



BEYOND CAMPUS CURRICULUM

Bachelor of Humanistic and Socialistic Medicine (BHSM) for Healthcare Providers

CURRICULUM DOCUMENT

Programme of study delivered by Department of Education, International Chair in Bioethics, Melbourne, Australia in collaboration with Commonwealth University College of Bioethics and Health Professions Education, Commonwealth University, Saint Lucia via Online Learning mode.

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Course Director

Prof. Dr. Russell Franco D'Souza

Head and Chair, Department of Education

International Chair in Bioethics

Melbourne, Australia

Dean,

Commonwealth University College of

Bioethics And Health Professions

Education (CUCBHPE), Saint Lucia.

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Co-Directors

Prof. Dr. Mary Mathew

Vice Chancellor

Karpaga Vinayaga Educational Lore for Learning
(KVELL), Tamil Nadu, India

General Secretary, Association of Medical Educators
of India



Co-Directors

Prof. Dr. Ved Prakash Mishra

Pro-Chancellor

Datta Meghe Institute of Medical Sciences
Nagpur, Maharashtra, India

President, Association of Medical Educators of India

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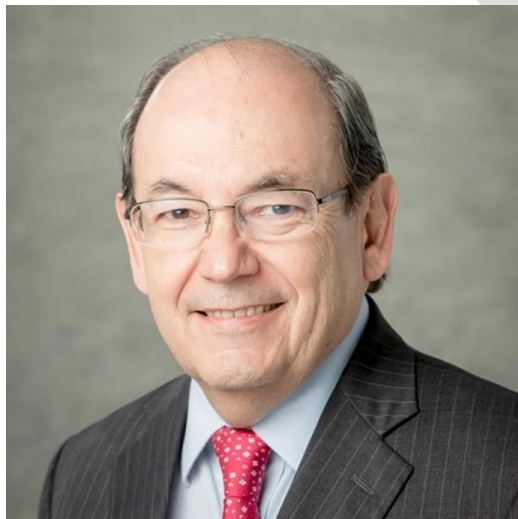
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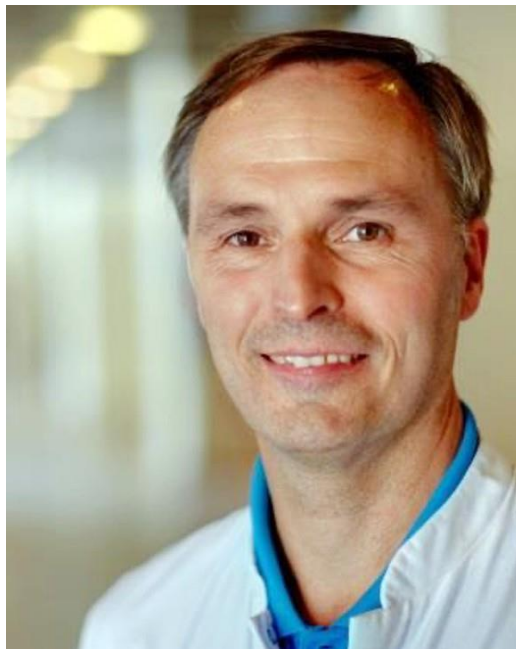
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Association of Medical Schools in Europe

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Prof. Dr. Madalena Patrico

**Portugal Former President AMEE
International Educational Advisor
The University of Lisbon, Portugal**

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Curriculum Advisor

Prof. Dr. Harm Peters

Charité - Universitätsmedizin Berlin, Germany

Dieter Scheffner for Medical Education and

Educational Research AMSE President

Association of Medical Schools in Europe

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Head

Beyond Campus Curriculum

Prof. Dr. Surapaneni Krishna Mohan

Vice Principal & Professor of Biochemistry

Head, Department of Medical Education

Head, Bioethics Unit

Head, Department of Clinical Skills & Simulation

Panimalar Medical College Hospital & Research Institute,
Chennai, Tamil Nadu, India

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Faculty Lead

Prof. Dr. Princy Palatty

Professor & HOD Pharmacology Department
ASM, Amrita Institute of Medical Sciences, Kochi, Kerala,
India Head, South India Unit and SAARC Nodal Centre
International Chair Bioethics

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International Faculty Members

1. Dr. Joseph Thornton, USA
2. Dr. J S Bamrah, UK
3. Dr. Bruce Gelb, USA
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5. Dr. Rajiv Tandon, USA
6. Dr. Stacy Gallin, USA
7. Dr. Joyce Neumann, USA
8. Dr. Miriam Carole Wagoro, Kenya
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19. Dr. Tara Shallal, Iraq
20. Dr. Grace Ferreria, Canada
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37. Dr. Surapaneni Krishna Mohan, India
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39. Dr. Arunima Chaudhuri, India
40. Dr. Ani Grace Kalamathi, India
41. Dr. Kathleen Digangi Condon, USA
42. Dr. Sheeba Kunjukrishnan, Dubai
43. Dr. Sreedevi, UK
44. Dr. Ilana Belmaker, Israel
45. Dr. Kristen Bonofiglio, Canada

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BACHELOR OF HUMANISTIC & SOCIALISTIC MEDICINE (BHSM)

Programme of study delivered by Department of Education, International Chair in Bioethics, Melbourne, Australia in collaboration with Commonwealth University College of Bioethics And Health Professions Education (CUCBHPE), Commonwealth University, Saint Lucia via Online Learning mode.

I. BACHELOR OF HUMANISTIC & SOCIALISTIC MEDICINE (BHSM)

Programme Overview

The **Bachelor of Humanistic & Socialistic Medicine (BHSM)** is a four-year undergraduate programme designed to provide an interdisciplinary foundation in the humanistic, social, ethical, cultural, scientific, and systems dimensions of medicine and healthcare.

The programme is designed to develop learners' understanding of healthcare as a multidimensional field that extends beyond biomedical knowledge to include human values, ethics, communication, social responsibility, health systems, public health, culture, leadership, sustainability, and professional practice.

Through a structured progression of foundational, applied, and advanced coursework, the BHSM enables learners to develop knowledge, analytical abilities, communication skills, ethical reasoning, research capabilities, and an understanding of contemporary healthcare challenges.

The programme is delivered entirely through online learning and provides a structured academic pathway across four Professional Years and twelve semesters.

Programme Purpose

The BHSM programme aims to prepare graduates with a broad and interdisciplinary understanding of medicine and healthcare and to enable them to critically examine healthcare issues from humanistic, social, ethical, and systems perspectives.

The programme emphasizes the relationship between healthcare professionals, patients, communities, institutions, and health systems, while developing the learner's ability to apply knowledge to contemporary healthcare contexts.

Programme Objectives

The BHSM programme aims to enable learners to:

1. Develop foundational knowledge of medicine, healthcare, and the humanistic and social sciences.
2. Understand the ethical, cultural, social, and philosophical dimensions of healthcare.

3. Examine the relationship between individuals, communities, healthcare institutions, and health systems.
4. Develop effective communication, interpersonal, and professional skills.
5. Analyse contemporary healthcare challenges using interdisciplinary approaches.
6. Understand principles of public health, health promotion, prevention, and community wellbeing.
7. Develop foundational research, critical-thinking, and evidence-appraisal skills.
8. Examine healthcare leadership, governance, sustainability, and social responsibility.
9. Apply humanistic and ethical principles to healthcare-related decision-making.
10. Develop the academic foundation required for continued postgraduate study and professional development.

Programme Structure

The BHSM is structured as a **four-year undergraduate programme comprising four Professional Years and twelve semesters**. Each semester contains a defined set of courses with prescribed learning hours and credit allocation. The programme consists of **34 courses and 120 credits**, based on a workload calculation of **45 hours per credit**.

Professional Year	Semester	Total Courses	Weekly Hours	Total Semester Hours	Total Credits (45 hrs = 1 credit)
Professional Year 1 (PY 1)	Semester 1	3	30	450	10
	Semester 2	3	30	450	10
	Semester 3	3	30	450	10
Professional Year 2 (PY 2)	Semester 4	3	30	450	10
	Semester 5	3	30	450	10
	Semester 6	3	30	450	10
Professional Year 3 (PY 3)	Semester 7	3	30	450	10
	Semester 8	3	30	450	10
	Semester 9	2	30	450	10
Professional Year 4 (PY 4)	Semester 10	3	30	450	10
	Semester 11	2	30	450	10
	Semester 12	3	30	450	10
		34			120

Credit Calculation

45 hours = 1 credit

5,400 total programme hours ÷ 45 = 120 credits

Programme Duration and Mode of Study

- **Qualification:** Bachelor of Humanistic & Socialistic Medicine (BHSM)
- **Duration:** 4 Years
- **Professional Years:** 4
- **Semesters:** 12
- **Total Courses:** 34
- **Total Programme Hours:** 5,400 hours
- **Total Credits:** 120 credits
- **Mode of Study:** Fully Online

Academic Progression

The programme follows a progressive four-year structure.

