

# *Boring Bioethics + Standard Segregation*

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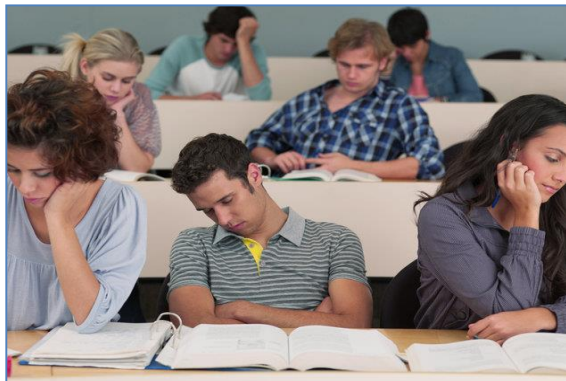
## *Delightful Debate*

*= Steady Success?*

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# Typical University Lecture room



# The attentive front liners



# The Not so Attentive Front Liners



# The Sleepy heads



# The mobile phone geniuses

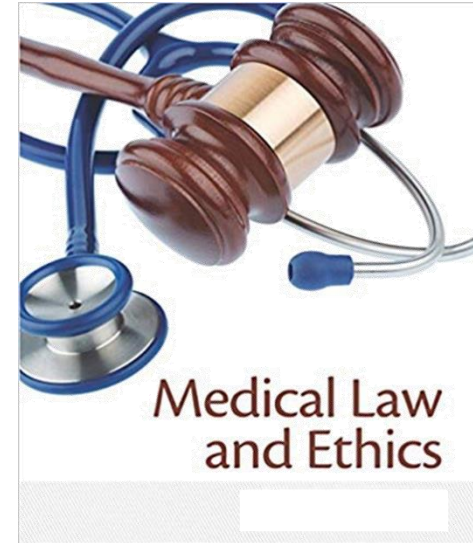


# The racial segregators



# The Challenge – Teaching Bioethics

- Human dignity and human rights
- Human vulnerability and personal integrity
- Solidarity and corporation
- Benefit and harm
- Privacy/confidentiality
- Social responsibility & health
- Autonomy/individual responsibility
- Equality and justice
- Sharing benefits
- Consent
- Persons incapable of consent
- Non-discrimination
- Protecting future generations
- Respect cultural diversity
- Protecting biodiversity and environment





# The Challenge – Teaching Bioethics

- **Autonomy** – Right of self-determination
- **Beneficence** – To do well and to promote well being
- **Non-maleficence** – To do no harm or to avoid harm
- **Justice** – Treat everyone alike

Beauchamp and Childrens, 2001

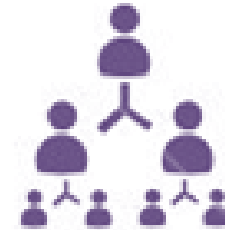
# The methodology – Student-led debates



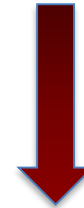
**Introduction to bioethical issues [30 mins]**



**Multi-ethnic group discussions of case studies [60 mins]**



**Interactive academically assisted debate [60 mins]**



**Final thoughts/re-inforcement [30 mins]**

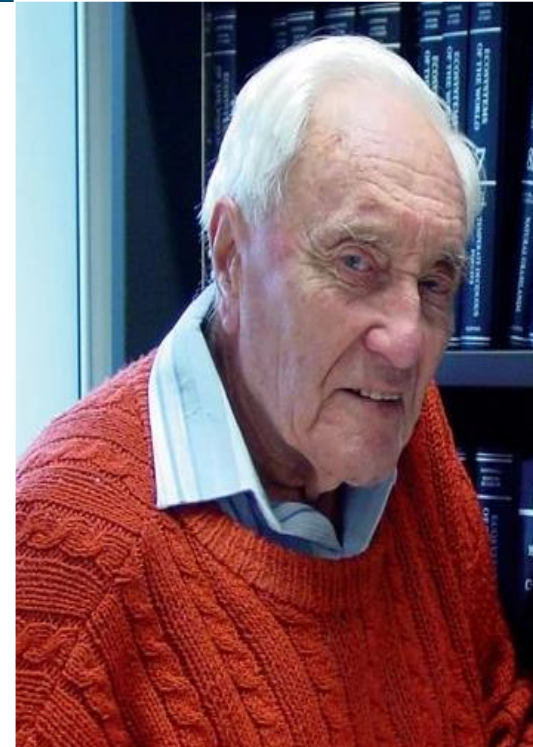
- Genetic engineering
- Animal/human rights
- Security/biosafety
- Quality of life/euthanasia
- Embryo selection
- Assisted reproduction
- Reproductive freedom
- Prescription practices etc.

