

# MOHRE BULLETIN

ISSUE 2



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# FOREWORD BY CO- PRINCIPAL INVESTIGATORS

The Masters of Health Research Ethics (MOHRE) is a one of a kind programme in Malaysia that we are very proud to conduct together with our colleagues from the Berman Institute of Bioethics at Johns Hopkins University, with funding provided by the Fogarty International Center, National Institute of Health, USA. In the last few years, conducting research in all its forms- from basic science to clinical, translational and public health research- has become a priority at Universiti Malaya and many universities around the region.



It is therefore essential that education and training in the ethical conduct of research is provided as part of this expansion in research activities. Additionally through this program, we hope to produce the next generation of leaders in research ethics in Malaysia and the region.

The comprehensive provision of state of the art knowledge and education about the ethical principles and controversies in research makes the MOHRE Programme truly unique.

We hope that this MOHRE Bulletin will provide some insight on our programme and the ethical issues related to the conduct of research in Malaysia and the region.

*Professor Dato' Dr Adeeba Kamarulzaman*  
UNIVERSITI MALAYA

# FOREWORD BY CO- PRINCIPAL INVESTIGATORS



This version of the MOHRE Bulletin highlights some of the many recent achievements by programme participants, especially our first two cohorts of MOHRES students. The MOHRE Bulletin also includes information about our programme. I would like to thank everyone for their hard work and support in making this programme a success and look forward to our continued collaborative efforts related to research ethics.

***Professor Dr Jeremy Sugarman***  
JOHNS HOPKINS UNIVERSITY



# FROM THE CHIEF EDITOR



What a year it has been! For many of us, 2021 was full of challenges, opportunity, and transformation. This time, the MOHRE Bulletin speaks to the growth and achievements of the MOHRE programme and its people despite the ongoing pandemic. We are proud to present the achievements of our first cohort of trainees, the rich experiences of the second and a huge warm welcome to the third. The pandemic presented opportunities for us to be creative in delivering our teaching and learning strategies, be it face-to-face, online, or blended. The articles in this edition of the MOHRE Bulletin on the pedagogical evolution and online practicum plan attest to this.

The MOHRE programme will continue to take crucial steps to ensure it continues to meet the needs of our trainees and the research community. We thank you for your support during these challenging times.

Happy reading!

**Associate Professor Dr Julia Patrick Engkasan**  
PROGRAMME COORDINATOR OF MOHRE

# INTRODUCTION TO MOHRE

## MASTER OF HEALTH RESEARCH ETHICS

The Master of Health Research Ethics (MOHRE) Programme is a one-year course of study at Universiti Malaya where students are exposed to a diverse range of educational modules, all revolving around the ethical principles and issues faced in health research. With support of the Fogarty International Center at the United States National Institutes of Health, the programme was developed in collaboration with the Berman Institute of Bioethics, Johns Hopkins University, USA. It is taught by a team of highly qualified and dedicated experts in the field and aims to produce competent and professional graduates who are knowledgeable in the ethics of research.



A COLLABORATION BETWEEN THE FACULTY OF MEDICINE, UNIVERSITI MALAYA AND THE JOHNS HOPKINS BERMAN INSTITUTE OF BIOETHICS WITH THE SUPPORT OF THE FOGARTY INTERNATIONAL CENTER, NATIONAL INSTITUTES OF HEALTH, USA

Since its launch in 2019, two cohorts of trainees have graduated and another is currently enrolled. The programme continues to seek prospective students with a keen interest in health research ethics. Applicants are interviewed and selected annually based on a very stringent and robust criteria, to ensure a high quality, inclusive and diverse cohort of trainees. Every year, up to ten well-deserving applicants are awarded scholarships, covering the tuition, examination fees and a stipend.

