

**JMDC Leadership, Professionalism and Ethics (LeaPE) Course Break-up**

| <b>PROGRAM</b>      | <b>BDS</b>  |
|---------------------|---|
| <b>COURSE TITLE</b> | <b>Leadership, Professionalism and Ethics (LeaPE) – Longitudinal theme-</b>   |
| <b>CREDIT HOURS</b> | <b>3 (2 + 1)</b>  |
| <b>INTRODUCTION</b> | This longitudinal theme helps the students learn about what professional behavior is expected of them and how they should make ethical decisions in their professional lives. This longitudinal theme also helps students to understand the concept of leadership, develop self- awareness about their leadership style and how they can improve some aspects of it. The content of the Leadership component has been inspired from the NHS, UK document Medical Leadership Competency Framework 2010 developed by the Academy of Medical Royal Colleges, UK. This model chosen is amongst the most widely used frameworks internationally and is simple and applicable to the Pakistani context. It is hoped that this would impact the students’ academic output and career growth. |
| <b>RATIONALE</b>    | This course/longitudinal theme has been made a part of the BDS program so that students become better practitioners by regularly incorporating the learned principles in their daily lives. It is expected that this would have a positive effect on the students’ outlook towards patient management and their role in the healthcare system.  |
| <b>OUTCOMES</b>     | By the end of the course/longitudinal theme, JMDC graduates will be able to: <ul style="list-style-type: none"> <li>• justify their decisions related to various professional situations based on ethical principles</li> <li>• demonstrate awareness of their own responsibilities and characteristics of Leadership</li> <li>• discuss clearly their responsibilities as a professional healthcare provider</li> </ul>  |

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| <b>S.No.</b> | <b>YEAR</b>                | <b>TOPICS/OBJECTIVES</b> <ul style="list-style-type: none"> <li>By the end of the longitudinal theme the BDS student will be able to:</li> </ul>  | <b>Mode of teaching</b> | <b>Assessment Method</b> |
|--------------|----------------------------|---|-------------------------|--------------------------|
|              | <b>1<sup>st</sup> Year</b> | <b>Leadership</b>   |                         |                          |
| 1.           |                            | <b>Leadership Theories &amp; styles</b> <ul style="list-style-type: none"> <li>Explain the common leadership theories &amp; styles</li> <li>Identify leadership style in oneself and one other person</li> <li>Discuss the advantages and challenges in using different leadership theories according to the situation</li> </ul> <b>Leader vs Manager</b> <ul style="list-style-type: none"> <li>Differentiate between leader and manager</li> <li>Discuss factors affecting leadership</li> </ul>                                       | Interactive lecture     | MCQs                     |
| 2.           |                            | <b>Self-Awareness, self-efficacy, emotional intelligence and attribution style</b> <ul style="list-style-type: none"> <li>Define the terminologies</li> <li>Differentiate between EQ &amp; IQ</li> <li>Identify one's own EQ score</li> <li>Discuss the importance of developing EQ for professional and personal development</li> <li>Develop a plan for improving ones EI</li> <li>Discuss the importance of self-efficacy in professional success</li> <li>Identify one's own locus of attribution as per theory by Bandura</li> </ul> | Workshop                | MCQs                     |
| 3.           |                            | <b>Time Management, Self-Management &amp; Personal Development</b> <ul style="list-style-type: none"> <li>Discuss strategies for managing time effectively</li> <li>Discuss strategies for improving one's own learning and professional productivity</li> <li>Identify personal strengths and weakness</li> <li>Develop strategies for enhancing productivity</li> </ul>   | Workshop                | MCQs                     |
| 4.           |                            | <b>Violence, Harassment, Bullying and discrimination at workplace</b> <ul style="list-style-type: none"> <li>Differentiate among these terms</li> <li>Identify incidence of violence, harassment, bullying and discrimination at the workplace</li> <li>Discuss measures to deal with &amp; prevent such issues</li> </ul>  | Interactive lecture     | MCQs                     |
| 5.           |                            | <b>Professionalism</b>  |                         |                          |

