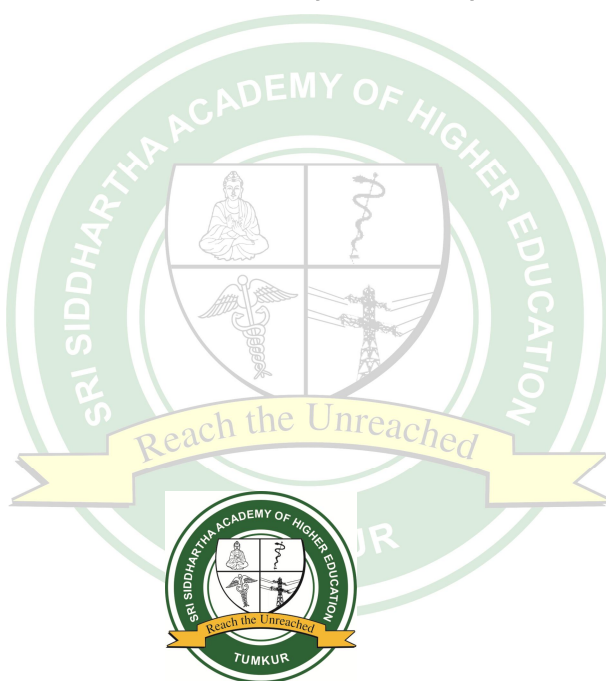


**Regulations and Curricula
For Post Graduate Degree Course in
Medical Sciences**

Volume III: Clinical Subjects

M. D. Psychiatry



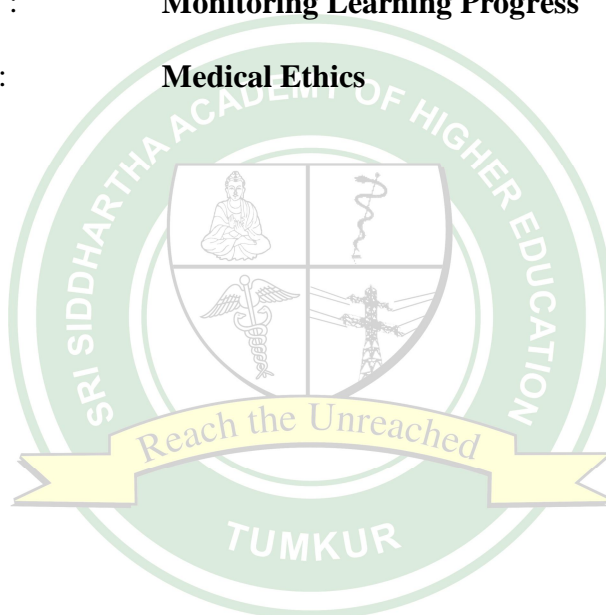
**Sri Siddhartha
Academy of Higher Education**
Deemed-to-be-University
Accredited 'A' Grade by NAAC

*Established under Section 3 of the UGC Act, 1956
MHRD, GOI No. F.9-31/2006-U.3 (A) Dtd. 30th May 2008*

Agalakote, B.H. Road, Tumkur – 572107, Karnataka, India

Contents

Chapter I	:	Regulations
Chapter II	:	Goals and Objectives
Chapter III	:	Course Description
		M. D. Psychiatry
Chapter IV	:	Monitoring Learning Progress
Chapter V	:	Medical Ethics



Regulations for Post Graduate Degree Course in Medical Sciences

Chapter I

1. Branches of Study

1.1 Postgraduate Degree Courses

The following courses of studies may be pursued.

A. *M.D. (Doctor of Medicine)*

1. Anaesthesiology
2. Anatomy
3. Biochemistry
4. Community Medicine
5. Dermatology, Venereology and Leprosy
6. Forensic Medicine
7. General Medicine
8. Microbiology
9. Pathology
10. Paediatrics
11. Pharmacology
12. Physiology
13. Psychiatry
14. Radio-diagnosis
15. Tuberculosis & Respiratory Medicine

B. *M.S. (Master of Surgery)*

1. General Surgery
2. Obstetrics and Gynecology
3. Ophthalmology
4. Orthopedics
5. Oto-Rhino-Laryngology

2. Eligibility for Admission

MD / MS Degree and Diploma Courses: A candidate affiliated to this university and who has passed final year M.B.B.S. examination after pursuing a study in a medical college recognised by the Medical Council of India, from a recognised Medical College affiliated to any other University recognised as equivalent thereto, and has completed one year compulsory rotating internship in a teaching Institution or other Institution recognised by the Medical Council of India, and has obtained permanent registration of any State Medical Council shall be eligible for admission.

3. Obtaining Eligibility Certificate by the University before making Admission

No candidate shall be admitted for any postgraduate degree/diploma course unless the candidate has obtained and produced the eligibility certificate issued by the University. The candidate has to make an application to the University with the following documents along with the prescribed fee :

1. MBBS pass / degree certificate issued by the University.
2. Marks cards of all the university examinations passed MBBS course.
3. Attempt Certificate issued by the Principal.
4. Certificate regarding the recognition of the medical college by the Medical Council of India.
5. Completion of internship certificate.
6. In case internship was done in a non-teaching hospital, a certificate from the Medical Council of India that the hospital has been recognised for internship.
7. Registration by any State Medical Council and
8. Proof of SC/ ST or Category I, as the case may be.

Candidates should obtain the Eligibility Certificate before the last date for admission as notified by the University.

A candidate who has been admitted to postgraduate course should register his / her name in the University within a month of admission after paying the registration fee.

4. Intake of Students

The intake of students to each course shall be in accordance with the ordinance in this behalf.

5. Duration of Study

M.D /M.S Degree Courses

The course of study shall be for a period of 3 years consisting of 6 terms.

6. Method of training

The training of postgraduate for degree/diploma shall be residency pattern with graded responsibilities in the management and treatment of patients entrusted to his/her care. The participation of the students in all facets of educational process is essential. Every candidate should take part in seminars, group discussions, grand rounds, case demonstration, clinics, journal review meetings, CPC and clinical meetings. Every candidate should be required to participate in the teaching and training programme of undergraduate students. Training should include involvement in laboratory and experimental work, and research studies. Basic medical sciences students should be posted to allied and relevant clinical departments or institutions. Similarly, clinical subjects' students should be posted to basic medical sciences and allied speciality departments or institutions.

7. Attendance, Progress and Conduct

7.1 A candidate pursuing degree/diploma course should work in the concerned department of the institution for the full period as a full time student. No candidate is permitted to run a clinic/laboratory/nursing home while studying postgraduate course.

7.2 Each year shall be taken as a unit for the purpose of calculating attendance.

7.3 Every student shall attend symposia, seminars, conferences, journal review meetings, grand rounds, CPC, case presentation, clinics and lectures during each year as prescribed by the department and not absent himself / herself from work without valid reasons.

7.4 Every candidate is required to attend a minimum of 80% of the training during each academic year of the post graduate course. Provided further, leave of any kind shall not be counted as part of academic term without prejudice to minimum 80% attendance of training period every year.

7.5 Any student who fails to complete the course in the manner stated above shall not be permitted to appear for the University Examinations.

8. Monitoring Progress of Studies:

8. Monitoring Progress of Studies:

8.1 *Work diary / Log Book* - Every candidate shall maintain a work diary and record of his/her participation in the training programmes conducted by the department such as journal reviews, seminars, etc. (please see Chapter IV for model checklists and logbook specimen copy). Special mention may be made of the presentations / by the candidate as well as details of clinical or laboratory procedures, if any conducted by the candidate. The work diary shall be scrutinised and certified by the Head of the Department and Head of the Institution, and presented in the university practical/clinical examination.