*For further information, visit [mohre.um.edu.my](http://mohre.um.edu.my) or our Facebook or Twitter page.*



# MOHRE TEAM



Dr Mohd Firdaus  
Abdul Aziz



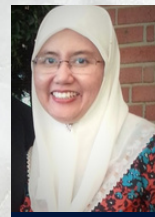
Assoc. Prof Dr  
Abdullah Mohammed  
Alshawsh



Dr Sharifah Zamiah  
Abdul Syed



Asst. Prof Joseph  
Ali



Assoc. Prof Dr Azanna  
Ahmad Kamar



Ms Krisna Veni  
Balakrishnen



Dr Chong  
Lee Ai



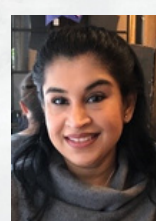
Assoc. Prof Dr Julia  
Patrick Engkanan



Dr Sharon Kaur  
Gurmukh Singh



Dr Norhamizan  
Hamzah



Ms Munita Kaur  
Harban Singh



Dr Felicita Fedelis  
Jusof



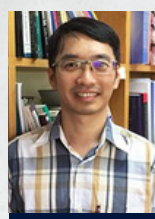
Dr Nishakanthi  
Gopalan



Dato' Prof Dr Adeeba  
Kamarulzaman



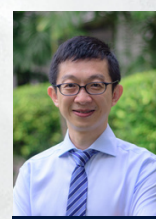
Prof Dr Umah Rani  
Kuppusamy



Dr Howie Lim  
Sin How



Dr Nor Afiqah Mohd  
Salleh



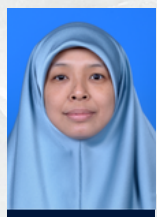
Prof Dr Ng Chirk  
Jenn



Dr Ng  
Kee Seong



Dr Phan  
Chia Wei



Dr Rozaida @ Poh  
Yuen Ying



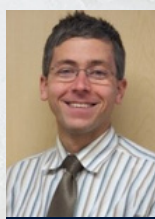
Dr Rumana  
Akhter Saifi



Prof Dr Esther  
Sarojini



Prof Dr Jeremy  
Sugarman



Dr Sean  
Tackett



Dr Tan  
Sik Loo



Dr Tivyashinee

# PEDAGOGICAL EVOLUTION DUE TO THE COVID-19 PANDEMIC

ASSOCIATE PROFESSOR DR JULIA PATRICK ENGKASAN  
DR NISHAKANTHI GOPALAN

© Picture: Bongkarn Thanyakij from Pexels

Originally designed as an in-person course of instruction, the MOHRE programme adopted several changes to manage the disruptions due to the Covid-19 pandemic. In 2020, the second semester of the program was abruptly shifted online in four stages.

First, online platforms were adapted. This included Microsoft Teams and Spectrum (Universiti Malaya's Learning Management System) for online teaching and learning. In addition, Zoom and Google Meet were employed for out of class meetings and discussions among instructors and students.

Second, curriculum documents were reviewed and re-organized to incorporate both synchronous and asynchronous learning.

Student learning times were also reviewed and adjusted for online teaching and learning.

Third, the instructors and students were engaged in the process of making and implementing these essential pedagogical adjustments. Assessment was a major challenge that necessitated meticulous planning and execution. Students were informed about the pedagogical and assessment adjustments that would be implemented.

Fourth, the outcomes of this sudden pedagogical change were scrutinized and used to enhance the experience for subsequent cohorts.



# FRAMEWORK OF RESEARCH ETHICS COMPETENCIES AND STUDIES OUTCOME (FRESCO)

DR SEAN TACKETT

During our initial planning of the MOHRE curriculum, we were unable to identify an established set of competencies appropriate for research ethics masters graduates. Subsequently, we were fortunate to secure funding from the NIH to begin to systematically develop a framework for such competencies. To do so, we have engaged stakeholders from Malaysia, drafted a framework and are now sharing it among international experts for feedback. We have published our approach to developing competencies in the *Journal of Medical Ethics*:

Tackett S, Sugarman J, Ng CJ, et al. Developing a competency framework for health research ethics education and training. *J Med Ethics* 2021 Apr 2;medethics-2021-107237. doi: 10.1136/medethics-2021-107237