Professional Year 1 establishes foundational knowledge and introduces learners to the core concepts of medicine, healthcare, humanism, society, ethics, and communication.

Professional Year 2 develops broader understanding of healthcare systems, population health, social determinants, professional practice, and applied healthcare issues.

Professional Year 3 advances learners into interdisciplinary analysis, healthcare leadership, research, ethics, governance, and contemporary challenges in medicine and healthcare.

Professional Year 4 emphasizes advanced application, integration of knowledge, research-oriented learning, systems thinking, and preparation for continued academic or professional development.

Progression from one semester to the next is subject to successful completion of the prescribed academic requirements and assessments.

II. APPLICATION AND ADMISSION PROCESS

Application to Commonwealth University

Admission to the **Bachelor of Humanistic & Socialistic Medicine (BHSM)** programme is through the designated online application process of **Commonwealth University**. Applicants are required to complete the online application and submit the prescribed supporting documentation for academic review.

Application Requirements

Applicants are required to submit the following:

1. **Completed Online Application:** The applicant must complete and submit the prescribed online application form through the designated Commonwealth University application process.
2. **Recent Academic Qualification:** Applicants must provide evidence of completion of their most recent academic qualification, such as a secondary school qualification, higher secondary qualification, diploma, or other recognized academic qualification appropriate to the admission requirements of the programme.

3. **Personal Statement:** Applicants must submit a personal statement outlining their educational background, interest in the field of medicine and healthcare, motivation for undertaking the BHSM programme, and their academic or professional aspirations.
4. **Additional Documentation:** Applicants may be required to provide additional identification, academic, or supporting documents as specified by Commonwealth University during the application and admission process.

Application Review

All applications and supporting documents will undergo academic and administrative review in accordance with the applicable admission requirements and procedures of Commonwealth University.

Applicants who satisfy the prescribed admission requirements and receive approval through the appropriate academic process will be offered admission to the BHSM programme.

Admission and Enrolment

Following approval of the application, successful applicants will receive admission and enrolment instructions. Upon completion of enrolment, learners will be provided with the institutional accounts and access credentials required to participate in the fully online BHSM programme.

Programme Entry

The BHSM is an undergraduate programme and is intended for applicants who have completed the required level of prior general education or equivalent academic preparation for undergraduate study, subject to the admission requirements established by the awarding institution.

III. SEMESTERS, COURSES & CREDIT HOURS IN BHSM

PROFESSIONAL YEAR 1 (PY 1)

Year	Semester	Course Code & Course Title	Total Weeks	Total Hours (Weekly)	Total Hours (Semester)	Total Credits
Year 1	Semester 1 (15 weeks)	BHSM 101 – Foundations of Medical Ethics and Ethical Decision-Making <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
		BHSM 102 – Justice, Relationships and Professional Ethics <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
		BHSM 103 – Global, Social and Sustainable Healthcare <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4

Semester 2 (15 weeks)	BHSM104: Professionalism, Integrity and Physician–Patient Relationships <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
	BHSM105: Professional Identity, Patient-Centred Care and Ethical Practice <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
	BHSM106: Social Accountability, Professional Safety and Physician Wellbeing <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
Semester 3 (15 weeks)	BHSM 107: Communication, Leadership and Inclusive Healthcare <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3

		BHSM 108: Emerging Healthcare, Interprofessionalism and Professional Development <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
		BHSM 109: Scholarship, Professional Practice and Social Accountability <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
		Total				30

SEMESTERS, COURSES & CREDIT HOURS IN BHSM

PROFESSIONAL YEAR 2 (PY 2)

Year	Semester	Course Code & Course Title	Total Weeks	Total Hours (Weekly)	Total Hours (Semester)	Total Credits
Year 2	Semester 4 (15 weeks)	BHSM 201: Professionalism, Teamwork and Ethical Practice <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
		BHSM 202: Patient-Centred and Public Health Ethics <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
		BHSM 203: Academic Integrity, Humanitarian Ethics and Planetary Health <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3

Semester 5 (15 weeks)	BHSM204: Physician Wellbeing, Emotional Intelligence and Professional Relationships <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
	BHSM205: Inclusive, Reflective and Accountable Medical Practice <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
	BHSM206: Research Ethics and Socially Accountable Healthcare <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
Semester 6 (15 weeks)	BHSM207: Advanced Communication, Leadership and Inclusive Practice <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3

	BHSM208: One Health, AI and Interprofessional Healthcare <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
	BHSM209: Professional Development, Mentorship and Scholarship <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
	Total				30

SEMESTERS, COURSES & CREDIT HOURS IN BHSM

PROFESSIONAL YEAR 3 (PY 3)

Year	Semester	Course Code & Course Title	Total Weeks	Total Hours (Weekly)	Total Hours (Semester)	Total Credits
Year 3	Semester 7 (15 weeks)	BHSM301: Communication, Teamwork and Personal Effectiveness <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
		BHSM302: Clinical Ethics, Legal Practice and End-of-Life Decision-Making <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
		BHSM303: Social Justice, Emerging Ethics and Professional Wellbeing <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3

	Semester 8 (15 weeks)	BHSM 304: Advanced Communication, Emotional Intelligence and Wellbeing <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
		BHSM 305: Inclusive Practice, Professional Identity and Mental Health <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
		BHSM 306: Research, Social Accountability and Global Health Ethics <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
	Semester 9 (15 weeks)	BHSM 307: Healthcare, Society and Global Perspectives <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	7	30	210	5
		BHSM 308: Innovation, Scholarship and Future Practice	8	30	240	5

		<u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>				
		Total				30

SEMESTERS, COURSES & CREDIT HOURS IN BHSM

PROFESSIONAL YEAR 4 (PY 4)

Year	Semester	Course Code & Course Title	Total Weeks	Total Hours (Weekly)	Total Hours (Semester)	Total Credits
Year 4	Semester 10 (15 weeks)	BHSM401: Mindset, Learning and Professional Interaction <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	6	30	180	4
		BHSM 402: Healthcare Systems and Professional Resilience <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
		BHSM 403 – Professional Responsibility and Healthcare Challenges <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3

Semester 11 (15 weeks)	BHSM 404 – Ethics, Equity and Human-Centered Care <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	7	30	210	5
	BHSM 405 – Contemporary Perspectives in Medicine <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	8	30	240	5
Semester 12 (15 weeks)	BHSM 406 – Advanced Leadership and Collaborative Healthcare <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	5	30	150	3
	BHSM 407 – Advanced Professional Development and Scholarly Practice <u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>	4	30	120	3
	BHSM 408 – Advanced Clinical Integration and Professional Practice	6	30	180	4

		<u>Weekly Dedicated Hours</u> <i>Directed Online Learning: 3</i> <i>Self Directed Study: 15</i> <i>Assessment Time: 2</i> <i>Supervised Mentored Research: 10</i>				
		Total				30

IV. ASSESSMENT STRUCTURE

Eligibility Requirements

Students must meet the following requirements to be eligible for the **End-of-Semester Summative Assessment**:

- **Minimum 80% attendance** in the respective course.
- **Completion of the End-of-Course Formative Assessment.**
- **Completion of a minimum of 80% of the credits required for each course.**
- Fulfilment of all **course-specific academic and assessment requirements**, where applicable.

Year	Assessment Timeline	Assessment
Year 1	End of Semester 1	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 2	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 3	End-of-Course Formative Assessment End-of-Semester Summative Assessment
Year 2	End of Semester 4	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 5	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 6	End-of-Course Formative Assessment End-of-Semester Summative Assessment

Year 3	End of Semester 7	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 8	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 9	End-of-Course Formative Assessment End-of-Semester Summative Assessment
Year 4	End of Semester 10	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 11	End-of-Course Formative Assessment End-of-Semester Summative Assessment
	End of Semester 12	End-of-Course Formative Assessment End-of-Semester Summative Assessment

End-of-Semester Summative Assessment – Regulations

Component	Requirement
Assessment Type	End-of-Semester Summative Assessment
Format	Case-Based Multiple-Choice Questions (MCQs)
Question Type	Single Best Answer (SBA)
Number of Questions	100 Questions
Pass Mark	65%

Assessment Duration	120 minutes
Scoring	1 mark per question; 100 marks total
Negative Marking	No negative marking
Passing Requirement	Minimum 65/100 (65%) required to pass
Assessment Coverage	Learning outcomes and competencies covered in all courses during the respective semester
Eligibility	Minimum 80% attendance, completion of the End-of-Course Formative Assessment, and completion of at least 80% of the credits required for each course

V. PROFESSIONAL YEAR 1 (PY 1) SUMMARY

Semester CODE	Course Code & Course Title	Maximum Credits	Minimum Credits Required	Obtained Credits	Grade	Result
BHSM 1	BHSM 101: Foundations of Medical Ethics and Ethical Decision-Making	3	2.5			
	BHSM 102 – Justice, Relationships and Professional Ethics	3	2.5			

