FIRST YEAR – Initially, the discussion centred around the syllabus proposed, which was adopted as being suitable, with minor amendments; the most important being the first topic listed which should be divided into two sessions:

(1) Introduction, History, Current Status, The Excercise of Choice
(2) The Moral Basis of Medical Ethics

SECOND YEAR – Six sessions entitled "The Ethical Basis of Human Communication".

(a) Two didactic sessions: one didactic session with an overall view of the clinical situation and the issues and conflicts that can arise from patients requests and expectations during the process of history taking, and one session following review of the tape of "The Baby In Question".

(b) Four sessions in the clinical skills portion: four practical history taking exercises, using A.V. recording and discussion techniques, of situations illustrative of difficult history taking:

(1) The Hidden Agenda
(2) Dealing with Relatives and Third Parties
(3) Dilemmas in the Choice of Alternative Options
(4) Alterations in Fertility

The Growth Reproduction and Development course and Clinical Skills portion to share the time to be devoted to this course.

THIRD YEAR – to consist of eight(8) sessions in the systems teaching and sharing time with course in symptoms analysis.

The following topics to be discussed with a basis in clinical case presentation:

(1) Human Experimentation
(2) Issues in Research
   (a) Paediatric Intensive Care
(4) The Handicapped or Disadvantaged Patient
(5) Dependant Groups – The Young
   The Aged
(6) New Drugs and Therapies
(7) Incurable Illness
FOURTH YEAR - to be evolved but primarily Ethical Rounds presented by the various major disciplines for both the Clinical Clerkship and the Interns and Residents.

Respectfully submitted,

John M. Ross, M.B., Ch.B., F.C.F.P.(C)
Associate Director
Continuing Medical Education Office
logy, public health and biostatistics, and to the concepts and the methods of the behavioural sciences. The course will involve participation in medical work in hospital, clinic and general practice, as well as principles of psychology, sociology and anthropology and their application to human behaviour in health and sickness.

3050. Special Topic. This course enables the student to investigate in depth an area included within the broad subjects of the first year. The investigation includes designing, executing and analysing a research project, which may take place in the laboratory, in the clinic, in the community, or in the library. The work is discussed and carried out, individually or in small groups, under the supervision of a faculty member. The interdisciplinary nature of the investigation is stressed. The chosen project can be within the cell sciences, the behavioural sciences, or in community medicine, or it can call on more than one of these subjects. A list of topics offered will be available at the end of the Fall Semester.


3070. Option in Biochemistry. This course is offered instead of course 3000 to those students who are judged to have sufficient background in Biochemistry prior to entry to Medical School. The course will include projects involving the application of basic concepts and methods of cell studies to specific problems. The results are presented in seminar form.

3080. Microbiology and Introduction to Infectious Diseases. The course introduces the various types of micro-organisms, the environment in which they are able to multiply and their relationship to human disease, and deals with the classification of their morphology, mode of reproduction and the metabolic processes. The physiological and epidemiological principles of infectious diseases and their manifestations will be discussed including the principles of immunization and antibiotic action.

3090. Nutrition and Pharmacology. This is an introductory course in nutrition and pharmacology which will cover the nature and function of the constituents of the normal diet, regulation of food intake, factors affecting nutritional requirements, development and application of dietary standards, the importance of nutrition in the health of the public, assessment and interpretation of nutritional status with special reference to the nutritional problems of Newfoundland; general principles of pharmacology, including receptor theory, absorption, distribution, metabolism, and excretion of drugs.

3100. Pathology. An introduction to disease as a natural phenomenon susceptible to scientific enquiry. The student is introduced to the concepts of etiology, pathogenesis, pathophysiology and the evolution of lesions. The major categories of disease processes are presented. There is a discussion of risk factors and susceptibility to disease among members of the population.

3110. Introduction to Medicine and Clinical Skills. An introduction to the main elements of the medical interview and techniques of counseling is presented and the role of the physician is examined with reference to selected diseases.