This work has also been featured in Medical Ethics Advisor:

<https://www.reliasmedia.com/articles/148450-framework-for-developing-health-research-ethics-competencies>



# CURRENT POSITION AND CAREER ADVANCEMENTS

CLASS OF 2019/2020



**PIO JUSTIN V. ACUNSION**

*Senior Health Programme Officer  
Head of Secretariat of Single Joint  
Research Ethics Board,  
Department of Health, Philippines*



**DR NAOMI ANNE DOMNIC SELVAM**

*Dentist  
I-Ria Dental Clinic, Malaysia*



**GRAZELE JENARUN**

*Assistant Secretary  
Medical Research Ethics Committee,  
Universiti Malaya Medical Centre, Malaysia*



**DR LEOW MEI LIAN**

*Medical Officer  
Cheras Rehabilitation Hospital, Malaysia*



**DR NIK NUR ELIZA NIK MOHAMMED**

*Medical Officer  
Clinical Research Centre  
Hospital Kuala Lumpur, Malaysia*



# CURRENT POSITION AND CAREER ADVANCEMENTS

CLASS OF 2019/2020

**DR ALEX PHANG KEAN CHANG**

*Secretariat*

*Medical Research Ethics Committee,  
Universiti Malaya Medical Centre, Malaysia*



**DR NORIZAN ROSLI**

*Head*

*Centre of Coordination of Clinical  
Research Network,  
Institute of Clinical Research,  
National Institute of Research, Malaysia*



**DR MALINI SHANMUGANATHAN**

*Health Research Ethicist*

*Medical Officer  
Serdang Hospital, Malaysia*



**MAYLENE TAN ZIPAGAN**

*Clinical Research Associate  
Pharmaceutical Product Development,  
Philippines*



# SPOTLIGHT ON SOME OF OUR STUDENTS

CLASS OF 2019/2020



**MAYLENE TAN ZIPAGAN**

**CLINICAL RESEARCH  
ASSOCIATE  
PHARMACEUTICAL  
PRODUCT DEVELOPMENT,  
PHILIPPINES**

Taking a leap of faith to apply for the MOHRE program in 2019 was one of the best decisions that I have ever made in my life. The program not only bolstered my Curriculum Vitae with a new academic achievement, but it also shaped my confidence in embracing new challenges in my career and receive attention from employers.

Years ago, after working as a safety nurse in clinical trials, I applied for positions with contract research organizations (CROs), but my applications went unnoticed. However, after I completed MOHRE, I learned that there are diverse career opportunities for me, such as being a part of a research team, a CRO, academia, or in Institutional Review Boards. After much consideration, I accepted a job as a clinical research associate in a global CRO, PPD Pharmaceutical Development Philippines Corporation. My responsibilities in this role align with the lessons that I learned during the MOHRE programme.

As a MOHRE graduate, I have gained better understanding of research ethics, including the responsible conduct of research, safety of human subject participants, and the need to be current with guidelines that are used as references when conducting sound and ethical research.

I hope that I may be able to create an impact on other researchers in the long run.



# SPOTLIGHT ON SOME OF OUR STUDENTS

CLASS OF 2019/2020

**NORIZAN ROSLI**

**HEAD OF CENTRE FOR  
COORDINATION OF CLINICAL  
RESEARCH NETWORK,  
INSTITUTE OF CLINICAL  
RESEARCH,  
NATIONAL INSTITUTE OF  
HEALTH,  
MALAYSIA**



Looking back at the journey from when I first took the Hippocratic oath as a medical officer, I realise that I have always been someone who puts ethics above my personal interests.

My staunch belief in righteousness and my eagerness in conducting research, especially involving vulnerable populations, led me to pursue the MOHRE programme. In my research project, I had the opportunity to dissect the importance of acquiring assent for research among children aged 7-12 years. I also learnt the essence of efficient multi-tasking, flexibility and adaptability all whilst juggling my time between the programme, work and family.