	BHSM 103 – Global, Social and Sustainable Healthcare	4	3			
BHSM 2	BHSM104: Professionalism, Integrity and Physician–Patient Relationships	4	3			
	BHSM105: Professional Identity, Patient-Centred Care and Ethical Practice	3	2.5			
	BHSM106: Social Accountability, Professional Safety and Physician Wellbeing	3	2.5			
BHSM 3	BHSM 107: Communication, Leadership and Inclusive Healthcare	3	2.5			
	BHSM 108: Emerging Healthcare, Interprofessionalism and Professional Development	4	3			
	BHSM 109: Scholarship, Professional Practice and Social Accountability	3	2.5			

VI. PROFESSIONAL YEAR 2 (PY 2) SUMMARY

Semester	Course Code & Course Title	Maximum Credits	Minimum Credits Required	Obtained Credits	Grade	Result
BHSM 4	BHSM 201: Professionalism, Teamwork and Ethical Practice	3	2.5			
	BHSM 202: Patient-Centred and Public Health Ethics	4	3			
	BHSM 203: Academic Integrity, Humanitarian Ethics and Planetary Health	3	2.5			

BHSM 5	BHSM204: Physician Wellbeing, Emotional Intelligence and Professional Relationships	4	3			
	BHSM205: Inclusive, Reflective and Accountable Medical Practice	3	2.5			
	BHSM206: Research Ethics and Socially Accountable Healthcare	3	2.5			
BHSM 6	BHSM207: Advanced Communication, Leadership and Inclusive Practice	3	2.5			
	BHSM208: One Health, AI and Interprofessional Healthcare	3	2.5			
	BHSM209: Professional Development, Mentorship and Scholarship	4	3			

VII. PROFESSIONAL YEAR 3 (PY 3) SUMMARY

Semester	Course Code & Course Title	Maximum Credits	Minimum Credits Required	Obtained Credits	Grade	Result
BHSM 7	BHSM301: Communication, Teamwork and Personal Effectiveness	4	3			
	BHSM302: Clinical Ethics, Legal Practice and End-of-Life Decision-Making	3	2.5			
	BHSM303: Social Justice, Emerging Ethics and Professional Wellbeing	3	2.5			
BHSM 8	BHSM 304: Advanced Communication, Emotional Intelligence and Wellbeing	4	3			

	BHSM 305: Inclusive Practice, Professional Identity and Mental Health	3	2.5			
	BHSM 306: Research, Social Accountability and Global Health Ethics	3	2.5			
BHSM 9	BHSM 307: Healthcare, Society and Global Perspectives	5	4			
	BHSM 308: Innovation, Scholarship and Future Practice	5	4			

VIII. PROFESSIONAL YEAR (PY 4) SUMMARY

Semester	Course Code & Course Title	Maximum Credits	Minimum Credits Required	Obtained Credits	Grade	Result
BHSM 10	BHSM 401: Mindset, Learning and Professional Interaction	4	3			
	BHSM 402: Healthcare Systems and Professional Resilience	3	2.5			
	BHSM 403 – Professional Responsibility and Healthcare Challenges	3	2.5			
BHSM 11	BHSM 404 – Ethics, Equity and Human-Centered Care	5	4			

	BHSM 405 – Contemporary Perspectives in Medicine	5	4			
BHSM 12	BHSM 406 – Advanced Leadership and Collaborative Healthcare	3	2.5			
	BHSM 407 – Advanced Professional Development and Scholarly Practice	3	2.5			
	BHSM 408 – Advanced Clinical Integration and Professional Practice	4	3			

PROFESSIONAL YEAR 1

(PY 1)

SEMESTER 1 (BHSM 1)

Competency Code	Topic	Competency	Domain	Level	Hours	Assessment Methods
		BHSM 101: Foundations of Medical Ethics and Ethical Decision-Making				
BCC 1.1	Human Act vs Act of Human	Distinguish between human acts and acts of humans in ethical decision-making by critically analyzing voluntary and involuntary actions and their moral implications in medical practice.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.2	Benefit and Harm	Describe the importance of beneficence and non-maleficence in patient care and their implications.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.3	Autonomy	Describe the importance of patient autonomy in clinical decision-making and its ethical implications in patient care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.4	Informed Consent	Explain the elements involved in obtaining informed consent under the following conditions: i) high-risk research study, ii) emergency and pediatric cases, and iii) impaired decision-making capacity of the patient.	K, S	KH, SH	3	Writing an Informed Consent Form + Personal Reflection (SCRIBE)
BCC 1.5	Respect for Individuals	Understand the concept of respect for individuals in healthcare, including recognition of personal dignity, cultural values, beliefs, and preferences in clinical interactions.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 102 – Justice, Relationships and Professional Ethics				

BCC 1.6	Equality, Justice, and Equity	Understand the ethical principles of equality, justice, and equity in healthcare, and distinguish between them in the context of fair distribution of resources and patient care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.7	Privacy and Confidentiality	Explain the principles of privacy and confidentiality in medical practice and identify situations where these may be challenged or ethically justified to be breached.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.8	Non-Discrimination and Non-Stigmatization	Explain the ethical basis of non-discrimination and non-stigmatization and their role in fostering trust and dignity in the patient–provider relationship.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.9	Teamwork & Collaboration - I	Explain the ethical values of solidarity and cooperation in healthcare and recognize their role in fostering teamwork, mutual support, and collective responsibility.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 103 – Global, Social and Sustainable Healthcare				
BCC 1.10	Cultural Diversity and Pluralism	Understand the significance of cultural diversity and pluralism in healthcare and how cultural beliefs, values, and practices influence health behaviors and patient care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.11	Sharing of Benefits	Describe the ethical principle of sharing benefits in healthcare and research, including the fair distribution of advancements, resources, and outcomes among individuals and communities.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.12	Protecting Future Generations	Understand the ethical obligation to protect the health and wellbeing of future generations through sustainable healthcare practices, responsible research, and long-term public health planning.	K	KH	3	Personal Reflection (SCRIBE)

BCC 1.13	Planetary Health & Wellbeing - I	Describe the ethical responsibility of healthcare professionals to protect the environment, the biosphere, and biodiversity, recognizing their interconnection with human health.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.14	Mental and Physical Wellbeing - I	Understand the importance of maintaining mental and physical well-being among medical practitioners and recognize its impact on professional performance, patient safety, and ethical practice.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.15	Social Dimension of Human Kind	Describe the social dimension of humankind, including how societal structures, relationships, and cultural norms influence health, behavior, and healthcare delivery.	K	KH	3	Personal Reflection (SCRIBE)

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 2 (BHSM 2)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM104: Professionalism, Integrity and Physician–Patient Relationships				
BCC 1.16	Professionalism in Medicine	Understand the core principles of professionalism in medicine, including integrity, accountability, respect, empathy, and commitment to ethical practice.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.17	Truthfulness, Honesty, and Integrity in Medical Practice	Describe the ethical importance of truthfulness, honesty, and integrity in medical practice and their role in building patient trust and professional credibility.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.18	Compassion and Empathy in Patient Care	Understand the role of compassion and empathy in patient care and their impact on the therapeutic relationship, communication, and healing process.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.19	Emotional Intelligence - I	Understand the concept of emotional intelligence and know its components, including self-awareness, self-regulation, motivation, empathy, and social skills.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.20	Legal Issues in Healthcare - I	Identify basic legal issues relevant to healthcare, including patient rights, consent, negligence, and professional responsibility in clinical practice.	K	KH	3	Personal Reflection (SCRIBE)

BCC 1.21	Doctor–Patient Relationship - I	Understand the foundational elements of the doctor–patient relationship, including trust, communication, confidentiality, and respect.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM105: Professional Identity, Patient-Centred Care and Ethical Practice				
BCC 1.22	Courage in Medical Practice	Describe the importance of courage in medical practice, including speaking up for patient safety, addressing ethical dilemmas, and upholding professional values under pressure.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.23	Importance of Professional Boundaries	Describe the importance of maintaining professional boundaries in healthcare relationships to ensure trust, respect, and ethical conduct.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.24	Gratitude and Resilience	Understand the role of gratitude and resilience in sustaining well-being, coping with stress, and maintaining professionalism in medical practice.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.25	Concept of Suffering	Explain the concept of suffering in the context of illness, including its physical, emotional, social, and existential dimensions.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.26	Patient Duties & Rights	Describe the fundamental rights and duties of patients in healthcare.	K, S	KH, SH	3	Personal Reflection (SCRIBE)
		BHSM106: Social Accountability, Professional Safety and Physician Wellbeing				
BCC 1.27	Professional Identity Formation - I	Understand the concept of professional identity formation and the factors that contribute to the development of a physician’s values, behaviors, and ethical commitments.	K	KH	3	Personal Reflection (SCRIBE)