8.2 Periodic tests:

In case of degree courses of three years duration (MD/MS), the concerned departments may conduct three tests, two of them be annual tests, one at the end of first year and the other in the second year. The third test may be held three months before the final examination. The tests may include written papers, practicals / clinicals and viva voce. Records and marks obtained in such tests will be maintained by the Head of the Department and sent to the University, when called for.

In case of diploma courses of two years duration, the concerned departments may conduct two tests, one of them be at the end of first year and the other in the second year three months before the final examination. The tests may include written papers, practicals / clinicals and viva voce.

8.3 *Records:* Records and marks obtained in tests will be maintained by the Head of the Department and will be made available to the University or MCI.

9. Dissertation

9.1 Every candidate pursuing MD/MS degree course is required to carry out work on a selected research project under the guidance of a recognised post graduate teacher. The results of such a work shall be submitted in the form of a dissertation.

9.2 The dissertation is aimed to train a post graduate student in research methods and techniques. It includes identification of a problem, formulation of a hypothesis, search and review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, comparison of results and drawing conclusions.

9.3 Every candidate shall submit to the Controller of Examinations of the University in the prescribed proforma, a synopsis containing particulars of proposed dissertation work within six months from the date of commencement of the course on or before the dates notified by the University. The synopsis shall be sent through the proper channel.

9.4 Such synopsis will be reviewed and the dissertation topic will be registered by the University. No change in the dissertation topic or guide shall be made without prior approval of the University.

9.5 The dissertation should be written under the following headings:

- i. Introduction
- ii. Aims or Objectives of study
- iii. Review of Literature
- iv. Material and Methods
- v. Results
- vi. Discussion
- vii. Conclusion
- viii. Summary
- ix. References
- x. Tables
- xi. Annexures

9.6 The written text of dissertation shall be not less than 50 pages and shall not exceed 150 pages excluding references, tables, questionnaires and other annexures. It should be neatly typed in double line spacing on one side of paper (A4 size, 8.27" x 11.69") and bound properly. Spiral binding should be avoided. The dissertation shall be certified by the guide, head of the department and head of the Institution.

9.7 Four copies of dissertation thus prepared shall be submitted to the Controller of Examinations six months before final examination on or before the dates notified by the University.

9.8 The dissertation shall be valued by examiners appointed by the University. Approval of dissertation work is an essential precondition for a candidate to appear in the University examination.

9.9 Guide: The academic qualification and teaching experience required for recognition by this University as a guide for dissertation work is as per Medical Council of India Minimum Qualifications for Teachers in Medical Institutions Regulations, 1998. Teachers in a medical college/institution having a total of eight years teaching experience out of which at least five years teaching experience as Lecturer or Assistant Professor gained after obtaining post graduate degree shall be recognised as post graduate teachers.

A **Co-guide** may be included provided the work requires substantial contribution from a sister department or from another medical institution recognised for teaching/training by SSAHE/Medical Council of India. The co-guide shall be a recognised post graduate teacher of SSAHE.

9.10 Change of guide: In the event of a registered guide leaving the college for any reason or in the event of death of guide, guide may be changed with prior permission from the university.

10. Schedule of Examination

The examination for M.D / M.S courses shall be held at the end of three academic years (six academic terms). The university shall conduct two examinations in a year at an interval of four to six months between the two examination. Not more than two examinations shall be conducted in an academic year.

11. Scheme of Examination

M.D. / M.S. Degree

M.D. / M.S. Degree examinations in any subject shall consist of dissertation, written paper (Theory), Practical/Clinical and Viva voce.

11.1.1 Dissertation: Every candidate shall carryout work and submit a dissertation as indicated in SI.NO.9. Acceptance of dissertation shall be a precondition for the candidate to appear for the final examination.

11.1.2 Written Examination (Theory): A written examination shall consist of **four** question papers, each of **three** hours duration. Each paper shall carry 100 marks. Out of the **four** papers, the 1st paper in clinical subjects will be on applied aspects of basic medical sciences. Recent advances may be asked in any or all the papers.

11.1.3 Practical / Clinical Examination:

In case of practical examination, it should be aimed at assessing competence and skills of techniques and procedures as well as testing students ability to make relevant and valid observations, interpretations and inference of laboratory or experimental work relating to his/her subject.

In case of clinical examination, it should aim at examining clinical skills and competence of candidates for undertaking independent work as a specialist. Each candidate should examine at least one long case and **two** short cases.

The total marks for practical / clinical examination shall be 200.

11.1.4 Viva Voce: Viva Voce Examination shall aim at assessing depth of knowledge, logical reasoning, confidence and oral communication skills. The total marks shall be 100 and the distribution of marks shall be as under:

- | | |
|---|----------|
| (i) For examination of all components of syllabus | 80 Marks |
| (ii) For Pedagogy | 20 Marks |

11.1.5 Examiners: There shall be at least four examiners in each subject. Out of them two shall be external examiners and two shall be internal examiners. The qualification and teaching experience for appointment as an examiner shall be as laid down by the Medical Council of India.

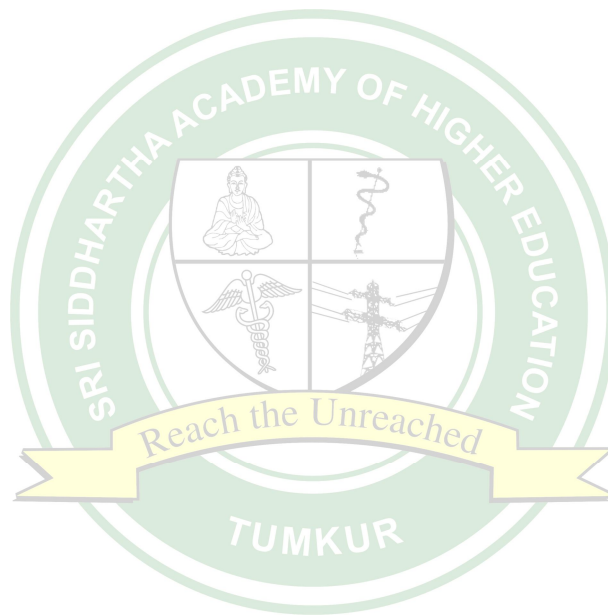
11.1.6 Criteria for declaring as pass in University Examination: A candidate shall secure not less than 50% marks in each head of passing which shall include (1) Theory, (2) Practical including clinical and viva voce examination.

A candidate securing less than 50% of marks as described above shall be declared to have failed in the examination. Failed candidate may appear in any subsequent examination upon payment of fresh fee to the Controller of Examinations

11.1.7 Declaration of distinction: A successful candidate passing the University examination in first attempt will be declared to have passed the examination with distinction, if the grand total aggregate marks is 75 percent and above. Distinction will not be awarded for candidates passing the examination in more than one attempt.

12. Number of Candidates per day. The maximum number of candidates for practical/clinical and viva-voce examination shall be as under:

MD / MS Course: Maximum of 6 per day



CHAPTER II

GOALS AND GENERAL OBJECTIVES OF POSTGRADUATE MEDICAL EDUCATION PROGRAM

GOAL

The goal of postgraduate medical education shall be to produce competent specialist and /or Medical teacher:

- (i) who shall recognise the health needs of the community, and carry out professional obligations ethically and in keeping with the objectives of the national health policy;
- (ii) who shall have mastered most of the competencies, pertaining to the specialty, that are required to be practiced at the secondary and the tertiary levels of the health care delivery system;
- (iii) who shall be aware of the contemporary advances and developments in the discipline concerned;
- (iv) who shall have acquired a spirit of scientific inquiry and is oriented to the principles of research methodology and epidemiology; and
- (v) who shall have acquired the basic skills in teaching of the medical and paramedical professionals.