My decision to partake in MOHRE has boosted my confidence in understanding what it means to ethically conduct research. With that, I feel empowered to share what I have learned with clinicians new to research. I am also able to display leadership through roles such as a reviewer or advisor for research ethics committees.

MOHRE has moulded and shaped me to be a better person today professionally.

From Left to Right:  
Top:  
**Wulmar Cerezo Cerio, Ch'ng Wan  
Ping**  
Bottom:  
**Chin Kuen Yei, Jeffrey Ralph B  
Luces**



## **CLASS OF**

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## **2020/2021**



From Left to Right:  
Top:  
**Lui Sze Chiang, Harnawan Rizki**  
Bottom:  
**Teong Win Zee, Mohd Yusmiadil  
Putera Mohd Yusof**



# RESEARCH PROJECTS

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CLASS OF 2020/2021

As a part of the MOHRE curriculum, students are required to complete a research project related to health research ethics. The MOHRE students in the class of 2020/2021 conducted research on a variety of issues as listed below.

## **WULMAR CEREZO CERIO**

Ethical Issues in Research Involving Patients with Mental Illness

## **CH'NG WAN PING**

Perceptions of Patients with Metastatic Cancer in Their Participation in Clinical Trials: A Qualitative Study in a Single Centre

## **CHIN KUEN YEI**

A Review of Human Biobanking Research Regulations and Guidelines Among Selected Developing Countries in Southeast Asia

## **JEFFREY RALPH B. LUCES**

Ethical Considerations in Complementary and Alternative Medicine Research: A Narrative Review

## **LUI SZE CHIANG**

Exploring the Perspective of Malaysian Children and Their Parents in Their Decision for Children to Participate in Research

## **HARNAWAN RIZKI**

Defining Vulnerability in Health Research Ethics

## **TEONG WIN ZEE**

Ethical Challenges of Conducting Human Genomic Research in Malaysia: An Exploratory study

## **MOHD YUSMIAIDIL PUTERA MOHD YUSOF**

Development of Standard Electronic Informed Consent Checklist for Research Ethics Review



# PRACTICUM OF HEALTH RESEARCH ETHICS

DR RUMANA AKHTER SAIFI  
COURSE COORDINATOR OF PRACTICUM OF HEALTH RESEARCH ETHICS

© Picture:abay

Another key component of the MOHRE program involves providing students with an opportunity to bridge the gap between the classroom and the “real world” through the Practicum of Health Research Ethics course. The Practicum not only involves applying principles of health research ethics in real-life settings, but also facilitates networking. Three tracks are offered: (1) Institutional Review Boards, (2) Research, and (3) Organizations. Students are able to select the track of interest, tailored to their professional expertise and background.

The MOHRE Students in the class of 2020/2021 engaged in a set of meaningful online practica as described below.





## Institutional Review Board Track



HARNAWAN RIZKI

**"I LEARNED THE IMPORTANCE OF INCLUDING NON-SCIENTIFIC MEMBERS INSTITUTIONAL REVIEW BOARDS TO ENSURE PROTECTION OF HUMAN RESEARCH SUBJECTS"**

I have many years of experience working as an IRB professional in Indonesia and have a keen interest in how different IRB systems operate. I have learned from my past professional experience that an IRB member must be open-minded, fair and impartial. Aside from the scientific members, the composition of the IRB requires the inclusion of an unaffiliated or lay member who should have no vested interest in the matters under review, and also be independent of the institution where the research is conducted. I was intrigued to meet

one such member during my practicum attachment, whom I found very knowledgeable, and was able to reflect on the concerns of potential research participants as well as the wider community.

I was amazed to see his commitment, confidence, and compassion through his active participation through asking questions and initiating discussions. He always listened and responded thoughtfully to differing views, had realistic expectations on what could be achieved, and was prepared to think outside of the box.

Individual lay members are not expected to represent the entire spectrum of public opinions, but lay participation contributes to transparency and can assist researchers in understanding how members of the public might see their work. Additionally, I believe that lay members are less likely to be affected by the possibility of financial and non-financial conflicts of interest, therefore enhancing the quality of the review.

