain informed voluntary consent.
- Know what to do if a patient refuses recommended treatment.
- Know what to do about incompetent patients.

At the conclusion of this program, the student should:

- Know when it is morally justified to withhold information.
- Know when breaching confidentiality is justified.
- Know how to manage patients with poor prognoses.
- Know how to manage medical resources wisely.
- Understand the basis of the physician's obligation to care for particular patients

- Become aware of problems related to futile therapy and the limits of patient's demands for "non-indicated" therapy.
- Learn distinction between withholding and withdrawing life sustaining medical intervention; brain death, persistent vegetative state, and coma; assisted suicide and euthanasia versus allowing to die.
- Appropriate care of HIV test, notification of third parties exposed to HIV, and maintaining confidentiality of HIV test results.

Evaluation of Students

■ Knowledge

- Written evaluation by faculty, following case discussions, workshops, etc.
- Self-evaluation.

■ Practice Skills

- Written evaluation by clinic faculty, following direct observation.
- Written evaluation by faculty ethicists following role playing in workshops.
- Written evaluation by faculty attending on the in-patient service.

■ Attitudes, values, habits

- Written evaluation by faculty following direct observation in clinics, in-patient ward service and in-patient rounds.
- Self-assessment.
- Record number of formal and informal bioethics consultations and ethical dilemmas submitted.

Evaluation of curriculum and faculty

- Written and oral feedback from students.
- Survey students regarding faculty role modeling of practice skills, attitudes, values, and overall performance behavior.
- Survey of students after several years following completion of medical school as to how well they have put into practice what they have learned.

Learning Opportunities

- Lectures
- Group workshops for interactive discussion, role-playing, problem-oriented.
- Seminars and case presentations.
- Audio-visual depictions of professional behavior scenarios followed by feedback sessions.
- Handouts, referral to specific reference material.
- Submission in writing of an ethical dilemma faced by a student with interactive group discussion and resolution.
- Simulated patient encounters.
- Standardized patients.
- Problem-Based Learning.

Audiovisual Presentations and Films names

- Miss Ever's Boys (Alfre Woodard, Laurence Fishburne)
- Patch Adams (Robin Williams)
- Flatliners (1990, Julia Roberts - Kiefer Sutherland)
- My Left Leg (Daniel Day Lewis)
- Children of a Lesser God (1986, William Hurt)
- Dr. Monreau Adas1 (Marlon Brando)
- The Rain Man (Dustin Hoffman - Tom Cruise)
- The Oil of Lorenzo (Nick Nolte – Susan Sarandon)
- Philadelphia (Tom Hanks - Antonio Banderas)
- The City of Angels (Meg Ryan - Nicholas Cage)
- Good Will Hunting (Robin Williams)
- One Flew Over the Cuckoo's Nest (1975, Milos Forman- Jack Nicholson)
- Awakening (Robin Williams - Robert De Niro)
- The Elephant Man (Anthony Hopkins, Jonh Hurt)
- Gattaca (Science fiction)

Audiovisual Presentations and Films names

- Never Let Me Go (Keira Knightley, Carey Mulligan)
- Inhale (*Diane Kruger*, Dermot Mulroney)
- The Island (Scarlett Johansson, Michael Clarke Duncan)
- The Doctor (William Hurt, Christine Lahti)
- The Sea Inside (Mar adentro)(Javier Bardem, Belen Rueda)
- You Don't Know Jack (Al Pacino)
- My Sister's Keeper (Cameron Diaz, Alec Baldwin)

Ethics Graduation Program in Hacettepe University

Faculty of Medicine

■ THE TEACHING TEAM

- **NAME:** Nüket Örnek Büken (MD, PhD)

ACADEMIC BACKGROUND: Medicine

- **NAME:** Müge Demir (PhD)

ACADEMIC BACKGROUND: Pharmacy

- **NAME:** Aslıhan Akpınar (PhD)

ACADEMIC BACKGROUND: Philosophy

Ethics Graduation Program in Hacettepe University Faculty of Medicine

PLACE OF THE COURSE IN THE CURRICULUM

- Phase I-

 - History of Medicine - 10 hours

 - Ethics in Medical Humanities Program- 8 hours

- Phase II-

 - Medical Ethics- 10 hours

 - Ethics in Medical Humanities Program- 8 hours

- Phase III-

 - Medical Ethics- 10 hours

 - Ethics in Medical Humanities Program- 8 hours

- This Program is Mandatory For All 1, 2, 3 Years of Medical School Students.
- **Educational Objectives:** awareness of normative dimensions, moral sensitivity, identification of moral issues, knowledge/information, understanding/explaining, analysis /reasoning, justification /argumentation

<u>Name of Class and Class Code</u>	<u>Semester Given</u>	<u>Theory</u>	<u>Year's Total</u>
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|--------------------------------------|--|-----------|----|
| ■ Medical History and Medical Ethics | | Phase I | 10 |
| ■ Medical History and Medical Ethics | | Phase II | 10 |
| ■ Medical History and Medical Ethics | | Phase III | 10 |