BCC 1.28	Introduction to Research Ethics - I	Describe the principles of Good Clinical Practice (GCP) as an ethical and scientific standard for designing, conducting, recording, and reporting clinical trials involving human participants.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.29	Social Accountability - I	Understand the concept of social accountability in medical education and practice, emphasizing the responsibility of healthcare institutions and professionals to address the priority health needs of the community they serve.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.30	Violence Against Doctors	Explain the causes, consequences, and ethical implications of violence against doctors and the strategies for ensuring a safe working environment.	K	KH	3	Personal Reflection (SCRIBE)

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 3 (BHSM 3)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM 107: Communication, Leadership and Inclusive Healthcare				
BCC 1.31	Ethics of Communication - I	Understand and apply the ethical principles and communication strategies involved in breaking bad news using the EMBRACE module.	K, S	KH, SH	3	Personal Reflection (SCRIBE) + Formative Breaking Bad News OSPE
BCC 1.32	Leadership Development - I	Explain the importance of leadership development in medical training and recognize the different types of leadership.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.33	Leadership Development - I	Identify your own type of leadership and recognize opportunities for developing effective leadership skills in medical practice.	K, S	KH, SH	3	Personal Reflection (SCRIBE)
BCC 1.34	Inclusivity in Healthcare (Gender) - I	Know the health needs, challenges, and rights of LGBTQ+ individuals and understand the importance of respectful, non-discriminatory, and inclusive care.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 108: Emerging Healthcare, Interprofessionalism and Professional Development				
BCC 1.35	Concept of One Health - I	Understand the concept of One Health, emphasizing the interconnectedness of human, animal, and environmental health in preventing disease and promoting global health security.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.36	Ethics of Artificial Intelligence - I	Explain why ethical considerations are important in the use of artificial intelligence in medicine.	K	KH	3	Personal Reflection (SCRIBE)

BCC 1.37	Interprofessional Education - I	Understand the concept of interprofessional education (IPE) and the importance of learning with, from, and about other health professions to improve collaboration and patient care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.38	Strategies for Professional Development - I	Understand the value of participating in educational research and presentations as part of professional development.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.39	Potential of Failure & Flourishing - I	Define failure and recognize its role in learning, professional development, and growth.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.40	Potential of Failure & Flourishing - I	Describe how reflection and feedback can help transform setbacks into opportunities for learning.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 109: Scholarship, Professional Practice and Social Accountability				
BCC 1.41	Mentorship - I	Describe the concept of mentorship and its role in supporting personal, academic, and professional growth in medical education.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.42	Scholarship in Medical Education - I	Understand the term scholarship in medical education and know basic ways to get involved as a foundation for academic and professional growth.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.43	Entrustable Professional Activities - I	Explain the concept of Entrustable Professional Activities (EPA) and recognize the importance of learning about EPAs early in medical training through the Let's PREPARE Module.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.44	Social Accountability - I	Build on the concept of social accountability by recognizing the responsibility of healthcare professionals to address the priority health needs of the communities they serve.	K	KH	3	Personal Reflection (SCRIBE)
BCC 1.45	Professional Identity Formation - I	Recognize how personal values, behaviors, experiences, and ethical commitments contribute to the ongoing development of professional identity in medicine.	K, S	KH, SH	3	Personal Reflection (SCRIBE)

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

PROFESSIONAL YEAR 2

(PY 2)

SEMESTER 4 (BHSM 4)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM 201: Professionalism, Teamwork and Ethical Practice				
BCC 2.1	Coping with Failure	Understand the importance of coping with failure in medical training and know the basic strategies to reflect, learn, and grow from setbacks.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.2	Teamwork & Collaboration - II	Demonstrate respectful communication, active listening, and shared responsibility while working collaboratively with peers and healthcare professionals in a team setting.	S	SH	3	Personal Reflection (SCRIBE) after Team Activity
BCC 2.3	Managing Conflicts	Describe the importance of managing conflict in healthcare teams and know basic ways to resolve disagreements respectfully and maintain collaboration.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.4	Ethics in the Pharmaceutical Context	Explain the ethical issues related to the pharmaceutical industry and know the importance of transparency, responsible promotion, and avoiding undue influence in drug marketing and interactions.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 202: Patient-Centred and Public Health Ethics				
BCC 2.5	Ethics of Laboratory Medicine	Describe ethical principles in laboratory medicine and know the importance of accuracy, patient confidentiality, timely reporting, and responsible handling of samples and data.	K	KH	3	Personal Reflection (SCRIBE)

BCC 2.6	Vulnerability	Explain the concept of vulnerability in healthcare and know the importance of providing extra care, protection, and ethical consideration for individuals and groups at higher risk of harm or exploitation.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.7	Narrative Medicine	Understand the principles of narrative medicine and know how patient stories contribute to empathy, clinical insight, and holistic care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.8	Public Health Ethics	Explain the ethical principles that guide public health decisions, including justice, equity, autonomy, and the balance between individual rights and community health.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.9	Infodemics and Ethics	Recognize the ethical challenges posed by infodemics and describe the responsibilities of healthcare professionals in ensuring accurate communication, countering misinformation, and protecting public trust.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.10	Psychology of Prejudice	Describe the psychological basis of prejudice and recognize how implicit biases can influence attitudes, behaviors, and decision-making in healthcare.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 203: Academic Integrity, Humanitarian Ethics and Planetary Health				
BCC 2.11	Ethical Issues in Palliative Care	Identify key ethical issues in palliative care, including end-of-life decision-making, autonomy, communication, pain relief, and the balance between prolonging life and ensuring quality of life.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.12	Preventing Academic Fraud	Identify common forms of academic fraud in medical education and explain the importance of honesty, accountability, and ethical conduct in academic and research settings.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.13	Grooming and Presentation	Recognize the importance of professional grooming and presentation in clinical and academic settings, and describe how appearance and demeanor impact trust, communication, and professional identity.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.14	Genocides and its Ethics	Explain the ethical implications of genocides in historical and contemporary contexts, and recognize the role of healthcare professionals during humanitarian crises.	K	KH	3	Personal Reflection (SCRIBE)

BCC 2.15	Planetary Health & Wellbeing - II	Demonstrate awareness of the impact of environmental changes on human health and show commitment to sustainable practices that promote the wellbeing of individuals, communities, and the planet.	K, S	KH, SH	3	Personal Reflection (SCRIBE) + Report of a Sustainable Practice
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End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 5 (BHSM 6)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM204: Physician Wellbeing, Emotional Intelligence and Professional Relationships				
BCC 2.16	Mental and Physical Well-Being - II	Demonstrate self-awareness and adopt healthy habits to maintain mental and physical well-being during medical training and professional practice.	K, S	KH, SH	3	Personal Reflection (SCRIBE) + Individual Development Plan Submission
BCC 2.17	Legal Issues in Healthcare - II	Explain key legal responsibilities of medical professionals, including valid consent, documentation standards, medical negligence, and the role of statutory bodies in regulating healthcare practice.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.18	Digital Professionalism	Describe responsible behavior in digital spaces by maintaining patient confidentiality, professional boundaries, and respectful communication on social media and electronic platforms.	K	KH	3	Personal Reflection (SCRIBE)

BCC 2.19	Emotional Intelligence - II	Explain how emotional intelligence influences professional behavior, communication, and teamwork in medical practice, and recognize its role in handling stress, feedback, and interpersonal dynamics.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.20	Advocacy in Healthcare	Recognize the role of healthcare professionals in advocating for patients, public health, and health equity, and show willingness to speak up for vulnerable individuals and communities.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.21	Doctor–Patient Relationship - II	Analyze the dynamics of the doctor–patient relationship and explain how communication styles, power balance, cultural context, and ethical considerations influence trust, compliance, and shared decision-making.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM205: Inclusive, Reflective and Accountable Medical Practice				
BCC 2.22	Digital Health Literacy	Describe the concept of digital health literacy and know how to access, evaluate, and interpret digital health information and tools for safe and effective use in patient care and self-directed learning.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.23	Bias in Clinical Decision-Making	Explain the types of cognitive and social biases that can influence clinical decision-making and know how these biases may affect diagnostic accuracy, treatment choices, and patient outcomes.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.24	Cultural Humility in Healthcare	Explain the concept of cultural humility and know its importance in providing respectful, patient-centered care by acknowledging one’s own biases and being open to learning from diverse cultural perspectives.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.25	Professional Identity Formation - II	Demonstrate commitment to developing a professional identity by valuing integrity, empathy, accountability, and continuous self-reflection as essential qualities of a medical professional.	A	SH	3	Personal Reflection of Events Demonstrating Values (SCRIBE)