MOHD YUSMIAIDIL PUTERA MOHD YUSOF

**"I BELIEVE IN NETWORKING AND PRACTICUM GAVE ME THE OPPORTUNITY TO NETWORK AND SHARE IDEAS WITH TWO DIFFERENT IRB SYSTEMS"**

I started my practicum with the Universiti Malaya Medical Centre-Medical Research Ethics Committee IRB followed by a placement with the Universiti Malaya Faculty of Dentistry Research Ethics Committee. I observed how the IRB staff and members in two different systems perform their activities, review protocols and take decisions.

I am a researcher and a member of the IRB at my home institution. The main factor that motivated me to choose this track was my

curiosity towards different practices of IRB within higher learning institutions. My practicum helped me better understand the common goals of IRBs and researchers, that is, the protection of human subjects and reconciling the different perspectives of researchers and IRB members.





## Institutional Review Board and Research Tracks



CH'NG WAN PING

### **"MY MIXED-MODE PRACTICUM EXPERIENCE SUGGESTS THAT THE GAP BETWEEN RESEARCHER AND IRB CAN BE MINIMIZED"**

As the Malay saying goes, 'tak kenal maka tak cinta' ['not knowing is hence not loving,]. I always believe that you do not know or understand someone well enough until you are able to empathize with them. As a researcher, I often wonder about what ethical considerations an Institutional Review Board (IRB) used when a research protocol is reviewed, approved or rejected. Sometimes, it may be challenging for a researcher to obtain ethics approval, yet, there are other times when approvals are quick and relatively simple. My practicum attachment with an IRB was not only enriching but also thought-provoking.

Additionally, it offered me a "hands on" opportunity to apply the knowledge of research ethics that I acquired during the MOHRE programme. In learning about the fundamental principles of research ethics, we also need to comprehend the feasibility of applying them in practice. During my practicum, I had the opportunity to work with researchers from various fields to better understand the pragmatic challenges of applying textbook based knowledge into real life situations.

## Organization Track

WULMAR CEREZO CERIO

### **"RESEARCH ETHICS AS A FIELD CAN PROTECT REFUGEE WELFARE AND RIGHTS"**

The practicum was an enlightening and fruitful experience. It made me realize the conditions of key populations, particularly refugees, and how research ethics can help forward their welfare and rights.

I had a chance to work with United Nations High Commissioner on Refugees (UNHCR) where I conducted a retrospective ethical review of the research proposals submitted to UNHCR.

The proposals focused on health-seeking behaviour, mental health, and religiosity of Rohingya refugees in Malaysia. I read various

materials concerning UNHCR and the refugees. I also had an opportunity to discuss with my colleagues the harsh conditions of the refugees and how research proposals can be improved to safeguard them.







CHIN KUEN YEI

**“PROTOCOLS CAN BE IN PLACE, IRBs CAN MONITOR; BUT A MUTUAL TRUST AMONG RESEARCHERS IS KEY WHEN IT COMES TO ETHICS IN LARGE DATABASE RESEARCH”**

I did my practicum with the Therapeutics Research, Education, and AIDS Training in Asia (TREAT Asia). TREAT Asia is a collaborative network of clinics, hospitals, research institutions, and civil society that is committed to ensuring safe and effective delivery of HIV care to adults and children across Asia-Pacific. It was established in 2001 representing Asia for the American Foundation for AIDS Research (amfAR).

From the outset, my objectives were to gain an overall idea about big data management within the TREAT Asia network and understand the ethical challenges involving its “Big Data” research. It was a very enriching experience for me to learn how a range of activities related to big data research are conducted by Treat Asia. These included issues related to ensuring safety harmonization, grants management, regulatory policies and financial conflicts of interest under US NIH funding requirements. I also enjoyed networking with the TREAT Asia members and their international collaborators.

Reflecting on my practicum experience, I realize the importance of developing mutual trust among the researchers, which is paramount in big data research. This trust adds to the various guidelines, regulations and oversight mechanisms that are in place.

