Training in human rights for health professionals has increasingly been identified as a critical need for the health sector. This is particularly the case in light of the findings of the Truth Commission that highlighted the role played by training institutions in human rights abuses under apartheid.

The course is aimed at teaching staff in institutions training health professionals -- Universities, Technicons, Nursing Colleges and other Training Facilities. Participants should ideally be teachers active in undergraduate or postgraduate teaching in a position to introduce or facilitate ongoing sustainability of training initiatives beyond the course.

The aim of the course is to:

- enable participants to understand the conceptual framework for human rights, its relationship to health, the historical context and national and international human rights debates relating health and human rights.
- Promote understanding of professional and ethical codes to support human rights
- Explore the past and future roles of institutions in the health sector with regard to human rights
- Recognise the importance of self-study, reflection on the past to plan for the future
- Explore strategies for curriculum change, including multidisciplinary teaching, identifying clinical settings in which human rights abuses take place, and exploring the relationship between ethics and human rights
- Identify core and discipline-specific competencies in human rights
- Share resources available (electronic and other)

The course is based on a previous pilot course run at UWC Winter School in 1998. With this course, however, we aim to maintain a network of human rights teachers beyond the life of the course, through ongoing communication and support.

**Programme Outline**

**Monday 17th**

**Session One: Introduction**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-9.00</td>
<td>Introduction</td>
<td>LB, LL, KP</td>
</tr>
<tr>
<td>9.00-9.30</td>
<td>Course learning objectives</td>
<td>LB</td>
</tr>
<tr>
<td>9.30-10.30</td>
<td>The Context for the course</td>
<td>LL</td>
</tr>
<tr>
<td>10.30-11.00</td>
<td>TEA</td>
<td></td>
</tr>
</tbody>
</table>

**Session Two: Human Rights violations and the health worker**
A case study of a Human Rights violation involving a health worker

Plenary discussion

Group work on case studies

Report back

LUNCH

Session Three: The origins and underpinnings of human rights

What are human rights?

TEA

Group work

Report back

Debriefing

Overnight

- Readings on the basis for Human Rights
- Exercise on Human Rights
- Journals

Tuesday 18th

Session Four: The South African situation

8.30-9.00 Buzz groups: Human rights in the SA Constitution

9.00-9.30 Plenary discussion: Human rights in South Africa

9.30-11.00 Inputs:

- SA Human Rights Commission
- PAWC: Patient Rights Charter
- Operationalising the right of access to health care
- Plenary discussion

11.00-11.30 TEA

11.30-12.45 Case Study: ToP in South Africa

Inputs and Plenary discussion

12.45-13.45 LUNCH

Session Five: Curricula Issues (I): Objectives-based Health and Human Rights Curricula
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.45-14.00</td>
<td>Input of objectives-based curricula</td>
<td>LB</td>
</tr>
<tr>
<td>14.00-15.00</td>
<td>Group work: What are core competencies in HHR?</td>
<td>Groups</td>
</tr>
<tr>
<td>15.00-15.30</td>
<td>TEA</td>
<td></td>
</tr>
<tr>
<td>15.30-16.45</td>
<td>Examples of Objectives-based HHR curricula</td>
<td>LB, PM</td>
</tr>
<tr>
<td>16.45-17.00</td>
<td>Debriefing</td>
<td></td>
</tr>
<tr>
<td>Overnight</td>
<td>Readings:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❍ TRC Submissions to the Health Sector hearings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❍ South African Medical Journal article on hearings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❍ Monograph on the Interim Medical and Dental Council</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❍ Health Rights and Patients Rights Charters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❍ Journals</td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday 19th**