BCC 2.26	Medical Errors & Reporting	Describe the types and causes of medical errors and know the importance of timely, transparent reporting to promote patient safety, learning, and system improvement.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM206: Research Ethics and Socially Accountable Healthcare				
BCC 2.27	Accountability in Medical Practice	Describe the concept of accountability in medical practice and know its significance in ensuring patient safety, professional integrity, and trust within the healthcare system.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.28	Introduction to Research Ethics - II	Identify common ethical violations in research such as plagiarism, data fabrication, inadequate consent, and unjust participant selection, and explain their implications for research integrity and public trust.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.29	Social Accountability - II	Analyze how medical education and healthcare systems can align with community needs, and explain the role of future doctors in addressing health inequities through socially accountable practice.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.30	Grief and Loss in Clinical Practice	Understand the emotional impact of grief and loss in clinical practice and know healthy coping strategies to manage personal responses while supporting patients, families, and colleagues.	K	KH	3	Personal Reflection (SCRIBE)

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 6 (BHSM 6)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM207: Advanced Communication, Leadership and Inclusive Practice				
BCC 2.31	Ethics of Communication - II	Demonstrate the ability to disclose medical errors to patients with honesty and empathy, take responsibility, and communicate appropriate corrective actions.	S	SH	3	Personal Reflection (SCRIBE) + OSPE Activity
BCC 2.32	Leadership Development - II	Demonstrate awareness of different leadership styles such as transformational, situational, and servant leadership and apply appropriate approaches to motivate teams, resolve challenges, and foster collaborative learning.	S	SH	3	Personal Reflection after Team Leadership Activity (SCRIBE)
BCC 2.33	Inclusivity in Healthcare (Disability Inclusion) - II	Explain the barriers faced by persons with disabilities in accessing healthcare and analyze how inclusive policies and adaptations can promote equitable and dignified care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.34	Ethics of Communication - II	Demonstrate the ability to apply ethical communication principles when addressing challenging conversations with patients, families, and healthcare professionals.	S	SH	3	Communication Activity + Personal Reflection (SCRIBE)

		BHSM208: One Health, AI and Interprofessional Healthcare				
BCC 2.35	Concept of One Health - II	Explain how human, animal, and environmental health are interdependent, and analyze the relevance of the One Health approach in addressing challenges such as zoonotic diseases, antimicrobial resistance, and climate-related health risks.	K	KH	3	Personal Reflection after Case Study Analysis during Class (SCRIBE)
BCC 2.36	Ethics of Artificial Intelligence - II	Apply ethical frameworks to analyze case studies involving artificial intelligence in healthcare, focusing on issues such as bias, transparency, and data security.	S	SH	3	Personal Reflection after Case Study Analysis during Class (SCRIBE)
BCC 2.37	Interprofessional Education - II	Participate actively in interprofessional learning activities by engaging in collaborative discussions, respecting diverse roles, and contributing to shared clinical decision-making within a healthcare team.	S	SH	3	AI Case Analysis + Personal Reflection (SCRIBE)
BCC 2.38	Potential of Failure & Flourishing - II	Identify and explain common errors, adverse events, and near misses in healthcare and their contributing factors.	S	SH	3	Personal Reflection (SCRIBE) after IPE Activity
BCC 2.39	Potential of Failure & Flourishing - II	Apply basic patient-safety and reflective approaches to learn from failures and reduce their recurrence.	S	SH	3	IPE Activity + Personal Reflection (SCRIBE)
		BHSM209: Professional Development, Mentorship and Scholarship				
BCC 2.40	Strategies for Professional Development - II	Apply appropriate professional approaches in healthcare situations and demonstrate effective communication, delegation, and collaborative problem-solving within a team.	S	SH	3	Team Leadership Activity + Personal Reflection (SCRIBE)
BCC 2.41	Strategies for Professional Development - II 2	Demonstrate new knowledge gained through self-directed learning and engage in practices that support continuous improvement and long-term career development in medicine.	K	KH	3	Evidence on SCRIBE
BCC 2.42	Mentorship - II 2	Engage meaningfully in a mentorship relationship by working collaboratively with a mentor, setting short-term learning goals, seeking feedback, and reflecting on personal and professional growth.	S	SH	3	Personal Reflection after Mentor-Mentee Discussion (SCRIBE)

BCC 2.43	Scholarship in Medical Education - II	Gain insights into different available platforms and engage in scholarly activities such as educational research and presentations, and demonstrate curiosity, reflection, and commitment to improving medical education.	S	SH	3	Personal Reflection and Evidence of Scholarly Engagement in SCRIBE
BCC 2.44	Entrustable Professional Activities - II	Explain the concept of Entrustable Professional Ethical Actions (EPEAs) as a subset of EPAs that focus on ethical behavior, and understand its importance in patient care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 2.45	Scholarship in Medical Education - II	Demonstrate engagement in scholarly activities by communicating educational ideas, reflecting on scholarly experiences, and identifying opportunities for continued academic development.	S	SH	3	Scholarly Activity + Evidence in SCRIBE

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

PROFESSIONAL YEAR 3

(PY 3)

SEMESTER 7 (BHSM 7)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM301: Communication, Teamwork and Personal Effectiveness				
BCC 3.1	Dealing with Anger and Using an Agreement Frame	Understand the impact of anger on communication and know the principles of using an agreement frame to de-escalate conflict and promote respectful dialogue in healthcare settings.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.2	Teamwork & Collaboration - III	Demonstrate effective teamwork by contributing to shared goals, adapting to team roles, providing constructive feedback, and resolving conflicts collaboratively in clinical or academic environments.	S	SH	3	Personal Reflection (SCRIBE) + Constructive Feedback Form to Team
BCC 3.3	Effective and Responsible Management of Time	Describe the importance of effective and responsible time management in medical education and know basic strategies for prioritizing tasks, setting goals, and balancing academic, clinical, and personal responsibilities.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.4	Social Emotional Learning	Describe the core components of Social Emotional Learning, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and explain their relevance in personal growth and professional behavior.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.5	Motivating the Patient for Recovery	Explain the psychological and communication strategies that support patient motivation during recovery, including goal setting, positive reinforcement, empathetic listening, and addressing emotional barriers to healing.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.6	Neuro-Linguistic Programming (NLP) - I	Describe the basic principles of Neuro-Linguistic Programming (NLP).	K	KH	3	Personal Reflection (SCRIBE)
		BHSM302: Clinical Ethics, Legal Practice and End-of-Life Decision-Making				

BCC 3.7	Physician Rights	Describe the fundamental rights of physicians, including the right to a safe working environment, professional autonomy, due process, and protection against discrimination and violence in the workplace.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.8	The Ethics of Organ Transplantation	Describe ethical principles involved in organ transplantation and know the key issues such as informed consent, allocation fairness, brain death criteria, and preventing organ trafficking.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.9	The Ethics of Do Not Resuscitate Orders	Explain the ethical considerations related to Do Not Resuscitate (DNR) orders and the importance of clear communication in end-of-life decision-making.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.10	The Ethics of Abortion	Describe the ethical dimensions of abortion, including respect for reproductive autonomy, considerations of fetal rights, and the influence of legal, cultural, and religious perspectives on clinical decision-making.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.11	Legal Issues in Healthcare - III	Apply legal principles to analyze case scenarios involving consent, negligence, documentation, and patient rights, and explain the professional responsibilities in responding to medico-legal situations.	S	SH	3	Personal Reflection after Case Study in Class (SCRIBE)
		BHSM303: Social Justice, Emerging Ethics and Professional Wellbeing				
BCC 3.12	Generational Trauma in Healthcare	Explain the concept of generational trauma and know its impact on health beliefs, behaviors, and patient–provider interactions, particularly among marginalized and historically oppressed communities.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.13	The Ethics of Gene Editing	Explain the ethical issues related to gene editing technologies, including concerns about safety, consent, equity, and the distinction between therapeutic and enhancement applications.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.14	Planetary Health & Wellbeing - III	Advocate for planetary health by sharing evidence-based information, participating in awareness initiatives, and encouraging sustainable practices within the healthcare and academic community.	S	SH	3	Personal Reflection (SCRIBE) + Advocacy Activity Report