GENERAL OBJECTIVES

At the end of the postgraduate training in the discipline concerned the student shall be able to:

- i) Recognise the importance of the concerned speciality in the context of the health need of the community and the national priorities in the health sector.
- ii) Practice the speciality concerned ethically and in step with the principles of primary health care.
- iii) Demonstrate sufficient understanding of the basic sciences relevant to the concerned speciality.
- iv) Identify social, economic, environmental, biological and emotional determinants of health in a given case, and take them into account while planning therapeutic, rehabilitative, preventive and promotive measures/strategies.
- v) Diagnose and manage majority of the conditions in the speciality concerned on the basis of clinical assessment, and appropriately selected and conducted investigations.
- vi) Plan and advise measures for the prevention and rehabilitation of patients suffering from disease and disability related to the speciality.

- vii) Demonstrate skills in documentation of individual case details as well as morbidity and mortality data relevant to the assigned situation.
- viii) Demonstrate empty and humane approach towards patients and their families and exhibit interpersonal behaviour in accordance with the societal norms and expectations.
- ix) Play the assigned role in the implementation of national health programmes, effectively and responsibly.
- x) Organise and supervise the chosen/assigned health care services demonstrating adequate managerial skills in the clinic/hospital or the field situation.
- xi) Develop skills as a self-directed learner, recognise continuing educational needs; select and use appropriate learning resources.
- xii) Demonstrate competence in basic concepts of research methodology and epidemiology, and be able to critically analyse relevant published research literature.
- xiii) Develop skills in using educational methods and techniques as applicable to the teaching of medical/nursing students, general physicians and paramedical health workers.
- xiv) Function as an effective leader of a health team engaged in health care, research or training.

STATEMENT OF THE COMPETENCIES

Keeping in view the general objectives of postgraduate training, each disciplines shall aim at development of specific competencies, which shall be defined and spelt out in clear terms. Each department shall produce a statement and bring it to the notice of the trainees in the beginning of the programme so that he or she can direct the efforts towards the attainment of these competencies.

COMPONENTS OF THE PG CURRICULUM

The major components of the PG curriculum shall be:

- Theoretical knowledge
- Practical/clinical Skills
- Training in Thesis.
- Attitudes, including communication.
- Training in research methodology.

Source: Medical Council of India, Regulations on postgraduate medical education, 1997.

Chapter III

Course Description

Post Graduate Courses in Psychiatry

M.D. Psychiatry

Goal

The candidates are expected to attain a high degree of proficiency both in the theoretical and practical aspects of psychiatry and related disciplines.

The goals of postgraduate training course would be to train a MBBS doctor who will:

Practice efficiently and effectively the speciality, backed by scientific knowledge and skill base. Exercise empathy and a caring attitude and maintain high ethical standards. Continue to evince keen interest in continuing education in the speciality irrespective of whether he is in a teaching institution or is a practicing psychiatrist. Be a motivated 'teacher' – defined as a specialist keen to share his knowledge and skills with a colleague or a junior or any learner.

Objectives

The following objectives are laid out to achieve the goals of the course. These objectives are to be achieved by the time the candidate completes the course. The Objectives may be considered under the subheadings

1. Knowledge (Cognitive domain)
2. Skills (Psycho motor domain)
3. *Human values, Ethical practice and Communication abilities*

Knowledge:

- Describe aetiology, pathophysiology, principles of diagnosis and management of common psychiatric problems including emergencies, in adults and children.
- Identify social, economic, environmental and emotional determinants in a given case, and take them into account for planning therapeutic measures.
- Recognize conditions that may be outside the area of his specialty/competence and to refer them to the proper specialist.
- Advise regarding the management of the case and to carry out this management effectively.
- Update himself by self study and by attending courses, conferences and seminars relevant to the speciality.
- Teach and guide his team, colleagues and other students.
- Undertake audit, use information technology tools and carry out research, both basic and clinical, with the aim of publishing his work and presenting his work at various scientific fora.

Skills

- Take a proper clinical history, examine the patient, perform essential diagnostic procedures and order relevant tests and interpret them to come to a reasonable diagnosis about the condition.
- Conduct interviews both in adults and children and of uncooperative patients.
- Perform mental state examination including that of uncooperative patients.
- Document psychiatric history, family history and mental state examination.
- Assess personality including administration and interpretation of projective tests. Administer and interpret tests of Intelligence and Neuro-psychological functions.
- Perform common therapeutic procedures .
- Provide basic life saving support services (BLS) in emergency situations

Human values, Ethical practice and Communication abilities

- Adopt ethical principles in all aspects of his/her practice. Professional honesty and integrity are to be fostered. Care is to be delivered irrespective of the social status, caste, creed or religion of the patient.
- Develop communication skills, in particular the skill to explain various options available in management and to obtain a true informed consent from the patient.
- Provide leadership and get the best out of his team in a congenial working atmosphere.
- Apply high moral and ethical standards while carrying out human or animal research.
- Be humble and accept the limitations in his knowledge and skill and to ask for help from colleagues when needed.
- Respect patient's rights and privileges including patient's right to information and right to seek a second opinion.

Course Contents

Knowledge

A candidate pursuing a course in MD (Psychiatry) is expected to possess adequate knowledge in the following areas:

Clinical features, aetiopathogenesis and treatment of various adult psychiatric disorders including personality disorders, substance abuse disorders, sexual disorders and sleep disorders.

Clinical features, aetiopathogenesis and treatment of common childhood and adolescent psychiatric disorders including issues of special relevance to that age group.

Clinical and treatment issues related to Geriatric psychiatry

Classificatory systems in psychiatry, especially, International Classification of Diseases (ICD) and Diagnostic and Statistical Manual (DSM)

Consultation – Liaison psychiatry, Identification and management of psychiatric emergencies

Community psychiatry: The student should be familiar with various issues and principles underlying community psychiatry, epidemiology of psychiatric disorders with special relevance to India and different models of mental health delivery care systems. It is also essential that a

student understands issues pertaining to the field of preventive psychiatry (Primary, secondary and tertiary prevention).

Psychiatric complications of medical illnesses including identification and treatment of various organic psychiatric disorders such as delirium, dementias and amnestic syndromes.

Various methods of therapeutic intervention including drug therapy, electroconvulsive therapy, psychotherapy (individual, marital, family and group therapy) and behaviour therapy, Principles and methods of treatment applied to rehabilitation of psychiatrically ill individuals. Students should be familiar with terms such as impairment, disability and handicap.

Various laws pertaining to the rights, treatment and care of individuals with psychiatric disorders such as Mental Health Act, Disability Act etc;

Medical ethics in general and special ethical concerns as it applies to the practice of clinical psychiatry

Various theories of adult personality, learning theories, issues pertaining to intelligence and its measurement, psychological theories of emotion, motivational aspects of behaviour, thinking, memory and developmental psychology

Principles and interpretation of psychological tests (Adults, children) such as projective tests, tests of intelligence, tests of cognitive and neuro psychological functions.

Common instruments used in the diagnostic assessment and measurement of change in clinical status of various psychiatric disorders.

Basic sciences as applicable to psychiatry such as Neurophysiology, neuroanatomy, neurochemistry, Genetics, Chronopsychobiology, General psychology, social psychology (Attitudes and its measurement, language and communication, culture, group dynamics, theories of attribution), anthropology and ethology.

Students should be familiar with theoretical aspects of various neuroimaging techniques such as CT scan, PET Scan, MRI etc., It is necessary that student should be able to interpret CT scan of the brain. Similarly, familiarity with various electrophysiological techniques such as EEG and evoked potentials is desirable, with a practical knowledge of EEG being necessary.