JEFFREY RALPH B. LUCES

**“MOHRE WAS IMPACTFUL AS I GAINED FIRST-HAND EXPERIENCE FROM ALMOST ALL STAGES OF THE RESEARCH PROCESS”**

In my practicum, I gained first-hand experience from almost all stages of the research process and was able to identify key ethical issues in the process. I was involved with a collaborative online research project focused on a key population group vulnerable to HIV infection. Specifically, the objective of the project was to understand ethical issues associated with participation in a hypothetical app-based HIV prevention program among men who have sex with men (MSM) in Malaysia.





I had the opportunity to contribute by developing a Focus Group Discussion (FGD) Guide for this project. It was a fulfilling experience to observe the lead researchers of the project use my guide to conduct online FGDs. I was able to identify the need for researchers to reach out to "hidden subgroups" within the already hard-to-reach Malaysian MSM community. These subgroups include young MSM, non-gay-identified MSM, and non- native English speakers. My practicum helped me develop a broad range of skills required for collaborative research.

Real-world experiences in the practicum also helped me realize the strengths and gaps in research ethics that I plan to apply at my work place. In addition, I plan to build a culture of responsible conduct of research in the research community. My practicum experience gives me a competitive advantage to work with Filipino MSM and other key affected populations through volunteering in HIV/AIDS organizations.



LUI SZE CHIANG

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**THE BEST THING IN LEARNING IS SHARING: MY WEBINARS ON RESEARCH ETHICS AT MANIPAL UNIVERSITY COLLEGE MALAYSIA ARE THE HIGHLIGHTS OF MY MOHRE EXPERIENCE "**

I am a medical graduate; however, research ethics was never a part of my undergraduate medical curriculum. After graduation, when I entered clinical practice and got engaged in research, I encountered numerous ethical challenges at different stages of research, all the way from designing to reporting it.

For my practicum, I decided to share my experiences and knowledge on research ethics with the undergraduate medical students of

Manipal University College, my alma mater. During two interactive webinars, I introduced research ethics principles and also explained the importance of responsible conduct of research. My greatest reward was the positive feedback that I received from the students and through the interactions with them in the webinars.

After completing the MOHRE programme, I believe that ethics must guide any research project and one cannot conduct research without knowledge of research ethics. Even though research ethics is not a component of the core undergraduate curriculum, it is essential to create awareness of research ethics among medical students to ensure ethical conduct of research before they embark on their professional journeys.



TEONG WIN ZEE

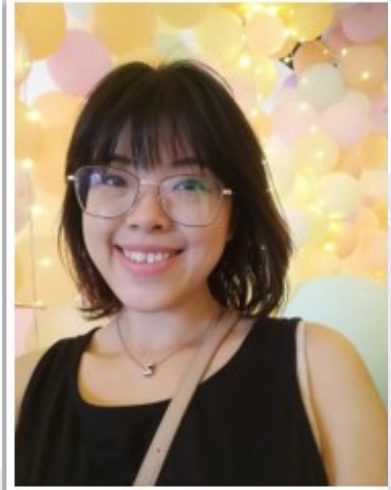
**"RESEARCHER AND COMMUNITY PARTNERSHIP DEMONSTRATES RESPECT FOR RESEARCH PARTICIPANTS, WHICH BUILDS THE FOUNDATION FOR MEANINGFUL RESEARCH"**

I wanted to have a thorough understanding of ethical and practical challenges of conducting community research involving key populations so I chose to work with a non- profit organization, the Malaysian AIDS Council (MAC).

Established in 1992, MAC is an umbrella organisation that supports and coordinates the efforts of non- governmental and other grass-root organisations working with HIV/AIDS issues in Malaysia.

I was involved in an HIV self-testing project (HIVST), which was aiming to create a partnership between researchers and the community to improve HIV testing uptake among key populations who experience multiple barriers in accessing clinic-based testing.

