



D42 Teaching and Assessing Ethics and Law Within Medical Education: Implications in the Arab World

Amal A. Mashali, MD, Muṭah University, Faculty of Medicine, Alkarak, JORDAN*

After attending this presentation, attendees will gain knowledge on how the quality of medical education is ultimately judged by the ability of its graduates to perform at a high level. Graduates must be able to care for individual patients. They must be able to work effectively, competently, and safely in a diversity of cultural environments. Thereby, graduates must possess a sufficient educational base to respond to evolving and changing health needs throughout their careers. For this reason it was determined that ethics and law should be introduced to students. With the knowledge of ethics and law the students could better understand their own professional and legal responsibilities when working with patients.

Forensic medicine is the medical specialty that links medicine with the law. In today's increasingly litigious society, newly qualified doctors should not start practicing before having received a basic grounding in medico-legal matters. The application of ethics and law to medicine is now an emerging academic discipline with intrinsic and rigorous standards.

The general objective of the course is improving medical care and medical education by building greater awareness and understanding of the moral, ethical and social dimensions of medicine with reference to the law governing some medical conditions. The contents and strategies were in accordance to the global standards of medical education.

The tutoring methods used were lectures, using audio-visual aids as PowerPoint presentations, small group discussion in addition to problem solving and case studies as a form of problem-based learning in realistic clinical cases. The cases emphasize ethics, but also include human behavior, basic science and clinical medicine.

The evaluation strategies were formative assessment, in the form of quizzes to assess intellectual skills, summative assessment in the form of MCQs to assess intellectual skills, and problem solving to assess professional skills.

The contents of the course were eight Instructional Units:

- I. Historical review of the evolution of medical ethics
- II. Basic principles of medical law, medical ethics and health care ethics
- III. Ethical responsibilities of physicians
- IV. Issues related to patient autonomy as Confidentiality, Consent for treatment, Brain death (definition, criteria), and Ethics of organ transplantation from living and dead in addition to Euthanasia (active, passive, assisted suicide, withholding resuscitation)
- V. Ethics of Reproductive Medicine and the legal condition of the fetus
- VI. Medical documentation (Medical Records)
- VII. Legal responsibilities of physicians and Malpractice (definitions, elements and basis of evaluation)
- VIII. Ethics of medical research, related to the research itself or to the subject of research, whether human, animal, tissue, genetic material or fetal tissue

Medical Ethics, Medical Education, Global Standards