Principles of research Methodology: types of experimental designs, setting up a hypothesis, basic techniques, ethical issues with special emphasis on informed consent and patient confidentiality. Students must also be familiar with issues related to choosing a topic of dissertation / research, library work including collecting references and reviewing relevant literature.

Skills

A student must acquire practical skills in:

1. Interview techniques – both adults and children and of uncooperative patients
2. Mental state examination including that of uncooperative patients.
3. Documentation of psychiatric history, family history and mental state examination
4. Assessment of personality including administration and interpretation of projective tests. Administration and interpretation of tests of Intelligence and Neuropsychological functions.

Attitudes and communication abilities

Students must learn to work with a multidisciplinary team including other mental health professionals. It is also essential that students learn to communicate effectively with physicians, other specialists and other health care agencies.

Teaching / Learning activities

A candidate pursuing the course should work in the institution as a full time student. No candidate should be permitted to run a clinic/laboratory/nursing home while studying postgraduate course. Each year should be taken as a unit for the purpose of calculating attendance.

Every student shall attend teaching and learning activities during each year as prescribed by the department and not absent himself / herself from work without valid reasons.

A list of teaching and learning activities designed to facilitate students acquire essential knowledge and skills outlined is given below.

1. Lectures : Lectures are to be kept to a minimum. They may, however, be employed for teaching certain topics. Lectures may be didactic or integrated.
 - a) Didactic Lectures: Recommended for selected common topics for post graduate students of all specialties. Few topics are suggested as examples:
 - 1) Bio-statistics
 - 2) Use of library,
 - 3) Research Methods
 - 4) Medical code of Conduct and Medical Ethics
 - 5) National Health and Disease Control Programmes
 - 6) Communication Skills etc.These topics may preferably taken up in the first few weeks of the 1st year.
 - b) Integrated Lectures: These are recommended to be taken by multidisciplinary teams for selected topics, eg. Jaundice, Diabetes mellitus, Thyroid etc.
2. Journal Club : Recommended to be held once a week. All the PG students are expected to attend and actively participate in discussion and enter in the Log Book relevant details. Further, every candidate must make a presentation from the allotted journal(s), selected articles at least four times a year and a total of 12 seminar presentations in three years. The presentations would be evaluated using check lists and would carry weightage for internal assessment (See Checklist in Chapter IV). A time table with names of the student and the moderator should be announced at the beginning of every year.
3. Subject Seminar: Recommended to be held once a week. All the PG students are expected to attend and actively participate in discussion and enter in the Log Book relevant details. Further, every candidate must present on selected topics at least four times a year and a total of 12 seminar presentations in three years. The presentations would be evaluated using check lists and would carry weightage for internal assessment (See Checklist in Chapter IV). A timetable for the subject with names of the student and the moderator should be scheduled at the beginning of every year.
4. Student Symposium: Recommended as an optional multi disciplinary programme. The evaluation may be similar to that described for subject seminar.

5. Ward Rounds: Ward rounds may be service or teaching rounds.
- a) Service Rounds: Postgraduate students and Interns should do every day for the care of the patients. Newly admitted patients should be worked up by the PGs and presented to the seniors the following day.
 - b) Teaching Rounds : Every unit should have 'grand rounds' for teaching purpose. A diary should be maintained for day to day activities by the students.
 - c) A minimum of 40 Clinical cases must be seen every year and a minimum of 10 cases be taken up for Psycho therapy each year.

Entries of (a), (b) and (c) should be made in the Log book.

6. Clinico-Pathological Conference: Recommended at least once in three months for all post graduate students. Presentation be done by rotation. If cases are not available due to lack of clinical postmortems, it could be supplemented by published CPCs.
7. Inter Departmental Meetings: Strongly recommended particularly with departments of Pathology and Radio-Diagnosis at least once a week. These meetings should be attended by post graduate students and relevant entries must be made in the Log Book.

Pathology: A dozen interesting cases may be chosen and presented by the post graduate students and discussed by them as well as the senior staff of the department. The staff of Pathology department would then show the slides and present final diagnosis. In these sessions the advance immuno-histo-chemical techniques, the burgeoning markers other recent developments can be discussed.

Radio-diagnosis: Interesting cases and the imaging modalities should be discussed.

8. Teaching Skills: : Post graduate students must teach under graduate students (Eg. medical, nursing) by taking demonstrations, bed side clinics, tutorials, lectures etc. Assessment is made using a checklist by surgery faculty as well students. (See model checklist in Chapter IV). Record of their participation be kept in Log book. Training of post graduate students in Educational Science and Technology is recommended.
9. Continuing Medical Education Programmes (CME) : Recommended that at least 2 state level CME programmes should be attended by each student in 3 years.
10. Conferences: Attending conferences is optional. However it is encouraged.

Dissertation

1. Every candidate pursuing MD/MS degree course is required to carry out work on a selected research project under the guidance of a recognised post graduate teacher. The results of such a work shall be submitted in the form of a dissertation.
2. The dissertation is aimed to train a post graduate student in research methods and techniques. It includes identification of a problem, formulation of a hypothesis, search and review of

literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, comparison of results and drawing conclusions.

3. Every candidate shall submit to the Controller of Examinations of SSAHE in the prescribed proforma, a synopsis containing particulars of proposed dissertation work six months from the date of commencement of the course on or before the dates notified by the University. The synopsis shall be sent through the proper channel.
4. Such synopsis will be reviewed and the dissertation topic will be registered by the University. No change in the dissertation topic or guide shall be made without prior approval of the University.
5. The dissertation should be written under the following headings:
 - i. Introduction
 - ii. Aims or Objectives of study
 - iii. Review of Literature
 - iv. Material and Methods
 - v. Results
 - vi. Discussion
 - vii. Conclusion
 - viii. Summary
 - ix. References (Vancouver style)
 - x. Tables
 - xi. Annexures
6. The written text of dissertation shall be not less than 50 pages and shall not exceed 150 pages excluding references, tables, questionnaires and other annexures. It should be neatly typed in double line spacing on one side of paper (A4 size, 8.27" x 11.69") and bound properly. Spiral binding should be avoided. The dissertation shall be certified by the guide, head of the department and head of the Institution.
7. Four copies of dissertation thus prepared shall be submitted to the Controller of Examinations, six months before final examination on or before the dates notified by the University.
8. The dissertation shall be valued by examiners appointed by the University. Approval of dissertation work is an essential precondition for a candidate to appear in the University examination.
9. For some more details regarding Guide etc., please see Chapter I and for books on research methodology, ethics, etc., see Chapter IV.

Graded responsibility in care of patients

1st Year

Interview techniques, mental state examination, diagnostic summary, diagnostic formulation, supervised inpatient and outpatient work, Supervised administration of ECT, administration and interpretation of Psychological tests (projective tests, tests of intelligence, Neuropsychological tests)

2nd Year

Supervised consultation and liaison work with other departments, evaluation and treatment of psychiatric emergencies under supervision, supervised long term follow up of inpatients discharged to the community, individual psychotherapy of a minimum of one case under supervision, exposure to group therapy family therapy. Student to learn certain behaviour therapy techniques such as relaxation, systematic desensitisation, exposure and response prevention. Assessment and evaluation of children with psychiatric problems. Postings in the Department of Neurology (3 months) and in a psychiatric institution for exposure to Forensic Psychiatry (15 days).

3rd Year

Supervised teaching of clinical psychiatry to undergraduate Medical students, Psychiatry nursing students etc.,

Independent care of long term stable patients in the community and outpatient.

Learning to liaise with agencies outside the hospital setting for community care of patients and if possible to work in a centre dealing with rehabilitation of chronic psychiatrically ill patients (15 days)

Presentation of dissertation work to the faculty of the department In-patient and out-patient work under supervision.