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| 6. |                            | <p><b>Professionalism: basic concepts</b></p> <ul style="list-style-type: none"> <li>• Discuss the various definitions of professionalism</li> <li>• Identify the similarities and differences in the definitions</li> <li>• Discuss the main components of professionalism</li> </ul> <p><b>Significance of Professionalism</b></p> <ul style="list-style-type: none"> <li>• Describe the factors affecting professionalism</li> <li>• Discuss the significance of professionalism in healthcare delivery and patient outcome</li> </ul> <p><b>Institutional Code of Conduct</b></p> <ul style="list-style-type: none"> <li>• Describe the Code of Conduct</li> <li>• Explain the importance of code awareness and expectations</li> </ul>  | Interactive lecture                               | MCQs         |
|    | <b>2<sup>nd</sup> year</b> | <b>Leadership</b>  |   |              |
| 7. |                            | <p><b>Honesty and Integrity</b></p> <ul style="list-style-type: none"> <li>• Differentiate between the two terminologies</li> <li>• Discuss how and why honesty and integrity are important professionally</li> <li>• Discuss challenges of demonstrating honesty and integrity</li> </ul> <p><b>Building and maintaining professional relationships</b></p> <ul style="list-style-type: none"> <li>• Identify importance of and barriers to the development of trust and dependability in professional relations</li> <li>• Demonstrate active listening and empathy during discussions in small groups</li> <li>• Communicate clearly, concisely and respectfully during discussions</li> </ul> <p><b>Working effectively in teams</b></p> <ul style="list-style-type: none"> <li>• Define team</li> <li>• Discuss the functions and advantages of working in teams, with special reference to healthcare</li> <li>• Discuss barriers to effective teamwork and its impact on healthcare delivery</li> </ul> | Video-assisted interactive lecture and role-plays | MCQs<br>OSCE |
|    |                            | <b>Professionalism</b>   |   |              |
| 8. |                            | <p><b>Identifying professionalism</b></p> <ul style="list-style-type: none"> <li>• Discuss features of presence and absence of professional behavior in local context and its impact on work output</li> <li>• Identify one's attitude to professionalism by using suitable inventories (e.g. LAMPS, PAT)</li> </ul>   | Interactive lecture, worksheets                   | MCQs         |

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|     |                            | <p><b>Four I's model of unprofessional behavior among students</b></p> <ul style="list-style-type: none"> <li>• Discuss the model</li> <li>• Classify common unprofessional student behaviors in the local context</li> <li>• Discuss strategies of dealing with unprofessional behaviors</li> </ul>   |                                     |      |
|     |                            | <p><b>Bio-ethics</b></p>   |                                     |      |
| 9.  |                            | <p><b>Introduction to Professionalism &amp; Medical Ethics</b></p> <ul style="list-style-type: none"> <li>• Define Professionalism and its various components</li> <li>• Differentiate among Ethics, Bio-ethics and medical ethics</li> <li>• Define the duties of doctor as advised by the international code of medical ethics</li> <li>• Explain the principles of bio-ethics &amp; medical ethics</li> <li>• Discuss the development of medical ethics in the perspective of the different ethical codes and declarations developed over time</li> </ul> <p><b>Common Terminologies</b></p> <ul style="list-style-type: none"> <li>• Define dilemma, diversity, tolerance and pluralism, integrity with strong moral compasses like Truth telling, honesty, and respect</li> </ul>   | Interactive lecture                 | MCQs |
| 10. |                            | <p><b>Ethics by Beauchamp and Childress</b></p> <ul style="list-style-type: none"> <li>• Differentiate among the 4 principles of ethics</li> <li>• Justify ethical solutions based on these 4 principles</li> <li>• Truth telling, honesty, integrity, and respect</li> </ul> <p><b>Justice and equity</b></p> <ul style="list-style-type: none"> <li>• Differentiate among equity, equality and justice</li> <li>• Discuss examples of inequity, inequality, and injustice in healthcare provision</li> </ul> <p><b>Privacy and confidentiality</b></p> <ul style="list-style-type: none"> <li>• Differentiate between privacy and confidentiality</li> <li>• Identify ethical issues related to privacy &amp; confidentiality <ul style="list-style-type: none"> <li>• Identify issues when confidentiality may be breached</li> </ul> </li> </ul> | Interactive lecture and case videos | MCQs |
| 11. |                            | <p><b>Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Define the terminology</li> </ul> <p>Discuss ethical principles of and challenges in research</p>   | Interactive lecture                 | MCQs |
|     | <b>3<sup>rd</sup> Year</b> | <b>Leadership</b>  |                                     |      |

