



ISSN: 2091-2749 (Print)
2091-2757 (Online)

Correspondence

Dr. Rano Mal Piryani
Department of Internal
Medicine & Medical Education,
Chitwan Medical College,
Bharatpur, Chitwan, Nepal
Email: rmpiryani@gmail.com

Peer Reviewers

Asst. Prof. Dr. Sumana
Bajracharya
Patan Academy of Health
Sciences

Prof. Dr. Jay Narayan Shah
Patan Academy of Health
Sciences

Submitted

6 Jul 2018

Accepted

1 Dec 2018

How to cite this article

Rano Mal Piryani, Suneel Piryani,
Shital Bhandary. Training
teachers to teach bioethics:
evaluation using Kirkpatrick
model. Journal of Patan
Academy of Health Sciences.
2018Dec;5(2):103-106.

Training teachers to teach bioethics: evaluation using Kirkpatrick model

Rano Mal Piryani,¹ Suneel Piryani,² Shital Bhandary³

¹Prof. Department of Internal Medicine and Health Professionals Education & Research Centre, ²School of Public Health and Community Medicine, Chitwan Medical College, Bharatpur, Chitwan, Nepal

³School of Public Health, Patan Academy of Health Sciences, Lalitpur, Nepal

Abstract

Bioethics helps define the values and guidelines governing decision making in health profession practice. Teaching ethics to medical students demand teachers trained in bioethics. With this aim, “Teachers Training Workshop on Bioethics” was arranged with the objective to get feedback from the participants on effectiveness of bioethics teaching. Twelve faculty members participated in four days Teachers Training Workshop on Bioethics during Dec 27-30, 2016, at Patan Academy of Health Sciences, Nepal. Sixteen thematic topics were chosen from UNESCO Bioethics Core Curriculum. There were four rounds of presentations, and each round had four topics. Small group discussions, presentations and case scenarios were main methods used in the training. Written feedback was taken on semi-structured questionnaire with items- four closed ended and three open ended. Descriptive analysis was done.

The level of confidence of the participants after participation in training workshop enhanced for teaching Bioethics, taking ethical decision and resolving ethical dilemma. As per participants open ended responses, “Active participation of the participants” and “Interactive sessions” were good points whereas “More references required, not only of UNESCO curriculum” was the area for improvement. The training enhanced overall confidence level of the participants.

Keywords: bioethics, feedback, Nepal, teachers’ training, UNESCO

Perspectives

Teaching ethics at an undergraduate level is to infuse spirit in the minds of students at an early stage, to observe ethical principle during training and to deliver health care to the community based on ethics codes.^{1,2} Ethics course is included in undergraduate medical curriculum of almost all universities of Nepal but not in undergraduate dental and nursing curriculum.³ The course is a part of postgraduate curriculum of nursing education in Nepal, however it is not included the postgraduate curriculum of medicine and dentistry. Many interns, resident doctors and nurses are unaware of the core ethical principles of clinical practice.^{4,5} Faculty members in some medical, dental and nursing schools in Nepal are oriented in teaching ethics to students, but majority of the faculty members lack formal training.^{1,3,4}

Teachers training workshop at Patan Academy of Health Sciences

A four days teachers training workshop on bioethics was conducted at Patan Academy of Health Sciences (PAHS) Lalitpur, Nepal in December 27-30, 2016.

The training workshop was conducted with aim to build the professional capacities of teachers for teaching ethics to students, eventually helps students learn ethics and apply in practice.

There were 16 thematic topics selected for presentation by the participants. The main resource person (RMP) designed program schedule based on UNESCO Bioethics Core curriculum and "Ethics Teachers' Training Courses".⁶⁻⁸

For this workshop PAHS selected 12 faculty members who already participated in basic teachers' training course. Participants were divided into 4 groups on draw basis-Group A, B, C, D; each group comprised of three participants. There were 4 rounds of presentations (Round 1-4); in each round there were four presentations (Presentations

1-4). Each group prepared one presentation for each round.

The thematic topic was allocated to each group on draw basis to prepare presentation for entire group. Then each group divided their presentation into three parts for presentation by each participant in plenary session utilizing suitable methods of teaching learning and assessment using appropriate teaching learning aids. After individual group presentation, group participants reflected on presentation, listened comments from the participants of other groups and resource person and facilitators and responded to queries raised.

Each presentation was followed by the activity based on case scenario. The relevant case scenario was presented by resource person with four questions related to scenario, one for each group. Each group participants discussed among themselves and then presented response to question and listened the perspective of other groups on particular question and input of the resource person and facilitators.

Training evaluation

At the end of training workshop, written feedback of the participants were taken on semi-structured questionnaire. The questionnaire contained seven questions; first four were closed ended and last three were open ended. The question one was on rating (scale 1-10; 1 poor and 10 excellent) the workshop for its usefulness, content, relevance, facilitation and overall rating. The questions two, three and four were on the level of confidence after participation in workshop about teaching Bioethics to students, taking ethical decision and resolving ethical dilemma respectively. The questions two, three and four were rated at Likert scale 1-5 (5= highly confident, 4= confident, 3= to some extent confident, 2= unsure 1= very unsure).