BCC 3.15	Mental and Physical Well-Being - III	Promote a culture of well-being by sharing healthy practices and supporting peers during stress within the learning or clinical environment.	S	SH	3	Personal Reflection (SCRIBE) + Peer Support Story
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End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 8 (BHSM 8)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM 304: Advanced Communication, Emotional Intelligence and Wellbeing				
BCC 3.16	Neuro-Linguistic Programming (NLP) – - II	Explain how language patterns, thought processes, and behavioral techniques can influence communication, motivation, and personal development in healthcare settings.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.17	Mindfulness in Medical Training	Describe the role of mindfulness in managing stress, enhancing focus, and promoting emotional regulation and resilience among medical students and professionals.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.18	Emotional Intelligence - III	Recognize the role of emotional intelligence in professional settings and learn to practice applying its components such as empathy, self-regulation, and social awareness in everyday clinical and academic situations.	K, S	KH, SH	3	Personal Reflection (SCRIBE)
BCC 3.19	Understanding Caregiver Emotions	Explain the emotional experiences commonly faced by caregivers, including stress, guilt, burnout, and compassion fatigue, and recognize their impact on caregiving quality and patient outcomes.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.20	Power Dynamics in Healthcare	Explain how power dynamics between healthcare providers, patients, and team members can influence communication, decision-making, and ethical practice in clinical settings.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.21	Doctor–Patient Relationship - III	Analyze factors that strengthen or weaken the doctor–patient relationship in diverse clinical contexts, and demonstrate the ability to adapt communication and relational strategies to uphold trust, empathy, and patient-centered care in ethically or emotionally complex situations.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 305: Inclusive Practice, Professional Identity and Mental Health				
BCC 3.22	Ethics of Telemedicine	Explain the ethical considerations in telemedicine, and maintaining professional standards in virtual consultations.	K	KH	3	Personal Reflection (SCRIBE)

BCC 3.23	Microaggressions in Medical Education	Identify examples of microaggressions in clinical and academic settings and explain their impact on learning environments, inclusion, and student well-being.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.24	Stigma in Mental Health Care	Explain how stigma affects the diagnosis, treatment, and patient experience in mental healthcare, and identify strategies to reduce bias and promote supportive care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.25	Professional Identity Formation - III	Value the influence of role models and reflect on personal experiences during medical school to articulate how these shape your vision of the kind of doctor you aspire to become.	A	SH	3	Personal Reflection (SCRIBE)
BCC 3.26	Imposter Syndrome in Medical Training	Describe the features of imposter syndrome in medical learners and explain its impact on performance, confidence, and mental health.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 306: Research, Social Accountability and Global Health Ethics				
BCC 3.27	Introduction to Research Ethics - III	Analyze real case studies to identify ethical and unethical research practices, and apply ethical principles to evaluate informed consent, risk–benefit balance, participant rights, and researcher responsibilities.	S	SH	3	Personal Reflection (SCRIBE) + Case Analysis Report
BCC 3.28	Social Accountability - III	Recognize how current clinical learning experiences such as participating in ward rounds, outpatient care, and community visits can contribute to social accountability by addressing real patient needs, understanding health disparities, and linking individual care to broader community health priorities.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.29	Ethics of Medical Tourism	Explain the ethical issues associated with medical tourism, including disparities in access, informed consent across borders, continuity of care, and exploitation of vulnerable populations.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.30	Decolonizing Global Health	Explain the concept of decolonizing global health and analyze how historical power imbalances influence research, resource distribution, and healthcare delivery in low- and middle-income contexts.	K	KH	3	Personal Reflection (SCRIBE)

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 9 (BHSM 9)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM 307: Healthcare, Society and Global Perspectives				
BCC 3.31	Ethics of Communication - III	Explain how tone, body language, and conversational techniques can ethically influence clinical interactions, including how blocking language may hinder trust and how leading conversations respectfully supports shared decision-making.	S	SH	3	Personal Reflection (SCRIBE) + OSPE Activity
BCC 3.32	Leadership Development - III	Demonstrate leadership and teamwork skills in breakout rooms by taking turns to lead, follow, and observe during group discussions and reflect on how each role contributes to effective team functioning and shared responsibility.	S	SH	3	Personal Reflection (SCRIBE)
BCC 3.33	Inclusivity in Healthcare (Racial & Cultural Inclusion) - III	Examine how racial and cultural factors influence patient experiences and health outcomes, and reflect on ways to promote inclusive clinical environments through respectful communication, culturally sensitive care, and advocacy for equity.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.34	Concept of One Health - III 3	Apply the One Health approach by identifying clinical or community health issues that involve human, animal, and environmental interactions, and collaborate in discussions that address these interconnected challenges.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.35	Potential of Failure & Flourishing III	Analyze failure from individual, team, and systems perspectives and apply appropriate leadership responses.	K	KH	3	Personal Reflection (SCRIBE)
BCC 3.36	Potential of Failure & Flourishing III	Demonstrate resilient, ethical, and psychologically safe leadership that promotes shared learning and professional flourishing.	S	SH	3	Personal Reflection (SCRIBE) + IPE Session Report

BCC 3.37	Strategies for Professional Development - III	Recognize the importance of academic networking in professional growth and identify strategies to build and sustain meaningful academic connections.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 308: Innovation, Scholarship and Future Practice				
BCC 3.38	Mentorship - III	Demonstrate the ability to receive, reflect, and apply feedback from mentors to improve academic performance, professional behavior, and personal development.	S	SH	3	Personal Reflection after Mentoring Sessions (SCRIBE)
BCC 3.39	Scholarship in Medical Education - III	Initiate participation in an educational research activity under the guidance of a mentor or supervisor to develop foundational skills in scholarly inquiry.	S	SH	3	Personal Reflection (SCRIBE)
BCC 3.40	Entrustable Professional Activities - III	Begin engaging with EPA by observing, assisting, and gradually performing basic clinical tasks under supervision, while seeking feedback to understand expectations for safe and trustworthy practice.	S	SH	3	Personal Reflection (SCRIBE)
BCC 3.41	Ethics of Communication - III	Apply ethical communication principles in challenging clinical interactions and demonstrate appropriate use of tone, body language, and conversational techniques to support patient-centered communication.	S	SH	3	Communication Activity + Personal Reflection (SCRIBE)
BCC 3.42	Leadership Development - III	Apply leadership and teamwork skills by adapting to different roles within a team and demonstrating shared responsibility for achieving common goals.	S	SH	3	Team Leadership Activity + Personal Reflection (SCRIBE)
BCC 3.43	Ethics of Artificial Intelligence - III	Analyze ethical challenges associated with the development, validation, and implementation of artificial intelligence in healthcare and recognize the importance of responsible use.	S	SH	3	AI Case Analysis + Personal Reflection (SCRIBE)
BCC 3.44	Interprofessional Education - III	Demonstrate effective interprofessional collaboration by integrating perspectives from different health professions and contributing to shared patient-care goals.	S	SH	3	IPE Activity + Personal Reflection (SCRIBE)

BCC 3.45	Scholarship in Medical Education - III	Demonstrate continued engagement in educational research and scholarly inquiry under appropriate guidance and reflect on the development of foundational scholarly skills.	S	SH	3	Scholarly Activity + Evidence in SCRIBE
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End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

PROFESSIONAL YEAR 4

(PY 4)

SEMESTER 10 (BHSM 10)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM401: Mindset, Learning and Professional Interaction				
BCC 4.1	Charismatic Behaviour	Recognize the key traits of charismatic behavior such as confidence, clarity, active listening, and emotional presence to communicate with authenticity and positive influence in clinical and academic settings.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.2	Enhancing Learning Techniques	Know evidence-based learning strategies such as spaced repetition, active recall, concept mapping, and self-assessment, and be able to apply them to improve retention, critical thinking, and preparation for clinical practice and exams.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.3	Teamwork & Collaboration - IV	Demonstrate leadership, cooperation, and mutual support while working with fellow students in clinical teams, effectively managing shared responsibilities and peer conflicts to ensure adequate learning outcomes.	S	SH	3	Personal Reflection after Teamwork (SCRIBE)
BCC 4.4	Enhancing Positive Thinking	Recognize the role of positive thinking in managing stress, maintaining motivation, and improving resilience, and adopt strategies focusing on solutions to support personal and professional growth.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.5	Enhancing Critical Thinking	Understand the principles of critical thinking and apply them in clinical and academic settings by analyzing information objectively, questioning assumptions, evaluating evidence, and making reasoned decisions.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.6	Enhancing Creative Thinking	Describe the importance of creative thinking in medical practice and apply strategies such as brainstorming, lateral thinking, and open-ended exploration to generate innovative solutions.	K	KH	3	Personal Reflection (SCRIBE)