Rotation and Posting in other departments

Allied Subjects:

- Department of Neurology (3 months duration)
- Department of Medicine - Consultation - Liaison Psychiatry (1 month)
- Forensic psychiatry – 15 days
- Department of clinical psychology (where a separate department exists) or supervised clinical work under a clinical psychologist- 1 month duration.
- Child Psychiatry - 3 months

Training in Teaching skills and Research methodology

Research methodology – in the form of didactic lectures and interactive seminars with both clinician and statistician. Selection of a dissertation topic, library work Involving review of relevant literature, writing up a protocol and setting up a hypothesis, Basic statistical techniques (5-6 hrs during the 1st year of training) Learning to critically evaluate research articles (2nd and 3rd year) Published in various scientific journals.

Teaching Skills

Training in teaching skills including learning to use audiovisual aids, supervised teaching of undergraduate medical students and nursing students in clinical psychiatry in the 3rd year of training.

Orientation Programme

Orientation programme regarding use of library, laboratory and hospital procedures, regulations concerning hospital admission and discharges during the first two months of clinical posting.

Monitoring Learning Progress

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only also helps teachers to evaluate students, but also students to evaluate themselves. The monitoring be done by the staff of the department based on participation of students in various teaching / learning activities. It may be structured and assessment be done using checklists that assess various aspects. Checklists are given in Chapter IV.

The learning out comes to be assessed should included: (i) Personal Attitudes, (ii) Acquisition of Knowledge, (iii) Clinical and operative skills, (iv) Teaching skills and (v) Dissertation.

i) **Personal Attitudes.** The essential items are:

- Caring attitudes
- Initiative
- Organisational ability
- Potential to cope with stressful situations and undertake responsibility
- Trust worthiness and reliability
- To understand and communicate intelligibly with patients and others
- To behave in a manner which establishes professional relationships with patients and colleagues
- Ability to work in team
- A critical enquiring approach to the acquisition of knowledge

The methods used mainly consist of observation. It is appreciated that these items require a degree of subjective assessment by the guide, supervisors and peers.

ii) **Acquisition of Knowledge** : The methods used comprise of 'Log Book' which records participation in various teaching / learning activities by the students. The number of activities attended and the number in which presentations are made are to be recorded. The log book should periodically be validated by the supervisors. Some of the activities are listed. The list is not complete. Institutions may include additional activities, if so, desired.

Journal Review Meeting (Journal Club): The ability to do literature search, in depth study, presentation skills, and use of audio- visual aids are to be assessed. The assessment is made by faculty members and peers attending the meeting using a checklist (see Model Checklist – I, Chapter IV)

Seminars / Symposia: The topics should be assigned to the student well in advance to facilitate in depth study. The ability to do literature search, in depth study, presentation skills and use of audio-visual aids are to be assessed using a checklist (see Model Checklist-II, Chapter IV)

Clinico-pathological conferences : This should be a multidisciplinary case study of an interesting case to train the candidate to solve diagnostic and therapeutic problems by using an analytical approach. The presenter(s) are to be assessed using a check list similar to that used for seminar.

Medical Audit: Periodic morbidity and mortality meeting be held. Attendance and participation in these must be insisted upon. This may not be included in assessment.

iii) **Clinical skills**

Day to Day work : Skills in outpatient and ward work should be assessed periodically. The assessment should include the candidates' sincerity and punctuality, analytical ability and communication skills (see Model Checklist III, Chapter IV).

Clinical meetings : Candidates should periodically present cases to his peers and faculty members. This should be assessed using a check list (see Model checklist IV, Chapter IV).

Clinical and Procedural skills : The candidate should be given graded responsibility to enable learning by apprenticeship. The performance is assessed by the guide by direct observation. Particulars are recorded by the student in the log book. (Table No.3, Chapter IV)

iv) **Teaching skills :** Candidates should be encouraged to teach undergraduate medical students and paramedical students, if any. This performance should be based on assessment by the faculty members of the department and from feedback from the undergraduate students (See Model checklist V, Chapter IV)

v) **Dissertation in the Department :** Periodic presentations are to be made in the department. Initially the topic selected is to be presented before submission to the University for registration, again before finalisation for critical evaluation and another before final submission of the completed work (See Model Checklist VI & VII, Chapter IV)

vi) *Periodic tests:* The departments may conduct three tests, two of them be annual tests, one at the end of first year and the other in the second year. The third test may be held three months before the final examination. The tests may include written papers, practicals / clinicals and viva voce.

vii) *Work diary / Log Book-* Every candidate shall maintain a work diary and record his/her participation in the training programmes conducted by the department such as journal reviews, seminars, etc. Special mention may be made of the presentations by the candidate as well as details of clinical or laboratory procedures, if any conducted by the candidate.

viii) *Records:* Records, log books and marks obtained in tests will be maintained by the Head of the Department and will be made available to the University or MCI.

Log book

The log book is a record of the important activities of the candidates during his training, Internal assessment should be based on the evaluation of the log book. Collectively, log books are a tool for the evaluation of the training programme of the institution by external agencies. The record includes academic activities as well as the presentations and procedures carried out by the candidate.

Format for the log book for the different activities is given in Tables 1,2 and 3 of Chapter IV. Copies may be made and used by the institutions.

Procedure for defaulters: Every department should have a committee to review such situations. The defaulting candidate is counseled by the guide and head of the department. In extreme cases of default the departmental committee may recommend that defaulting candidate be withheld from appearing the examination, if she/he fails to fulfill the requirements in spite of being given adequate chances to set himself or herself right.

Scheme of Examination

i) Theory

There shall be four question papers, each of three hours duration. Each paper shall consist of two long essay questions each question carrying 20 marks and 6 short essay questions each carrying 10 marks. Total marks for each paper will be 100. Questions on recent advances may be asked in any or all the papers. Details of distribution of topics for each paper will be as follows:

Paper I: NeuroAnatomy, Neurophysiology, Neurochemistry, Genetics, General and Abnormal Psychology, Social psychology, Anthropology, Ethology and statistics

Paper II: History of psychiatry, Classificatory systems in Psychiatry, Adult psychiatric disorders including personality disorder substance related disorders, sexual disorders, eating disorders, sleep disorders (Epidemiology aetiopathogenesis, clinical features, treatment course and outcome). Psychosomatic disorders, Consultation – Liaison psychiatry, Geriatric psychiatry, Psychiatric emergencies, Psycho-oncology Psychoneuroimmunology, Psychoneuroendocrinology, chronopsychobiology, electrophysiological procedures and brain imaging in psychiatry.

Paper III:

Child and adolescent psychiatric disorders including mental retardation (Epidemiology aetiopathogenesis, clinical features, treatment course and outcome). Mental health issues in women including post-partum psychiatric disorders, Measurements in Psychiatry, Psychopharmacology, Electroconvulsive therapy, Psychosurgery, Psychotherapy, Rehabilitation in Psychiatry, Forensic Psychiatry, Cultural Psychiatry, Community Psychiatry and Ethics in Psychiatry.

Paper IV: Neurology and Medicine related to Psychiatry

Note: The distribution of chapters / topics shown against the papers are suggestive only.

ii) Clinical Examination

Marks :200

Board of examination: The board of examiners consists of four members.
Out of four one should be a Neurologist / Clinical Psychologist

Aim of the clinical examination is to elicit the knowledge and competency of the candidate for undertaking independent work as specialist / teacher

Long cases – Two: Psychiatry – One – 75
Neurology – One – 75

Short cases – Two : Psychiatry – Two – 50 (2 x25)

iii) Viva voce

100 marks

1) Viva-voice Examination: (80 marks)

All examiners will conduct viva-voice conjointly on candidate's comprehension, analytical approach, expression and interpretation of data. It includes all components of course contents. In addition candidates may be also be given case reports, charts, gross specimens, Histo pathology slides, X-rays, ultrasound, CT scan images, etc., for interpretation. Questions on use of instruments will be asked. It includes discussion on dissertation also.

