

Subject Outline: Elective A – Clinical Ethics



THE AUSTRALASIAN COLLEGE
OF DERMATOLOGISTS

Course: Master of Dermatology (Coursework)

Subject: Elective A: Clinical Ethics

Credit Points: 4

Year/Semester Delivered: 2/4

Subject Outline:

This subject explores a number of key issues in the area of ethics and ethical practice in medicine. Clinical ethics forms the central plank of bioethics.

The broad aims of the subject are to become familiar with and be able to apply the nature and ethical aspects of:

- competence,
- consent,
- informed decision-making,
- refusal of treatment,
- confidentiality and privacy across a range of clinical, research and public health settings and
- Critically appraise the current dominant ethical and legal approaches to consent, confidentiality and related issues.

The subject is supported by a series of 6 online tutorials which cover topics including:

- (1) Consent and Confidentiality. Areas covered include: Concept and history of consent, Under aged people and consent, Assessment of competence, Consent by law, Consent and informed decision making, Consent and research, Confidentiality, Breaching, when and how, Absolute duty, Exceptions or breaches?, Confidentiality and research, Confidentiality and genetics, confidentiality and privacy.
- (2) Ethics and Clinical Research. Some of the key areas covered include: Types of research, eg., experimental, evaluative, Clinical research ethics (study design, placebo, conflict of interest, Principles of ethical research, Human research (design, validity, reliability, Respect for cultural diversity ,Publication, Research ethics and public trust
- (3) Legal Issues in clinical medicine: Some of the key areas covered include: Relationship between ethics and the law in medicine, Professional competence, Duty of care and negligence, Consent and minors, and Damages
- (4) Conflict of interest. Some of the key areas covered include: Guidelines, their nature and their implementation, Institutions and professional groups, Research,

funding and support, Researchers, teachers and students, Responsibilities of health professionals in relation to industry, Guidelines and other parties.

- (5) Population Health. Key areas covered include: Managing health and illness in the 21st C, Defining health and illness, Interactions between individual and population health
- (6) Genetics and ethics. Key areas covered include: Genes and chromosome, Inheritance, Predictive testing, Insurance and genetics, Prenatal diagnosis, Preimplantation genetics diagnosis, Donors (egg and sperm), Genetic research, Ethnicity and genetics, Case based scenarios (reflective exercises)

The tutorials include a range of activities centred on case studies, readings and research papers relating to ethics and medical practice. These will form the main component of assessment in this subject.

Additionally each tutorial has an exit quiz

This subject is supported by an online module “Clinical Ethics”:

Learning Outcomes:

Each tutorial has its own set of specific learning outcomes. The broad outcomes listed below are aligned with these.

After completing this subject, students will be able to:

1. Demonstrate familiarity with the nature and ethical aspects of clinical practice and research across a range settings
2. Critically appraise the current dominant ethical and legal approaches to consent and confidentiality
3. Apply ethical practice to planning, conducting and evaluating research
4. Critically appraise/evaluate ethics protocols to medical research
5. Demonstrate an understanding of conflict of interest and its possible impact on clinical practice
6. Devise strategies to ameliorate and /or minimize risk/impact of conflicts of interest
7. Demonstrate an understanding of the doctor/patient partnership and its role in modern population health
8. Critically assess the ethical issues that have arisen from the rapid increase in knowledge of human genetics

Student Workload:

The following extract for the ACD Academic Awards Framework Policy should be used as a guide to the minimum time a student should spend working on this subject.

“A 4 credit point subject will have a minimum of 48 hours teaching time associated with it ...” per semester.

“1CP will equate to a minimum of 2.5 hours personal study time per week for the student. Over a semester (20 weeks) this equates to 200 hours of personal study time for a 4 CP subject”.

Teaching:

- Weekly Virtual classroom sessions (Includes contribution to online case based discussion)
- Student self-paced online study.

Assessment:

- Activities and case study responses – submitted online
- Virtual classroom contributions

Assessment task	Weight	Subject Learning outcomes assessed	Curriculum Learning Outcomes	Due date
Tutorial 1 MCQ	5%	1, 2	BLO 10/LO 23	TBA
Tutorial 1 (Online exercises)	10%	1, 2	BLO 10/LO 23	
Tutorial 2 MCQ	5%	3, 4	BLO 10/LO 23	TBA
Tutorial 2 (Online submission – Activity)	10%	3, 4	BLO 10/LO 23	
Tutorial 3 MCQ	5%	2, 3	BLO 10/LO 23	TBA
Tutorial 3 (Online submission – Activity)	10%	2, 3	BLO 10/LO 23	
Tutorial 4 MCQ	5%	5, 6	BLO 10/LO 23	TBA
Tutorial 4 (Online submission – Activity)	10%	5, 6	BLO 10/LO 23	
Tutorial 5 MCQ	5%	7	BLO 10/LO 23	TBA
Tutorial 5 (Online submission – Activity)	10%	7	BLO 10/LO 23	
Tutorial 6 MCQ	5%	8	BLO 10/LO 23	TBA
Tutorial 6 (Online submission – case study activities)	10%	8	BLO 10/LO 23	TBA
Discussion: Case and/or webinar Contribution	10%	All	BLO 10/LO 23	Assessed Weekly

Recommended Resources:

Each online tutorial:

- References appropriate research and journal articles. These should be accessed and reviewed in all cases.
- Contains contextualized inbuilt case studies and journal article download links
- Contains inbuilt video resources which are available for download for private study.

Additionally, you are advised to access:

- National Statement on Ethical Conduct in Research Involving Humans.
- American Society for Bioethics and Humanities
 - <http://www.asbh.org/>
- Bioethics net
 - <http://ajobonline.com/>
- Canadian Bioethics Society
 - <http://www.bioethics.ca/>
- The Centre for Values, Ethics and the Law in Medicine
 - <http://sydney.edu.au/medicine/velim/>
- Gerber P. Playing dice with expert evidence: the lessons to emerge from *Regina v. Chamberlain*. *Med JAust* 1987; 147: 243-7

Curriculum Mapping:

DOMAIN 4: Professional Qualities

BLO 10: Design and deliver safe, high quality health care and research according to ethical codes of practice and legal obligations

Learning outcomes

LO 23: Evaluate ethical frameworks in clinical practice and research, including critical reflection on personal values and behaviours in the context of relevant legislation