**Session Six: Institutional Change (I)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-9.00</td>
<td>Feedback and responses to material-issues</td>
<td>LL</td>
</tr>
<tr>
<td></td>
<td>Input on overall TRC health sector findings</td>
<td>LB</td>
</tr>
<tr>
<td>9.00-9.15</td>
<td>TRC recommendations on health sector training</td>
<td>LL</td>
</tr>
<tr>
<td>9.15-10.00</td>
<td>Group work:</td>
<td>Groups</td>
</tr>
<tr>
<td></td>
<td>❍ What should your institutions be doing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❍ What challenges face the Councils and Professional Associations?</td>
<td></td>
</tr>
<tr>
<td>10.00-11.00</td>
<td>Input concerning the Councils and Professional Associations</td>
<td>Reps</td>
</tr>
<tr>
<td>11.00</td>
<td>Plenary discussion</td>
<td>Class</td>
</tr>
<tr>
<td>11.00-11.30</td>
<td>TEA</td>
<td></td>
</tr>
</tbody>
</table>

**Session Seven: Institutional Change (II)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.30-12.00</td>
<td>The relationship between bioethics and human rights-implications for teachers</td>
<td>DB</td>
</tr>
<tr>
<td>12.00-12.30</td>
<td>Plenary discussion</td>
<td>Class</td>
</tr>
<tr>
<td>12.30-13.30</td>
<td>LUNCH</td>
<td></td>
</tr>
</tbody>
</table>

**Session Seven: Institutional Change (III)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.30-13.50</td>
<td>The WITS experience-The Wits IRC</td>
<td>WO</td>
</tr>
</tbody>
</table>
13.50-14.30 Responses from the Panel  
14.30-15.00 Plenary discussion  
15.00-15.30 TEA  
15.30-16.30 Plenary discussion (continued)  
16.30-16.45 Debriefing  

**Overnight**  
- Readings  
- Journals  

**Thursday 20th**

**Session Eight: Curricular Issues (II): Implementation**

8.30-8.45 Debriefing  
8.45-9.30 Small group work to revise core competencies in light of new information  
9.30-10.00 Feed-back in plenary  
10.00-10.30 TEA  
10.30-10.45 The Hidden Curriculum  
10.45-11.45 Small group work: how to implement?  
- your own environment and experience  
- barriers and obstacles  
11.45-12.45 Plenary feedback and discussion  
12.45-14.00 LUNCH  

**Session Nine: Human Rights developments within the health sector**

14.00-15.30 Resources for Health and Human Rights teaching  
15.30-16.00 TEA  
16.00-17.00 Reflection on Journals, newspaper cuttings  

**Overnight** Exercise-devising a teaching material  

**Friday 21st**
Session Ten: Developing Teaching Materials

8.30-9.30  Feedback on ideas for teaching materials  Class
9.30-10.30  Group work: Development of teaching ideas  Groups
10.30-11.00  TEA

Session Eleven: Consolidation and Sustainability

11.00-12.30  Feedback and discussion on materials  Class
12.30  How to develop further
        Future support and networking
        Future activities

12.30-13.00  Evaluation and post-course questionnaires  Class
13.00  CLOSURE

CH: Chloe Hardy, Gender Commission
CM: Charlotte Maclean, SA HRC
CV: Charlie Villa-Vicencia, Institute for Justice and Reconciliation
DB: David Benatar, UCT Philosophy Department
GP: Gonda Perez, UCT Health Sciences Transformation Officer
PM: Pat Mayers, UCT Nursing
JB: Joshua Bloom, visiting Human Rights Intern
LB: Laurel Baldwin-Ragaven, Co-convener
LL: Leslie London, Co-convener
MoS: Michelle O'Sullivan, Community Law Centre
PM: Pat Mayers, UCT Nursing
RK: Rhoda Kadalie, IDASA
SL: Sheila Lapinsky, PAWC Human Resources
WO: Wendy Orr, WITS Transformation Officer

Course Reader

Conventions and Codes

- International Council of Nurses. (1975). The Nurse's Role in the Care of Detainees and Prisoners, and other conventions
- World Confederation for Physical Therapy. (1991). Declaration for Physiotherapists: Guidelines Concerning Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, and other codes.

Origins of Human Rights and the Relationship to Health


Health Professionals' Practice and Human Rights Responsibilities

Accountability of Health Professionals


Human Rights and Refugees


Education of Health Professionals


Above 3 readings taken from Iacopino, V. Human Rights and Health: Volume 2. Odin Readers.

To Human Rights Syllabi Table of Contents