2) Pedagogy Exercise: (20 marks)

A topic be given to each candidate in the beginning of clinical examination. He/she is asked to make a presentation on the topic for 8-10 minutes.

Maximum marks for	Theory	Practical	Viva	Grand Total
M.D. Psychiatry	400	200	100	700

Recommended Books and Journals

1. SADOCK (B J) and SADOCK (V A) Comprehensive Text books of Psychiatry Set of 2 vols. Ed. 7 Baltimore, William & Wilkins, 1995
2. KAPLAN (H I) and SADOCK (B J) Synopsis of text book of Psychiatry, Ed 8, New Delhi, Waverly Pvt Ltd.
3. KENDELL (R E) and Zealley (A K) Ed Companion to psychiatric studies, Ed. 4 Edinburgh, Churchill Living Stone 1998
4. GELDER M etal, Oxford textbook of Psychiatry, Ed.3, Oxford, OUP, 1996
6. CASSEM(NH) , Massachusetts General hospital. Handbook of General Hospital Psychiatry, St. Louis, Mosby, 1997
7. LISHMAN (W A), Organic Psychiatry: Consequences of Cerebral Disorder, ED3, Oxford, Blackwell , Sciences, 1997
8. BARKER (Philip), Basic Child Psychiatry, Ed. 5., London, Blackwell Sciences, 1988
9. KENDEL (Eric R) etal, Principles of Neural Science, Ed. 3 Prentice Hall Intl. 1991
10. HARDMAN (Joel F) etal, Goodman and Gilmans The Pharmacological Basis of Therapeutics, Ed. 9, New York, McGraw Hill, Ed.9
11. MUNN (Norman L), Introduction to Psychology, Ed.3, Oxford and I B H Pub. 1972
12. Fish's Textbook of Psychopathology
13. KUPPASWAMY (B) , An Introduction to Social Psychology, Asia Publishing House
14. HURLOCK (Elizabeth B), Developmental psychology, Tata McGraw Hill
15. JAMES C COLEMAN, Abnormal Psychology and Modern Life, , D B TARAPOREWALA Sons and Co Pvt Ltd.
16. CHUSID (J G),Correlative Neuroanatomy and Functional Neurology, 18th edition, 1989, Lange Medical Publication

Journals

1. Indian Journal of Psychiatry
2. Indian Journal of Medical Research

3. American Journal of Psychiatry
4. Archives of general Psychiatry
5. British journal of Psychiatry
6. Psychiatric clinics of North America
7. Neurology (India)
8. Lancet
9. New England Journal of Medicine
10. Indian Journal of Clinical psychology
11. NIMHANS Journal
12. Acta Psychiatrica Scandinavia
13. Psychological Medicine
14. Journal of Clinical Psychiatry
15. Indian Journal of Psychological Medicine

ADDITIONAL READING

1. Indian Council of Medical Research, "Ethical Guidelines for Biomedical Research on Human Subjects", I.C.M.R, New Delhi, 2000.
2. Code of Medical Ethics framed under section 33 of the Indian Medical Council Act, 1956. Medical Council of India, Kotla Road, New Delhi.
3. Francis C M, Medical Ethics, J P Publications, Bangalore, 1993.
4. Indian National Science Academy, Guidelines for care and use of animals in Scientific Research, New Delhi, 1994.
5. Internal National Committee of Medical Journal Editors, Uniform requirements for manuscripts submitted to biomedical journals, N Engl J Med 1991; 424-8
6. Kirkwood B R, Essentials of Medical Statistics , 1st Ed., Oxford: Blackwell Scientific Publications 1988.
7. Mahajan B K, Methods in Bio statistics for medical students, 5th Ed. New Delhi, Jaypee Brothers Medical Publishers, 1989.
8. Compendium of recommendations of various committees on Health and Development (1943-1975). DGHS, 1985 Central Bureau of Health Intelligence, Directorate General of Health Services, min. of Health and Family Welfare, Govt. of India, Nirman Bhawan, New Delhi. P - 335.
9. National Health Policy, Min. of Health & Family Welfare, Nirman Bhawan, New Delhi, 1983
10. Srinivasa D K et al, Medical Education Principles and Practice, 1995. National Teacher Training Centre, JIPMER, Pondicherry

Chapter IV

Monitoring Learning Progress

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only also helps teachers to evaluate students, but also students to evaluate themselves. The monitoring be done by the staff of the department based on participation of students in various teaching / learning activities. It may be structured and assessment be done using checklists that assess various aspects. Model Checklists are given in this Chapter which may be copied and used.

The learning outcomes to be assessed should include: (i) Personal Attitudes, (ii) Acquisition of Knowledge, (iii) Clinical and operative skills, and (iv) Teaching skills.

i) **Personal Attitudes.** The essential items are:

- Caring attitudes
- Initiative
- Organisational ability
- Potential to cope with stressful situations and undertake responsibility
- Trustworthiness and reliability
- To understand and communicate intelligibly with patients and others
- To behave in a manner which establishes professional relationships with patients and colleagues
- Ability to work in team
- A critical enquiring approach to the acquisition of knowledge

The methods used mainly consist of observation. It is appreciated that these items require a degree of subjective assessment by the guide, supervisors and peers.

ii) **Acquisition of Knowledge** : The methods used comprise of 'Log Book' which records participation in various teaching / learning activities by the students. The number of activities attended and the number in which presentations are made are to be recorded. The log book should periodically be validated by the supervisors. Some of the activities are listed. The list is not complete. Institutions may include additional activities, if so, desired.

Journal Review Meeting (Journal Club): The ability to do literature search, in depth study, presentation skills, and use of audio- visual aids are to be assessed. The assessment is made by faculty members and peers attending the meeting using a checklist (see Model Checklist – I, Chapter IV)

Seminars / Symposia: The topics should be assigned to the student well in advance to facilitate in depth study. The ability to do literature search, in depth study, presentation skills and use of audio-visual aids are to be assessed using a checklist (see Model Checklist-II, Chapter IV)

Clinico-pathological conferences : This should be a multidisciplinary case study of an interesting case to train the candidate to solve diagnostic and therapeutic problems by using an analytical approach. The presenter(s) are to be assessed using a check list similar to that used for seminar.

Medical Audit: Periodic morbidity and mortality meeting be held. Attendance and participation in these must be insisted upon. This may not be included in assessment.

iv) **Clinical skills**

Day to Day work : Skills in outpatient and ward work should be assessed periodically. The assessment should include the candidates' sincerity and punctuality, analytical ability and communication skills (see Model Checklist III, Chapter IV).

Clinical meetings : Candidates should periodically present cases to his peers and faculty members. This should be assessed using a check list (see Model checklist IV, Chapter IV).

Clinical and Procedural skills : The candidate should be given graded responsibility to enable learning by apprenticeship. The performance is assessed by the guide by direct observation. Particulars are recorded by the student in the log book. (Table No.3, Chapter IV)

iv) **Teaching skills** : Candidates should be encouraged to teach undergraduate medical students and paramedical students, if any. This performance should be based on assessment by the faculty members of the department and from feedback from the undergraduate students (See Model checklist V, Chapter IV)

vi) **Periodic tests**: In case of degree courses of three years duration, the concerned departments may conduct three tests, two of them be annual tests, one at the end of first year and the other in the second year. The third test may be held three months before the final examination. The tests may include written papers, practicals / clinicals and viva voce.

