

BOOK I

GENERAL ETHICS

CHAPTER 3

ON ETHICS EDUCATION IN HEALTH

Family and Society are the primary and natural educators of children and youngsters. Ethical educators are essential when values, habits and basic beliefs are to be transmitted. Teaching is truly “educational” when, in addition to providing knowledge, it develops, promotes and enriches ethical awareness and citizen responsibility. Family and Society cannot develop fully if they are not integrated, understood and improved by Education.

Parents, family environment, social leaders and educators share, even beyond their own desire, “model” characteristics and, as such, they must take on the implied responsibility.

Educational centers are the places where culture is defined; they are the essential frontlines of every democracy. Education is part of the foundations of freedom – it is performed over time as a man’s life project.

The aim of Education in Health is to secure excellence and academic quality.

Art.-27 Health Team members in any field of education (primary school, high school, college, postgraduate education), must act as Health Agents favoring what is general over what is specific and showing the population their own personal responsibility and solidarity.

Art.-28 A student’s basic moral character is already formed when she or he enters the School of Medicine. Thus, the study of Medical Sciences cannot be carried out outside the structural context of every people’s culture, customs and beliefs, and of its social political organization. It is not enough for the Health Team member to know them; it is her or his duty to help change them when they harm the individual’s and the community’s interests.

Art.-29 Educators (both in the public and private spheres) shall receive from their responsible institutions the intellectual and material tools to develop in their students the capacity to interact with other people and improve the moral condition of their conduct.

Art.-30 There is no specific system through which Ethics can be learned. Reasonably, we can start transmitting the philosophical and ethical notions during pre-clinical years, and supervise their application in terms of content and human interaction capacity in the clinical years.

Art.-31 The basic pregraduate curriculum must deal with the problems the physician will encounter more frequently during his normal practice.

Art.-32 The team of educators in Health Sciences should be made up of professionals widely experienced in practical medicine as well as in ethical matters. For this purpose, it is important to have lawyers, psychologists, philosophers and representatives of the different

religions participate. All together must constitute an advisory team for permanent

ation.

Art.-33 Surely, the subjects for discussion will be closely related to those dealt with in this Code, as well as with others that will emerge in the future as a consequence of two circumstances:

Paragraph a) at a certain time, the law may not coincide with what the profession deems ethically correct.

Paragraph b) the uninterrupted changes resulting from progress in scientific knowledge and technological development will require new ethical concepts.

Art.-34 If the School of Medicine has among other objectives those that lead to training an ETHICAL, RATIONAL, EFFICIENT, CRITICAL AND SUPPORTIVE Health Team member, the School must do its best (Institutional Ethical Responsibility) to close the usual gap between “what should be” and “what actually is”, because while it is true that medical ethics rests upon society’s moral principles, the nature of doctor-patient decisions and interactions give rise to special ethical situations not frequent in other professional fields.

Art.-35 From time to time, the School of Medicine must assess the result of the students’ ethical knowledge, setting the objectives, the methods employed and the effective measurement of results, in general and in particular, to face the most frequent ethical problems of the medical practice.

Art.-36 Any training in the different levels of Education in Health, regardless of whether the students follow a career in health care or devote themselves to basic research, must be complemented with the factors of their social environment. Therefore, educational programs, whether curricular or not, must offer special insight in the fields of bioethics, biostatistics, evidence-based medicine, legal liability, economy and management of health resources, related social aspects and other equally relevant issues.

Art.-37 Public and private entities providing education in Human Resources in Health must guarantee the excellence in the practical training of their pre- or postgraduates, with a focus on the respect for the patient.

Art.-38 In order to obtain an adequate educational level that allows the best medical care quality in every medical act, Health Team members shall undergo continuous training that allows them the updating of scientific and technological changes in every field of education

Art.-39 A Specialist Health Team member is a person who has devoted specifically to one of the branches of the Medical Sciences and has completed studies that are acknowledged in domestic or foreign schools, hospitals and other institutions empowered to certify such education and to guarantee quality Health Care to the population.

Art.-40 Qualifying as a Specialist in a medical branch means a deep commitment with oneself and one’s colleagues to focus one’s activity on the selected specialty.

Art.-41 While failure to do so cannot be considered an ethical fault, it is convenient for Health Team members from time to time to subject themselves voluntarily to peer evaluation (Health Care Recertification) after a minimum 5-year practice as Certified Specialist showing technical and legal liability as a professional, to guarantee the quality of Health Care to the population.

Art.-42 It is not ethical to focus Education in Health as a commercial activity, which does not mean that a decent compensation for teaching is illegitimate. It is part of the Health Team member's vocational essence to offer her or his knowledge to peers and the community.

Art.-43 Institutions devoted to Education in Health should not be used as the battlefield for political partisan or union struggles.

Art.-44 It is the function of the State's Health department to help define the minimum number of Health professionals the country requires by regions and specialties. The State's Education and Health areas should control the levels of excellence in human resource training.

Art.-45 In view of international treaties currently in force, pre- and postgraduate curricular leveling of different universities should be advocated to ensure good Health Care for the population.