Global Medical Ethics Day
Teaching Medical Ethics in Lebanese Medical Schools
USEK Experience

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• 1. The background
  • USEK
  • Medical School and teaching hospital
• 2. Medical ethics teaching
  • Courses
  • training
Lebanese Maronite Order

- Founded in 1695 as a result of a monastic renaissance
- Patriarch Stephen Duwaihi (1670-1704) monastery of Our Lady of Qannoubeen
• 60 convents all over the country and many all over the world
• 12 educational institutions
• 5 health institutions
Health institutions

• **Hôpital N.-D.-des-Secours (CHU= Centre Hospitalo-universitaire)**  Monastère N.-D.-des-Secours  Byblos

• **Hôpital et Institut pour handicapés**  Monastère St.-Antoine de Padoue  Beit-Chabab

• **Maison de vieillards**  Couvent N.D.-de-la-Délivrance  Hboub

• **Orphelinat et Hospice**  Monastère St.-Charbel Harissa

• **Dispensaire**  Couvent St.-Sassine  Baskinta
University of Saint-Esprit de Kaslik

- The USEK is a francophone university, partially Anglophone
- It is for the USEK to provide the mother country and the global village with individuals capable of restoring values, shaping minds, forming free men and establishing a dialogue between the humanist and the scientific cultures in order to re-establish communication between the moral order and learning.
• Founded in 1950 by the Lebanese Maronite Order, the USEK answers to a threefold need:

• **Ecclesiastical**: Catholic Christian values and Maronite values. A spirit of witness and engagement for the future, the USEK presents itself as a guarantee for the socio-cultural and religious heritage of Lebanon.

• **National**: safeguarding the specific character of the Lebanese people

• **Cultural**: privileged arena of the intercultural language called upon to weave a web of indissoluble bonds between the particular and the universal.
Faculté de Médecine et des Sciences Médicales (Medical School)

- Founded 2002
- First MD diplomas June 2009
- Administration et courses : Kaslik
- Training: Centre Hospitalo-Universitaire (CHU) Notre Dame de Secours, Byblos
- 230 American credits/ 7 years
- Around 30 students admitted every year
Faculté de Médecine et des Sciences Médicales
the Three Pilars

- Valeurs
  - PAS DE PLACE DANS CETTE FACULTE POUR UN FUTUR MEDECIN QUI MANQUE A L’ETHIQUE

- Excellence
  - UN DIPLÔME DE MEDECINE POUR CELUI QUI LE MERITE QUAND IL LE MERITE

- Participation
  - UNE FACULTE DE MEDECINE N’AVANCE QUE PAR LE DOUBLE DYNAMISME DE SES ENSEIGNANTS ET SES ETUDIANTS
Faculté de Médecine et des Sciences Médicales

- We believe Medicine is
  - Values: parental education
  - Science: courses
  - Art: training and further exercise

- Our aim is to graduate des “HAKIMs” not only des “TABIBs”
Medical ethics teaching

- Theoretical part
  - First year: introduction to bioethics
  - Forth year: bioethics
  - Optional credits: human rights, philosophy,...
- During the training
  - Forth and fifth year portfolio
  - Sixth and seventh year case studies
  - Residency program
Introduction to bioethics

- First year (1/7)
- 3 credits = 45 hours
- 45 students
- Faculté Pontificale de théologie
- Part of cultural credits
- Mandatory for medical school
- Father Charbel CHELALA
• Domains:
  • Beginning of life
  • End of life
  • Experimentation during life
• Objectives:
  • Acquire knowledge in these three domains
  • Acquire the way of thinking in ethics
  • Multidisciplinary approach
• 80% “Cours magistral”
• 20% personal work to be exposed to and discussed by peers
• Evaluation:
  • Participation 10%
  • Personal work 20%
  • Partial exam 30%
  • Final exam 40%
Bioethics course

- Forth year (4/7)
- 3 credits = 45 hours
- Medical school
- 30 students
- Prerequisite: introduction to bioethics
- Father Charbel Chelala & Kamal Kallab MD
Domains:
- Concepts of ethics
- Concepts of bioethics
- Tools

Objectives:
- Refresh basics of bioethics
- Acquire the way of thinking
- Apply in specific situations
- 40% “Cours magistral”
- 60% practical work:
  - Case studies (PBL) discussed in small groups then exposed to peers
  - Personal research work
- Evaluation:
  - Participation 10%
  - Practical work 50%
  - Final exam 40%
Example of case study: Huntington family history over three generations, offering
- three environments (absence of genetic diagnosis, then available genetic diagnosis and no treatment, then hope in future trends)
- Different situations dealing with the whole lifespan
- Different situations dealing with personality profile and job of each member of the family
During the training

- Forth and fifth year portfolio
  - One month (year 4) and two months (year 5)
  - Student must document and discuss in his portfolio an ethical situation encountered during his training. This document is evaluated at the end of the training period
During the training

- Sixth and seven years
  - Students are encouraged to discuss during the weekly meeting the ethical issues related to the medical problems presented during the meeting
  - Thesis projects must be evaluated by the ethical committee of the hospital
- Residency program:
  - during every three months period of rotation, resident must document and discuss an ethical situation at least
During the training, any possible non ethical behavior is referred to the disciplinary committee

- Monitoring problems:
  - Brotherhood
  - Friendship students-teachers