In case of diploma courses of two years duration, the concerned departments may conduct two tests, one of them be at the end of first year and the other in the second year three months before the final examination. The tests may include written papers, practicals / clinicals and viva voce.

vii) **Work diary / Log Book**- Every candidate shall maintain a work diary and record his/her participation in the training programmes conducted by the department such as journal reviews, seminars, etc. Special mention may be made of the presentations by the candidate as well as details of clinical or laboratory procedures, if any conducted by the candidate.

viii) **Records**: Records, log books and marks obtained in tests will be maintained by the Head of the Department and will be made available to the University or MCI.

Log book

The log book is a record of the important activities of the candidates during his training, Internal assessment should be based on the evaluation of the log book. Collectively, log books are a tool for the evaluation of the training programme of the institution by external agencies. The record includes academic activities as well as the presentations and procedures carried out by the candidate.

Format for the log book for the different activities is given in Tables 1,2 and 3 of Chapter IV. Copies may be made and used by the institutions.

Procedure for defaulters: Every department should have a committee to review such situations. The defaulting candidate is counseled by the guide and head of the department. In extreme cases of default the departmental committee may recommend that defaulting candidate be withheld from appearing the examination, if she/he fails to fulfill the requirements in spite of being given adequate chances to set himself or herself right.

CHAPTER IV (Contd.)

Format of Model Check Lists

Check List -I. MODEL CHECK-LIST FOR EVALUATION OF JOURNAL REVIEW PRESENTATIONS

Name of the Student:

Name of the Faculty/Observer:

Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Article chosen was					
2.	Extent of understanding of scope & objectives of the paper by the candidate					
3.	Whether cross references have been consulted					
4.	Whether other relevant publications consulted					
5.	Ability to respond to questions on the paper / subject					
6.	Audio-Visual aids used					
7.	Ability to defend the paper					
8.	Clarity of presentation					
9.	Any other observation					
	Total Score					

Check List - II. MODEL CHECK-LIST FOR EVALUATION OF SEMINAR PRESENTATIONS

Name of the Student:

Name of the Faculty/Observer:

Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Whether other relevant publications consulted					
2.	Whether cross references have been consulted					
3.	Completeness of Preparation					
4.	Clarity of Presentation					
5.	Understanding of subject					
6.	Ability to answer questions					
7.	Time scheduling					
8.	Appropriate use of Audio-Visual aids					
9.	Overall Performance					
10.	Any other observation					
	Total Score					

Check List - III

MODEL CHECK LIST FOR EVALUATION OF CLINICAL WORK IN WARD / OPD

(To be completed once a month by respective Unit Heads including posting in other departments)

Name of the Student:

Name of the Unit Head:

Date:

Sl. No.	Points to be considered:	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Regularity of attendance					
2.	Punctuality					
3.	Interaction with colleagues and supportive staff					
4.	Maintenance of case records					
5.	Presentation of cases during rounds					
6.	Investigations work up					
7.	Bedside manners					
8.	Rapport with patients					
9.	Counseling patient's relatives for blood donation or Postmortem and Case follow up.					
10.	Over all quality of Ward work					
	Total Score					

Check List - IV**EVALUATION FORM FOR CLINICAL PRESENTATION**

Name of the Student:

Name of the Faculty:

Date:

Sl. No.	Points to be considered	Poor 0	Below Average 1	Average 2	Above Average 3	Very Good 4
1.	Completeness of history					
2.	Whether all relevant points elicited					
3.	Clarity of Presentation					
4.	Logical order					
5.	Mentioned all positive and negative points of importance					
6.	Accuracy of general physical examination					
7.	Whether all physical signs elicited correctly					
8.	Whether any major signs missed or misinterpreted					
9.	Diagnosis: Whether it follows logically from history and findings					
10.	Investigations required ▪ Complete list					
	▪ Relevant order					
	▪ Interpretation of investigations					
11.	Ability to react to questioning Whether it follows logically from history and findings					
12.	Ability to defend diagnosis					
13.	Ability to justify differential diagnosis					
14.	Others					
	Grand Total					

Check List - V

MODEL CHECK LIST FOR EVALUATION OF TEACHING SKILL PRACTICE

Sl. No.		Strong Point	Weak Point
1.	Communication of the purpose of the talk		
2.	Evokes audience interest in the subject		
3.	The introduction		
4.	The sequence of ideas		
5.	The use of practical examples and/or illustrations		
6.	Speaking style (enjoyable, monotonous, etc., specify)		
7.	Attempts audience participation		
8.	Summary of the main points at the end		
9.	Asks questions		
10.	Answers questions asked by the audience		
11.	Rapport of speaker with his audience		
12.	Effectiveness of the talk		
13.	Uses AV aids appropriately		

Check list VI

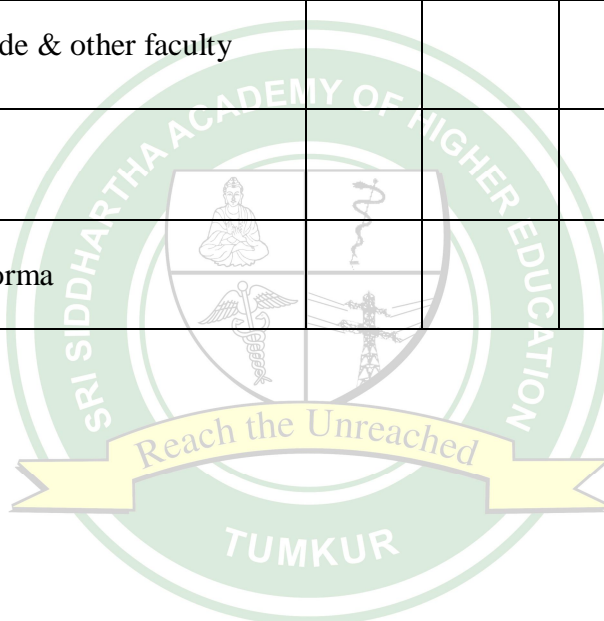
MODEL CHECK LIST FOR DISSERTATION PRESENTATION

Name:

Faculty/observer:

Date:

Sl. No.	Points to be considered	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Interest shown in selecting a topic					
2.	Appropriate review of literature					
3.	Discussion with guide & other faculty					
4.	Quality of protocol					
5.	Preparation of proforma					



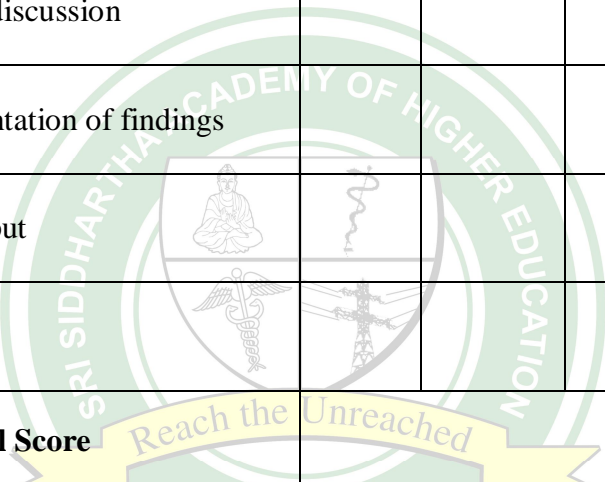
Checklist-VII

CONTINUOUS EVALUATION OF DISSERTATION WORK BY GUIDE / CO-GUIDE

Name of the Student:

Name of the Faculty/Observer:

Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1.	Periodic consultation with guide/co-guide					
2.	Regular collection of case material					
3.	Depth of analysis / discussion					
4.	Departmental presentation of findings					
5.	Quality of final output					
6.	Others					
	Total Score 					

LOG BOOK

Table 1 : Academic activities attended

Name:

Admission Year:

College:

[illegible]