3120. Introduction to Medical Ethics. The course is to introduce and to sensitize the student to those areas of medicine wherein moral or ethical issues play a significant role in medical management or decision making, and to demonstrate philosophical methods in making the necessary decisions.

SPRING SESSION MEDICAL STUDIES

3500. Community Medicine and Behavioural Science. Introduction to behavioural sciences and their application to human behaviour in health and disease; introduction to epidemiological methods and practical experience in history taking and interviewing.

3510. Biochemistry. An introduction to the concepts which form the basis for understanding the molecular events involved in cell function and replication.

3520. Cell Structure and Function. A course dedicated to a description of the morphological
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC</th>
<th>NO</th>
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<tbody>
<tr>
<td>Sept. 16</td>
<td>9:00 - 9:50</td>
<td>Moral Basis of Medical Ethics</td>
<td>1</td>
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<tr>
<td>Sept. 20</td>
<td>9:00 - 9:50</td>
<td>Ethical Systems &amp; Principles</td>
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<td>Medical Ethics Seminar</td>
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<td>Oct. 13</td>
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<td>Truth Telling</td>
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<td>Oct. 19</td>
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<td>Medical Ethics Seminar</td>
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<td>Nov. 15</td>
<td>9:00 - 9:50</td>
<td>Procreative Decisions</td>
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<td>Nov. 15</td>
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<td>Medical Ethics Seminar</td>
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<td>Dec. 8</td>
<td>10:00 - 10:20</td>
<td>Examination</td>
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Dr. J. Ross (Coordinator)
**1983-84**  
**FIRST YEAR MEDICINE**  
**SECOND SEMESTER**

**Medical Ethics**

<table>
<thead>
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<tr>
<td>Jan. 9</td>
<td>9:00 - 9:50</td>
<td>Suffering &amp; Dying</td>
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<td>Jan. 24</td>
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<td>Right &amp; Priorities in Medical Care</td>
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<td>Social Issues Facing Medicine</td>
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**Instructors**

- J.R. - Dr. J. Ross (Chairman, Medicine)
- T.M. - Dr. T. Murphy (Religious Studies)
- C.H. - Dr. C. Heughan (Medicine)
- M.L. - Dr. M. Lagford (Philosophy)
- I.B. - Dr. I. Bowmer (Medicine)
- G.S. - Dr. G. Segovia (Medicine)
- J.W. - Dr. J. Williams (Religious Studies)
Ethics & Clinical Skills Course

SUGGESTIONS:

That there be a number of interview situations in which there have to be major decisions or elements of problems that have an ethical dimension or bias.

These interview situations can be presented:

(a) With programmed patients. This has the benefit of a number of students having to participate and make individual decisions with commentary from the others. It will require a number of Faculty to operate such a scheme, or

(b) Make tapes of major problem areas, with programmed problems and have the students discuss the interaction in groups. This has the benefit of some economy of teachers' time, and of a greater variety being possible. i.e. one can perhaps present them with a greater number of problems in a more uniform manner. The major disadvantage being they may not be able to practice the skills themselves.

The areas to be covered would be interviews that deal with eliciting information where agendas are hidden or obscure. Where there may be a problem regarding the "truth" or "truth telling" in dying or severely ill patients. Reproduction or contraception issues, or issues involving patients' rights.

An agenda or syllabus can be drawn up giving an appropriate time frame for the students to integrate this particular series into clinical skills course as a whole.

With regard to the other aspects of the ethics course in 2nd year:

(a) The students be asked to write up and devise a grant proposal for a research project involving patients. The problem can be devised, the resources outlined and the patients designated. This gives the students insight into many of the problems and can be worked out with members of the Human Experimentation Committee.

(b) The students be given a situation involving the allocation of medical resources to a group or community, within a fixed framework of budget, resources, personnel and equipment.

This can be done in conjunction with people on Faculty in Community Medicine.