		BHSM 402: Healthcare Systems and Professional Resilience				
BCC 4.7	Principles of Healthcare Administration, Management and Finance Issues - I	Describe the basic principles of healthcare administration, including organizational structure, resource management, and financial considerations.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.8	Principles of Healthcare Administration, Management and Finance Issues - II	Explain how healthcare institutions make administrative and financial decisions, and analyze the impact of budgeting, human resource allocation, and cost-effectiveness on quality of care and service delivery.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.9	Shame, Guilt, and Growth in Medical Practice	Recognize the emotional experiences of shame and guilt in clinical practice and reflect on how these feelings can be acknowledged, processed, and transformed into opportunities for growth.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.10	Recognizing and Managing Clinical Uncertainty	Identify sources of clinical uncertainty in diagnosis and treatment, and apply strategies to manage uncertainty with professionalism and confidence.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 403 – Professional Responsibility and Healthcare Challenges				
BCC 4.11	Sensitivity and Inclusivity in Language	Recognize the impact of language on patient dignity and trust, and demonstrate the use of sensitive, inclusive, and non-stigmatizing language when communicating with patients, families, and healthcare teams.	K, S	KH, SH	3	Personal Reflection after Communication Practice (SCRIBE)
BCC 4.12	Planetary Health & Wellbeing - IV	Demonstrate active participation in peer-led initiatives that promote environmental responsibility and planetary health within academic settings, such as organizing awareness campaigns, audits, or sustainability practices.	S	SH	3	Personal Reflection (SCRIBE) + Evidence of Participation
BCC 4.13	Public Humiliation & Strategies	Recognize the negative impact of public humiliation on learning, self-esteem, and professional identity, and reflect on constructive strategies to respond to, cope with, and prevent such experiences.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.14	Mental and Physical Well-Being - IV	Consistently apply and maintain personal strategies for mental and physical well-being during clinical duties, such as setting boundaries, managing	S	SH	3	Personal Reflection (SCRIBE) + Portfolio

		stress proactively, seeking support when needed, and sustaining self-care routines.				
BCC 4.15	Legal Issues in Healthcare - IV	Apply relevant legal principles in real clinical situations by documenting accurately, maintaining patient confidentiality, and responding appropriately to medico-legal concerns encountered during clinical rotations.	S	SH	3	Personal Reflection (SCRIBE)

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 11 (BHSM 11)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM 404 – Ethics, Equity and Human-Centered Care				
BCC 4.16	Ethics of Geriatric Care and Ageism in Medicine	Identify ethical issues in the care of older adults and recognize how ageist attitudes can negatively influence clinical judgment, communication, and the quality of care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.17	Trauma-Informed Care in Survivors of Abuse or Conflict	Explain the principles of trauma-informed care and demonstrate the ability to create a safe, respectful, and supportive clinical environment when caring for individuals who have experienced abuse, violence, or conflict-related trauma.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.18	Emotional Intelligence - IV	Consistently demonstrate emotional intelligence in clinical environments by regulating personal emotions, de-escalating tense interactions, and adapting communication styles to support effective, compassionate care in high-stress situations.	S	SH	3	Personal Reflection (SCRIBE) + Portfolio
BCC 4.19	Health Needs of Migrants, Refugees, and Stateless Populations	Describe the unique health challenges faced by migrants, refugees, and stateless populations and the need for coordinated, culturally sensitive, and rights-based healthcare responses.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.20	Saying ‘I Don’t Know’ in Clinical Practice	Recognize the importance of acknowledging uncertainty in clinical settings and develop the confidence to say ‘I don’t know’ appropriately, while demonstrating commitment to seeking accurate information and maintaining patient trust.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.21	‘VIP Patients’ and Preferential Treatment	Understand the ethical implications of preferential treatment for VIP patients and reflect on how to maintain fairness, objectivity, and professional integrity while managing pressures that may compromise equitable patient care.	K	KH	3	Personal Reflection (SCRIBE)

BCC 4.22	Doctor–Patient Relationship - IV	Establish commitment to sustain respectful, trust-based relationships with patients and families during clinical care by demonstrating empathy, active listening, shared decision-making, and appropriate professional boundaries in diverse and emotionally complex situations.	K, S	KH, SH	3	Personal Reflection (SCRIBE)
		BHSM 405 – Contemporary Perspectives in Medicine				
BCC 4.23	Treating Victims vs. Perpetrators: When Ethics Is Tested by Crime	Recognize the ethical duty to provide unbiased, humane medical care to all individuals, including both victims and alleged perpetrators of crimes, and reflect on personal values, societal biases, and professional obligations when ethical tensions arise.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.24	The Hidden Curriculum	Identify and critically reflect on the unspoken values, norms, and behaviors transmitted through the clinical learning environment, and recognize their influence on professional identity, ethical decision-making, and patient-centered care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.25	Professional Identity Formation - IV	Consistently embody the values, responsibilities, and behaviors of a medical professional in real-world clinical environments by upholding ethical standards, modeling integrity, and reflecting on one’s growth to guide future practice.	S	SH	3	Personal Reflection (SCRIBE) + Portfolio
BCC 4.26	What Will They Remember You For? Exploring Legacy in Daily Practice	Reflect on how everyday clinical actions, behaviors, and choices contribute to one’s professional legacy, and cultivate habits that uphold compassion, respect, and integrity in interactions with patients, peers, and society.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.27	Practicing Medicine as a Purpose-Driven Act	Reflect on personal values and motivations for entering medicine, and integrate purpose-driven thinking into daily clinical practice to foster resilience, empathy, and a sustained commitment to patient-centered care.	K	KH	3	Personal Reflection (SCRIBE)
BCC 4.28	Introduction to Research Ethics - IV	Apply ethical principles in real research settings by identifying and addressing ethical concerns in ongoing or proposed studies, ensuring informed consent, confidentiality, and integrity in collaboration with research teams.	S	SH	3	Personal Reflection after Team Discussion (SCRIBE)

BCC 4.29	Social Accountability - IV	Demonstrate social accountability by actively participating in or observing health initiatives that address the needs of underserved communities, advocate for equity in care delivery, and align clinical practice with local population health priorities.	S	SH	3	Personal Reflection (SCRIBE)
BCC 4.30	Ethics of Communication - IV	Consistently apply ethical principles in clinical communication by disclosing medical errors sensitively, delivering difficult news with honesty and compassion, and ensuring patient understanding while respecting autonomy and cultural values.	S	SH	3	Personal Reflection (SCRIBE) + Portfolio

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

SEMESTER 12 (BHSM 12)

Competency Code	Topic	Competency	Domain	Level	Hours	Formative Assessment
		BHSM 406 – Advanced Leadership and Collaborative Healthcare				
BCC 4.31	Leadership Development - IV	Demonstrate leadership by effectively guiding a peer group during clinical tasks/learning activity by facilitating inclusive decision-making, resolving conflicts constructively, and reflecting on personal leadership style to enhance team outcomes.	S	SH	3	Personal Reflection (SCRIBE) + Portfolio
BCC 4.32	Inclusivity in Healthcare - IV	Proactively advocate for inclusive care in clinical settings by addressing biased language or behavior, adapting communication for diverse needs, and committing to ensuring that patients of all gender identities, abilities, cultures, and racial backgrounds receive respectful, equitable treatment.	S	SH	3	Personal Reflection (SCRIBE)
BCC 4.33	Concept of One Health - IV	Actively apply One Health principles in clinical or community settings by integrating human, animal, and environmental health to address given case-based scenarios.	S	SH	3	Personal Reflection (SCRIBE)
BCC 4.34	Ethics of Artificial Intelligence - IV	Demonstrate ethical reasoning in clinical contexts involving AI by critically evaluating AI tools for bias, transparency, and safety, and by participating in decisions about their appropriate use in diagnosis, treatment, or patient monitoring.	S	SH	3	Personal Reflection (SCRIBE)
BCC 4.35	Interprofessional Education - IV	Engage effectively in interprofessional learning teams by contributing knowledge and expertise, respecting the roles of other professionals, facilitating collaborative decision-making, and reflecting on team dynamics to improve patient-centered care.	S	SH	3	Personal Reflection (SCRIBE) + Report of Learning through IPE
		BHSM 407 – Advanced Professional Development and Scholarly Practice				

BCC 4.36	Strategies for Professional Development - IV	Consistently demonstrate commitment to lifelong learning by actively implementing strategies for professional growth, such as building academic networks, attending conferences, seeking mentorship, and engaging in reflective practices that align with career goals.	S	SH	3	Personal Reflection (SCRIBE) + Portfolio
BCC 4.37	Mentorship - IV	Engage in a sustained mentorship relationship by seeking and applying constructive feedback, setting learning goals, and reflecting on personal growth while contributing positively to peer or junior learners through informal mentorship.	S	SH	3	Personal Reflection (SCRIBE) + Portfolio
BCC 4.38	Scholarship in Medical Education - IV	Demonstrate scholarly engagement by submitting a research manuscript for peer review, and contributing to the advancement of medical education through dissemination of findings.	S	SH	3	Personal Reflection (SCRIBE) + Evidence of Research Paper Submission
BCC 4.39	Career Pathways in Medicine	Know the various career pathways available to medical graduates in India and abroad, including postgraduate education, research, clinical practice, public health, and emerging global opportunities.	K	KH	3	Personal Reflection (SCRIBE)
		BHSM 408 – Advanced Clinical Integration and Professional Practice				
BCC 4.40	Entrustable Professional Activities - IV	Demonstrate readiness to perform selected clinical tasks under appropriate supervision by linking acquired competencies to Entrustable Professional Activities, and reflecting on feedback to improve performance and build trust in real patient care settings.	K, S	KH, SH	3	Personal Reflection (SCRIBE)
BCC 4.41	Advanced Leadership Development - IV	Apply leadership skills in clinical and academic settings by adapting leadership approaches to team needs and demonstrating responsibility for effective team functioning and outcomes.	S	SH	3	Leadership Activity + Personal Reflection (SCRIBE)
BCC 4.42	Applied Inclusivity in Healthcare - IV	Demonstrate inclusive practice by adapting communication and care approaches to diverse patient needs and advocating for equitable and respectful healthcare environments.	S	SH	3	Case-Based Activity + Personal Reflection (SCRIBE)