# The experience – Students in action



# Autonomy – Right of self-determination

- **David Goodall, an accomplished Australian scientist who is not terminally ill.**
- **He became too frail to continue his research, he was asked to vacate his office on the grounds that he was a safety risk to himself.**
- **The Australian Medical Association is generally strongly opposed to assisted dying.**
- **He ended his life in Switzerland - “a dignified death”**



# Beneficence – To do well and to promote well being



Journal of Reproductive Immunology  
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JOURNAL OF  
REPRODUCTIVE  
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## Hypothesis

### Correlation between oral sex and a low incidence of preeclampsia: a role for soluble HLA in seminal fluid?

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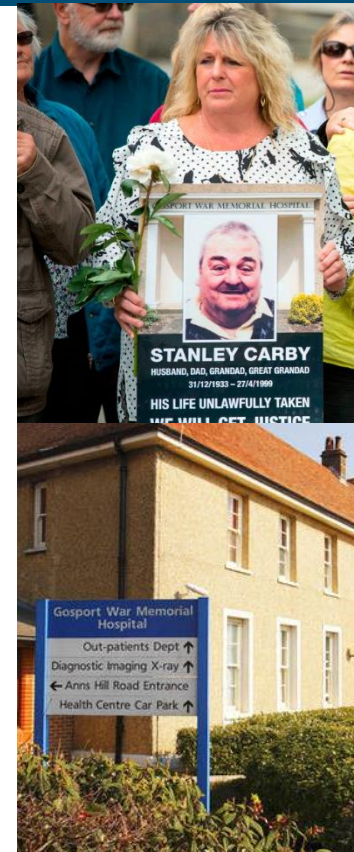
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#### Abstract

The involvement of immune mechanisms in the aetiology of preeclampsia is often suggested. Normal pregnancy is thought to be associated with a state of tolerance to the foreign antigens of the fetus, whereas in preeclamptic women this immunological tolerance might be hampered. The present study shows that oral sex and swallowing sperm is correlated with a diminished occurrence of preeclampsia which fits in the existing idea that a paternal factor is involved in the occurrence of preeclampsia. Because pregnancy has many similarities with transplantation, we hypothesize that induction of allogeneic tolerance to the paternal HLA molecules of the fetus may be crucial. Recent data suggest that exposure, and especially oral exposure to soluble HLA (sHLA) or HLA derived peptides can lead to transplantation tolerance. Similarly, sHLA antigens, that are present in the seminal plasma, might cause tolerance in the mother to paternal antigens. In order to test whether this indeed may be the case, we investigated whether sHLA antigens are present in seminal plasma. Using a specific ELISA we detected sHLA class I molecules in seminal plasma. The level

# Non-maleficence – To do no harm or to avoid harm

- A regime of prescribing dangerous levels of opioid drugs at Gosport War memorial hospital in Hampshire between 1989 and 2000
- Nurses first raised concerns in 1991 but the warnings were *'unheeded'*.
- Evidence was found of opioid use *'without appropriate clinical indication'* in 456 patients.
- Taking into account missing records, at least another 200 patients were *'probably'* also affected.



# Student feedback – Their learning experience



***“The discussion about bioethical case studies was the highlight of my experience as an international student, it also has given us a chance to interact and get to know each other.”***

***“Debates in bioethics was a superb idea. It was interesting to learn about international students perception of main ethical issues such as drug dispensing without prescriptions***



***“The session was the most cunning way of social integration with international students.....Dr XXXX, you are the Man”***



# Student feedback – Their learning experience



***“Liked the ethics debates, and would like to do more like that – brought out the scientists within me - Such fun.”***




***“Debate was a unique way to teach where we could interact with not only with each other but also with the lecturers which I never did in my country”***



***“I thought a 3-hour session on bioethics would be boring, it turns out to be the most enjoyable session. We want more sessions like this ”***



# Conclusions: Role of debates on student engagement

-  Student satisfaction survey revealed both international and UK/EU students enjoyed their new interactive academic experience.
-  Carefully planned debate-based approach with proper academic input would not only enthuse the students' to be interactive but also enhance social integration.
-  This approach can be extended to other fields such as law, sociology, sports etc.

**Any questions?**