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| 12. |  | <p><b>Leadership in the Healthcare context</b></p> <ul style="list-style-type: none"> <li>• Define leadership in the healthcare context</li> <li>• Identify one’s own leadership style and characteristics</li> <li>• Discuss characteristics of an effective leader</li> </ul> <p><b>Role of doctor in different healthcare settings</b></p> <ul style="list-style-type: none"> <li>• Discuss the various roles of doctors in healthcare settings (primary, sec and tertiary)</li> <li>• Differentiate among the leadership roles a doctor plays as house officer, resident and consultant/ specialist</li> </ul> <p><b>Professional disagreement</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to disagree with others in a professional manner</li> </ul>   | Interactive lecture and role plays           | MCQs<br>OSCE |
| 13. |  | <p><b>Informed Consent in Clinical Practice</b></p> <ul style="list-style-type: none"> <li>• Define informed consent</li> <li>• Describe the principles, types, process and criteria for informed consent</li> <li>• List the criteria for giving valid consent by the patient</li> <li>• Explain the rationale for taking informed consent</li> <li>• Discuss the process of consent taking in special cases (paediatric, geriatric age groups, comatose patients etc.)</li> <li>• Explain the role of consent in relation to medical examination</li> <li>• Identify context in which informed consent may not be obtained</li> </ul>   | Workshop                                     | MCQs<br>OSCE |
| 14. |  | <p><b>Medical Error and Negligence</b></p> <ul style="list-style-type: none"> <li>• Differentiate among medical error, negligence and misconduct</li> <li>• Describe the methods to avoid them and how to defend against negligence</li> <li>• Describe the ethics of medical error reporting and disclosure.</li> <li>• Describe whistle blowing in medical practice</li> </ul> <p><b>Conflict of interest</b></p> <ul style="list-style-type: none"> <li>• Define “conflict of interest”.</li> <li>• Discuss situations of divided loyalty</li> <li>• Discuss potential conflict of interest issues that may arise when dealing with pharmaceutical companies, government agencies or employees.</li> <li>• Identify various situations that may potentially involve conflict of interest (pharma- physician relationship, prescriptions, procurement, medical certificates, research)</li> </ul> | Video and case assisted-interactive lectures | MCQs<br>OSCE |

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| 15. |                   | <p><b>Ethical principles related to dealing with pharmaceutical companies</b></p> <ul style="list-style-type: none"> <li>• Discuss ethical principles that apply to dealing with pharmaceutical companies</li> </ul> <p>Ethical use of Artificial intelligence (AI)</p> <ul style="list-style-type: none"> <li>• Define the terminology</li> <li>• Discuss how AI is currently being used in academics and clinical practice</li> <li>• Discuss ethical principles of using AI</li> </ul> <p><b>Ethical use of social media</b></p> <ul style="list-style-type: none"> <li>• Define the terminology</li> <li>• Discuss ethical norms of engagement and boundaries on social media</li> <li>• Discuss issues such as privacy, confidentiality and informed consent relating to social media use</li> </ul>   | Video-assisted case-based discussions      | MCQs |
| 16. |                   | <p><b>Environmental Ethics</b></p> <ul style="list-style-type: none"> <li>• Define the terminology</li> <li>• Discuss the ethical dilemmas arising from environmental health issues</li> <li>• Discuss ethical obligations relating to the environment</li> </ul>   | Interactive lecture                        | MCQs |
|     | <b>Final year</b> | <b>Bio-ethics</b>   |  |      |
| 17. |                   | <p><b>End-of-life Care</b></p> <ul style="list-style-type: none"> <li>• Discuss the various ethical issues related to end-of-Life care and how they differ in various cultures</li> <li>• Discuss how to make decisions about end-of-life care based on ethical principles and local cultural values</li> </ul> <p><b>Ethical principles related to Abortion</b></p> <ul style="list-style-type: none"> <li>• Define the terminology</li> <li>• Discuss Pakistani law of abortions</li> <li>• List the countries/ areas where abortions are legal</li> </ul> <p><b>Ethical principles related to Assisted Reproduction (including Surrogacy)</b></p> <ul style="list-style-type: none"> <li>• Define the terminology</li> <li>• Discuss Pakistani law related to Assisted Reproduction</li> </ul> <p><b>Ethical principles related to Organ donation and organ transplantation</b></p> <ul style="list-style-type: none"> <li>• Define the terminology</li> <li>• Discuss Pakistani law related to Organ donations &amp; Organ</li> </ul> | Interactive sessions with group discussion | MCQs |

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|  |  | Transplantation |  |  |
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