BCC 4.43	Applied One Health - IV	Apply One Health principles to complex clinical or community scenarios and propose appropriate approaches that consider human, animal, and environmental health.	S	SH	3	Case Analysis + Personal Reflection (SCRIBE)
BCC 4.44	Potential of Failure & Flourishing IV	Critically evaluate how failure, patient safety, leadership, and emerging AI-related challenges influence the future of health-professional education.	S	SH	3	AI Case Analysis + Personal Reflection (SCRIBE)
BCC 4.45	Potential of Failure & Flourishing IV	Develop innovative and ethical approaches that transform failure into learning, resilience, leadership, and flourishing.	S	SH	3	IPE Activity + Reflection in SCRIBE

End-of-Course Formative Assessment: A formative assessment will be conducted at the end of each course to assess the competencies covered during the semester.

Supervised Mentored Research: Students will undertake **10 hours per week of supervised mentored research and scholarly development** throughout the semester.

IX. BHSM – Delivery of Learning Content and Assessment

Delivery of Learning Content

- **Canvas LMS**

The BHSM program will be delivered through **Canvas LMS**, which will serve as the primary Learning Management System for the program.

Upon enrolment, each learner will be provided with the required institutional account and secure login credentials. All approved course content, learning activities, assignments, announcements, and course-related academic materials will be delivered through Canvas.

Assessment of Learning

Assessment of learning will be conducted through a combination of **written assignments, case analyses, quizzes, examinations, presentations, research-related submissions, and thesis assessment**, as specified in the approved course assessment plan.

The program will use dedicated digital assessment platforms to support secure assessment administration, academic integrity, originality verification, and reliable assessment records.

- **Turnitin**

Turnitin will be used for designated written assignments, research submissions, thesis-related documents, and other academic work requiring originality verification.

Turnitin provides a similarity-detection system that compares submitted academic work against a large database of published and student-submitted materials. It generates a similarity report that enables authorized academic staff to identify sections of text that may require further review. Academic staff will review the context of identified similarities and make decisions in accordance with the program's academic integrity policies. Where applicable, Turnitin's available authorship and writing-analysis features may also support the review of submitted work. Any use of AI-related indicators will be considered alongside the learner's work, references, assessment requirements, and other available academic evidence.

- **ExamSoft**

ExamSoft will be used for designated summative examinations and other assessments in the courses. ExamSoft provides a controlled assessment environment designed to support the secure delivery, completion, and submission of examinations. Where specific examination-security features are enabled, learners will be informed in advance of the applicable technical requirements, examination rules, and permitted resources.

Learner Authentication and Academic Responsibility

Learners will be required to access the designated academic platforms using their assigned institutional credentials. Learners are responsible for maintaining the confidentiality of their login credentials and must not permit another individual to access or complete academic assessments on their behalf.

All submitted assignments, examinations, and other assessed work must represent the learner's own academic work, except where collaboration or use of external resources is expressly permitted in the assessment instructions.

Any suspected breach of academic integrity will be reviewed in accordance with the applicable academic policies and procedures of the program.

X. Learner Conduct

General Expectations

Learners enrolled in the BHSM program are expected to maintain a high standard of professionalism, integrity, and responsibility in all academic and program-related activities. The program emphasizes not only knowledge and skills, but also appropriate conduct consistent with ethical healthcare practice.

Academic Conduct

Learners must:

- Submit work that is original and appropriately referenced
- Adhere to guidelines related to plagiarism and use of AI tools
- Participate actively in assigned academic tasks, discussions, and submissions
- Respect deadlines and submission requirements
- Any form of academic misconduct may lead to appropriate action as per program policies.

Professional Behaviour

Learners are expected to:

- Demonstrate respectful communication in all academic interactions
- Engage constructively with peers, faculty, and mentors
- Show openness to feedback and willingness to improve
- Maintain a professional tone in written and verbal communication

Responsibility and Engagement

Learners should:

- Take ownership of their learning and academic progress
- Maintain regular engagement with course activities and thesis work
- Communicate in a timely manner regarding any academic concerns
- Follow instructions and guidelines provided by the program

Ethical Responsibility

Given the nature of the program, learners are expected to:

- Uphold ethical principles in all academic work
- Demonstrate sensitivity toward issues related to patients, communities, and healthcare systems
- Maintain confidentiality where applicable in discussions or assignments

Use of Digital Platforms

As the program is conducted online, learners must:

- Use digital platforms responsibly and appropriately
- Avoid disruptive or inappropriate behaviour in online sessions or forums
- Ensure academic submissions are made through approved channels

XI. Supervised Research and Bioethics Project

The BHSM programme includes a structured **supervised research component** designed to provide learners with practical experience in research, academic inquiry, and application of bioethical principles.

Learners will undertake **10 hours per week of supervised research and academic project work** under the guidance of an assigned research mentor.

Research Mentor

Each learner shall have the opportunity to **select a research mentor**, subject to the mentor's availability and approval through the programme. The mentor will provide academic guidance throughout the learner's research and project activities.

The research mentor will support the learner in:

- Identifying and refining a suitable research topic

- Developing research questions and objectives
- Reviewing relevant literature and evidence
- Selecting appropriate research approaches
- Applying bioethical principles to the selected topic
- Developing and completing the research project
- Reviewing and improving the academic quality of the work
- Preparing the work for appropriate academic dissemination

Bioethics-Focused Research Projects

Research projects should be related to bioethics, humanistic medicine, healthcare ethics, health professions education, healthcare policy, social medicine, or other approved areas relevant to the programme.

Projects may involve literature-based research, policy analysis, case analysis, educational research, qualitative or quantitative approaches, or other appropriate scholarly methods approved by the research mentor and programme.

Research Output

A **formal thesis is not required** for completion of the BHSM programme.

Instead, learners are encouraged to develop their supervised research work into an appropriate scholarly output. Depending on the nature of the project, the preferred forms of dissemination may include:

- **Publication** in an appropriate academic or professional journal
- **Presentation** at an academic conference, seminar, symposium, or research forum
- Academic poster or research presentation
- Scholarly report or other approved research output

Where publication or presentation is pursued, the work will be prepared in consultation with the research mentor and in accordance with the requirements of the relevant journal, conference, or academic forum. The supervised research component is intended to develop the learner's ability to undertake independent academic inquiry while receiving structured mentorship and to encourage the dissemination of research addressing contemporary issues in bioethics and humanistic and social medicine.

XII. SCRIBE – ePORTFOLIO

The **SCRIBE ePortfolio (Systematic Collection of Reflections and Individual Experiences in Bioethics Education)** will serve as an integral component of the BHSM programme, providing learners with a structured digital space to document and reflect on their academic learning and experiences.

Orientation and Access

All newly enrolled learners will receive an orientation to the SCRIBE ePortfolio at the beginning of the programme. The orientation will provide guidance on the purpose, structure, and use of the ePortfolio.

Use of the SCRIBE ePortfolio

Learners may use SCRIBE to document:

- Class reflections
- Reflections on discussions and learning activities
- Academic and research activities
- Bioethics-related learning experiences
- Project and assignment-related reflections
- Presentations and other academic activities
- Feedback received and responses to feedback
- Other significant learning experiences and achievements

Formative Assessment

The SCRIBE ePortfolio will be used as a **formative assessment tool** to support continuous reflection, feedback, and learner development throughout the programme.

Faculty and mentors will review portfolio entries periodically and provide feedback to help learners identify areas of strength, areas requiring further development, and opportunities for improvement. The ePortfolio is intended to encourage continuous reflection, critical thinking, self-directed learning, and progressive development rather than serving as a summative examination or final graded assessment.

XIII. Award of Degree

Upon successful completion of all prescribed academic requirements of the **Bachelor of Humanistic & Socialistic Medicine (BHSM)** programme, including the required **34 courses and 120 credits**, and following approval of the final results by the appropriate academic authority, the **BHSM degree shall be awarded by Commonwealth University**.

The official degree certificate and academic transcript shall be issued by Commonwealth University.

The degree certificate shall include:

- Name of the graduate
- Title of the degree – **Bachelor of Humanistic & Socialistic Medicine (BHSM)**
- Date of award
- Official seal of the University
- Signature of the authorized awarding authority

The academic transcript shall record the courses completed, credits earned, academic grades, and other relevant academic information in accordance with the University's applicable requirements.