LOG BOOK

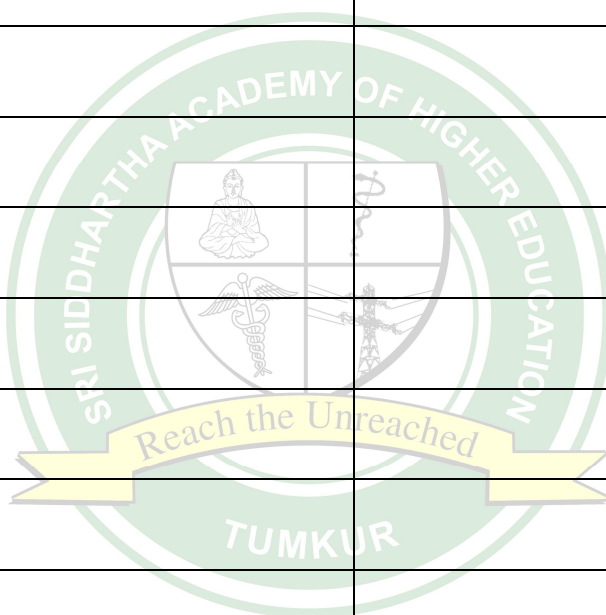
Table 2 : Academic presentations made by the student

Name:

Admission Year:

College:

Date	Topic	Type of Presentation Specify Seminar, Journal Club, Presentation, UG teaching etc.



LOG BOOK

Table 3 : Diagnostic and Operative procedures performed

Name:

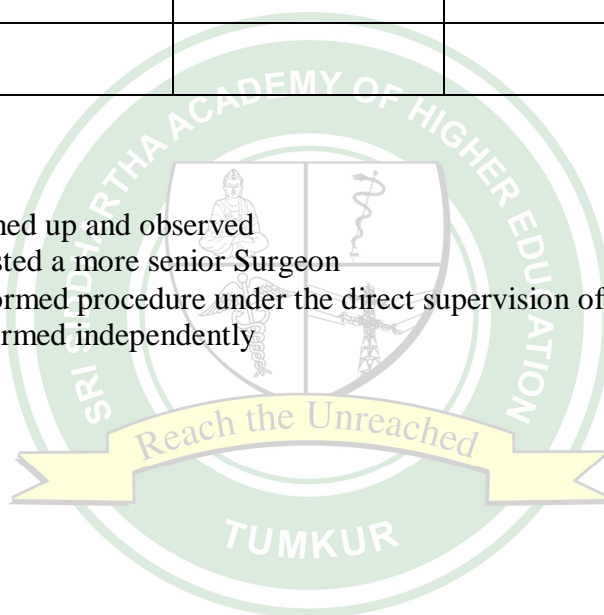
Admission Year:

College:

Date	Name	ID No.	Procedure	Category O, A, PA, PI*

*** Key:**

- O - Washed up and observed
- A - Assisted a more senior Surgeon
- PA - Performed procedure under the direct supervision of a senior surgeon
- PI - performed independently



Model Overall Assessment Sheet

Name of the College:

Academic Year:

Sl. No	Faculty Member & Others	Name of Student and Mean Score									
		A	B	C	D	E	F	G	H	I	J
1											
2											
3											
4											
5											
Total Score											

Note: Use separate sheet for each year.

Chapter V

Medical Ethics

Sensitisation and Practice

Introduction

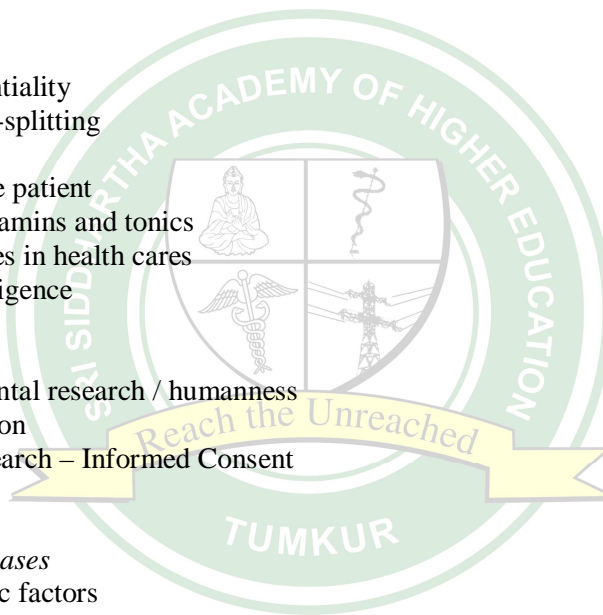
There is now a shift from the traditional individual patient, doctor relationship, and medical care. With the advances in science and technology and the needs of patient, their families and the community, there is an increased concern with the health of society. There is a shift to greater accountability to the society. Doctors and health professionals are confronted with many ethical problems. It is, therefore necessary to be prepared to deal with these problems. To accomplish the Goal (i), General Objective (ii) stated in Chapter II (pages 2.1 to 2.3), and develop human values it is urged that **ethical sensitisation** be achieved by lectures or discussion on ethical issues, clinical case discussion of cases with an important ethical component and by including ethical aspects in discussion in all case presentation, bedside rounds and academic postgraduate programmes.

Course Contents

1. *Introduction to Medical Ethics*
 - What is Ethics
 - What are values and norms
 - Relationship between being ethical and human fulfillment
 - How to form a value system in one's personal and professional life
 - Heteronomous Ethics and Autonomous Ethics
 - Freedom and personal Responsibility
2. *Definition of Medical Ethics*
 - Difference between medical ethics and bio-ethics
 - Major Principles of Medical Ethics
 - Beneficence = fraternity
 - Justice = equality
 - Self determination (autonomy) = liberty
3. *Perspective of Medical Ethics*
 - The Hippocratic oath
 - The Declaration of Helsinki
 - The WHO Declaration of Geneva
 - International code of Medical Ethics (1993)
 - Medical Council of India Code of Ethics
4. *Ethics of the Individual*
 - The patient as a person
 - The Right to be respected
 - Truth and Confidentiality
 - The autonomy of decision
 - The concept of disease, health and healing
 - The Right to health
 - Ethics of Behaviour modification
 - The Physician – Patient relationship
 - Organ donation
5. *The Ethics of Human life*
 - What is human life
 - Criteria for distinguishing the human and the non-human

Reasons for respecting human life
 The beginning of human life
 Conception, contraception
 Abortion
 Prenatal sex-determination
 In vitro fertilization (IVF), Artificial Insemination by Husband (AIH)
 Artificial Insemination by Donor (AID),
 Surrogate motherhood, Semen Intrafallopian Transfer (SIFT),
 Gamete Intrafallopian Transfer (GIFT), Zygote Intrafallopian Transfer (ZIFT),
 Genetic Engineering

6. *The Family and Society in Medical Ethics*
 The Ethics of human sexuality
 Family Planning perspectives
 Prolongation of life
 Advanced life directives – The Living Will
 Euthanasia
 Cancer and Terminal Care
7. *Profession Ethics*
 Code of conduct
 Contract and confidentiality
 Charging of fees, Fee-splitting
 Prescription of drugs
 Over-investigating the patient
 Low – Cost drugs, vitamins and tonics
 Allocation of resources in health cares
 Malpractice and Negligence
8. *Research Ethics*
 Animal and experimental research / humanness
 Human experimentation
 Human volunteer research – Informed Consent
 Drug trials
9. *Ethical workshop of cases*
 Gathering all scientific factors
 Gathering all human factors
 Gathering all value factors
 Identifying areas of value – conflict, Setting of priorities,
 Working out criteria towards decisions



Recommended Reading

Francis C.M., **Medical Ethics**, 1 Ed, 1993, Jaypee Brothers, New Delhi, p 189, Rs. 60/-