<u>■ Total</u>	<u>Theoretical</u>	<u>Practical</u>
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| ■ Medical Faculty: 56 | 30 hours | 18 hrs PBE |
| | 4 hrs (surgical ethics) | 4 hrs SGD |

- Physician Identity PBE (Turkish and English Medical Tracts - 1st Semester): 18 hours

Hacettepe University School of Nursing

Phase III Students

Nursing History and Ethics (2 hours)

- Medical Ethics and Patient Rights

Psychiatric Nursing (3 hours)

- Legal and Ethical Issues Related to Psychological Health
- Patient Rights in Psychiatry
- Alternative Medical Therapies

STUDY MATERIALS

MANDATORY:

- Beauchamp, T.L.; Childress, J.F.: *Principles of Biomedical Ethics*. 4th Ed., Oxford Univ. Press, New York, 1994.
- Oğuz NY, Tepe H, Büken NÖ., Kucur D. *Bioethics Terminology Dictionary*; Supported by the Bioethics Section of the Turkish Philosophy Institute, published by the Turkish Philosophy Institute. Ankara, 2005.
- Çağdaş Tıp Etiği (*Modern Medical Ethics*), Demirhan Erdemir A., Öncel Ö., Aksoy Ş.(Eds). Nobel tıp kitabevleri. 2003.
- *Etik Bunun Neresinde! (Where is the Ethics in This?)* Publication Committee: Akpınar C., Aslan F., Büken NÖ., Çalıkoğlu E., Çay F., Oğuz NY. Önder E. Öztürk H. Yetener M. 1st ed. Ankara. Ankara Medical Society Publ. No: 1. 1997.
- *Yaşama Dair Etik Bir Bakış (A Glance at Ethics Concerning Life)*, Arda B. Büken NÖ. Duman YÖ. Öztürk H. Şahinoğlu S. Yetener M. Yıldız A. (Publication Committee). Ankara Medical Society Publ. 2002.

- *Kadına Yönelik Şiddet ve Hekimlik Sempozyumu Bildiri Kitabı (Violence against Women and the Medical Profession Symposium Proceedings Book)*, ATO Publ, 2003.
- American College of Physicians Ethics Manual. (1992), Cited in *Annals of Internal Medicine*, 117 : 947-60.
- American Medical Association, Council on Scientific Affairs and Council on Ethical and Judicial Affairs (1990). Conflicts of Interest in Medical Center Industry Research Relationships. *JAMA*, 263 : 2790-93.
- APPELBAUM, P.S., ROTH, L.H., LIDS, C. (1982). The Therapeutic Misconception : Informed Consent in Psychiatric Research. *International Journal of Law and Psychiatry*, 5 : 319-329.
- BEAUCHAMP, T.L. (1991). *Philosophical Ethics*. 2nd Ed., New York, Mc Graw-Hill Inc.
- BEECHER, H.K. (1966). Ethics and Clinical Research. *New England Journal of Medicine*, 274 : 1354-60.
- CHILDRESS, J.F. (1990). The Place of Autonomy in Bioethics. *Hasting Center Report*, January/February, 12-7.

- CIOMS (Council for International Organizations of Medical Sciences) (1993). *International Ethical Guidelines for Biomedical Research Involving Human Subjects*, Geneva, Annex 1.
- Convention for the Protection of Human Rights and Dignity of the human Being with Regard to the Application of Biology and Medicine (1997). *Convention on Human Rights and Biomedicine*. Oviedo.
- FADEN, R.R., BEAUCHAMP, T.L. (1986). **A History and Theory of Informed Consent**. Oxford Univ. Press, New York.
- GILLET, G.R. (1989). Informed Consent and Moral Integrity. *Journal of Medical Ethics*, 15 : 117-123.
- GILLON, R. (1985). **Autonomy and The Principle of Respect for Autonomy**. *B.M.J.*, 290 : 1806-8.
- GILLON, R. (1989). **Medical Treatment, Medical Research and Informed Consent**. *Journal of Medical Ethics*, 15 : 3-5.
- GILLON, R. (1996). **Good Clinical Practise**. *Bull. Med. Eth.*, 118 : 13-19.
- RAWLS, J. (1971). **Theory of Justice**. Harvard Univ. Press.
- TAYLOR, F.K. (1979). **The Concepts of Illness, Disease and Morbus**. Cambridge Univ. Press.
- TAYLOR, J.L. (1970). **The Doctor and The Law**. Pitman Medical Scientific Publishing, London.
- WEISS, A.E. (1985). **Bioethics, Dilemma in Modern Medicine**. Enslow Publish., U.S.A., pg: 33-43.

UNESCO DOCUMENTS

- The Universal Declaration on the Human Genome and Human Rights.
- A Declaration on Human Genetic Data
- The Establishing Bioethics Committees Guide No. 1,2,3