The question five were about good points of workshop, question six on area of improvement and seven for additional comments, (Table 1, 2).

Table 1. Participant faculties rating score for workshop on training teachers to teach Bioethics in a medical university

Q-1	Items of question one	Rating (Mean ± SD)
	Usefulness of training (Scale 1-10)	9.00±1.13
	Content of subject themes (Scale 1-10)	8.58±0.99
	Relevance of training & content (Scale 1-10)	9.16±0.93
	Facilitation of training (Scale 1-10)	8.41±1.62
	Overall (Scale 1-10)	8.75±1.14

Table 2. Level of confidence of faculty members after participation in teachers' training workshop on Bioethics rated at Likert scale 1-5

Q 2-4	Item	Rating (Mean ± SD)
2	About teaching Bioethics to students	4.00±0.42
3	About taking ethical decision	3.75±0.45
4	About resolving ethical dilemma	3.41±0.51

Likert scale 1-5 (5= highly confident, 4= confident, 3= to some extent confident, 2= unsure 1= very unsure)

Good points of training shared by participants were: active participation of the participants, interactive session, learning in groups, use of different methodologies of teaching, good case scenario. The area for improvement shared by participants: more reference required, not only of UNESCO curriculum others had individual ideas, four days' time is quite long and monotonous. Additional recreational sessions was required to make it interesting. It would have been useful to get more comments from facilitators. Would have been better if the 'hard copy of manual could be provided. Great workshop which has increased enthusiasm of participants toward the topic. It should be extended and make one year's fellowship if possible.

The participant faculty members' feedback was positive on "teachers training workshop on bioethics". From participant's very high rating on usefulness of training, content of subject themes, relevance of training and content, facilitation of training and overall rating on training, it seems that the training was effective. Their level of confidence has also enhanced on teaching bioethics to students, taking ethical decision and resolving ethical dilemma. This feedback is also noteworthy and further supports effectiveness of training. In various studies at different contexts, such short training programs on ethics have been shown effective.⁹⁻¹³

Conclusions

The participant faculty members' feedback was positive on "teachers training workshop on bioethics".

Supplementary Files

- I. Program Schedule Teachers' Training Workshop on Bioethics
- II. List of Scenarios Teachers Training Workshop on Bioethics
- III. Feedback Questionnaire Teachers Training Workshop on Bioethics

References

1. Piryani RM. Workshops on helping students learn medical ethics - brief report (letter to editor). *Australasian Medical Journal*. 2013;6(11):554-5. [Web Link](#)
2. Piryani RM. Medical ethics education (editorial). *Journal of Chitwan Medical College*. 2015;5(1):1. DOI: 10.3126/jcmc.v5i1.12557
3. Adhikari RK. Ethics in undergraduate medical courses in Nepal (editorial). *Kathmandu University Medical Journal*. 2013;11(41):1-3. [PDF](#)
4. Acharya RP, Shakya YL. Knowledge, attitude and practice of medical ethics among medical intern students in a Medical College in Kathmandu. *Bangladesh Journal of Bioethics*. 2015;6(3):1-9. [PDF](#)

5. Adhikari S, Paudel K, Aro AR, Adhikari TB, Adhikari B, Mishra SR. Knowledge, attitude and practice of healthcare ethics among resident doctors and ward nurses from a resource poor setting, Nepal. *BMC Med Ethics*. 2016;17:68. DOI: 10.1186/s12910-016-0154-9
6. Ethics Teachers' Training Course. [PDF](#)
7. Ethics Teacher Training Courses - MIES. [PDF](#)
8. Ethics Teachers' Training Course in Asia [Web link](#)
9. Ramalingam S, Bhuvanewari S, Ramalingam S. Ethics Workshops-Are They Effective in Improving the Competencies of Faculty and Postgraduates? *J Clin Diagn Res*. 2014;8(7):XC01-XC03. DOI: 10.7860/JCDR/2014/8825.4561 PMID: 25177621
10. Ajuwon AJ, Kass N. Outcome of a research ethics training workshop among clinicians and scientists in a Nigerian university. *BMC Med Ethics*. 2008;9:1. DOI: 10.1186/1472-6939-9-1
11. Pollock RE, Curley SA, Lotzova E. Ethics of research training for NIH T32 surgical investigators. *J Surg Res*. 1995;58(2):247-51. DOI: 10.1006/jsre.1995.1038
12. El-Dessouky HF, Abdel-Aziz AM, Ibrahim C, Moni M, Abul Fadl R, Silverman H. Knowledge, awareness, and attitudes about research ethics among dental faculty in the Middle East: a pilot study. *Int J Dent*. 2011;2011:article ID 694759. DOI: 10.1155/2011/694759
13. Lu WH, Mylona E, Lane S, Wertheim WA, Baldelli P, Williams PC. Faculty development on professionalism and medical ethics: the design, development and implementation of Objective Structured Teaching Exercises (OSTEs). *Med Teach*. 2014;36(10):876-82. DOI: 10.3109/0142159X.2014.916780