The research team from Centre of Excellence for Research in AIDS, Universiti Malaya collaborated with MAC, to understand the needs of the community and facilitate a safe space for HIV- testing for hard- to- reach population at risk of HIV infection. I assessed the ethical issues of the HIVST project. My biggest takeaway was that effective partnership between researchers and the community is a crucial component of conducting successful research. Ethical research should always be sensitive to the context in which it is being conducted. Another aspect to highlight is the need for reflexivity of researchers. That is, the need to reflect upon assumptions, privileges, and actions and how these interplay with community dynamics.



# CLASS OF 2021/2022

## EXPECTATIONS FROM MOHRE



**FATIN AQILAH ABU YAZID**

I believe that this programme will help me shape myself to become a responsible researcher and create awareness of research ethics among other researchers.

**ALEXANDRA BELLE S. BERNAL**

I'd like to learn about current health research ethics practices in different nations and how diverse or similar they are. I'd also like to discover how nurses (and the other members of the health care team) handle ethical issues arising during protocol implementation (e.g., participants' concerns versus investigators' desire to promote science) within the field of health research.



**VARAALAKSHMY GOKILAVANAN**

Healthcare workers are drilled with clinical ethics lessons during the course of our studies. When it comes to research ethics, however, our exposure is quite minimal. Through this programme, I hope to learn different concepts in health research ethics and compare them to clinical ethics. By the end of the programme, I aspire to find solutions and paths to protect the welfare of the relevant stakeholders within research through the implementation of sound ethical principles.



**JEFFREY LEE SOON YIT**

By joining the programme, I hope to better understand bioethics, in order for my team and myself to conduct ethically sound research in line with the principles of Good Clinical Practice. I hope that with the knowledge gained, I will be able to better guide doctors and healthcare professionals in my workplace in the fields of research and bioethics.





**LEANDER PESANO MARQUEZ**

Receiving training in bioethics and health research ethics under the MOHRE programme will help to greatly improve my knowledge and skills in these areas and thereby allow me to contribute to giving an international, integrative, and interdisciplinary perspective to my university's bioethics education programmes.

**OOI KAI HONG**

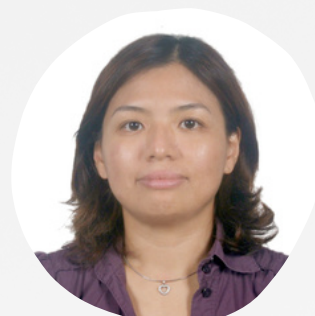
This programme will also enhance my knowledge and skills in research ethics and help me to ensure that the rights and safety of trial participants are preserved. This programme will in turn serve as a steppingstone for me in realizing my dream and be a leader in research ethics and governance.

**TAN PEI YI**

I hope by joining this program, I can become equipped to apply critical thinking to analyze ethical issues raised in research and develop innovative solutions to complex ethical problems in health research. This would be beneficial when applying for a future position in research ethics and contribute to this field in Malaysia.

**YIK HSUAN THONG**

I trust this programme will help me to obtain knowledge that I am currently lacking. This knowledge should enable me to advance my career path in the near future. I would also like to better understand research design and data interpretation from the perspective of a regulator as well as that of a research centre.





## MORES HOT TOPICS IN RESEARCH ETHICS 2020/2021

October, 2020

December, 2020

February, 2021

April, 2021

**Hot Topics in Research Ethics**

**Trustworthy Governance of Data Sharing for Precision Medicine**



**Tanja Lyaaghi, PhD**  
Centre for Biomedical Ethics  
National University of Singapore

You are invited to join this seminar  
28 Apr 2023 5:00-6:00 PM Eastern Time (US and Canada)  
30 Apr 2023 9:00-10:30 AM (Singapore)

Advance registration required  
<https://tinyurl.com/2p9mshd4>

**After registering, you will receive a confirmation email**  
containing information about joining the seminar.

Precision Medicine Programs to improve clinical care by tailoring disease detection and prevention to individual patient factors, such as genetic, lifestyle, and environment. The success of PM is contingent upon efficient and trustworthy data sharing. This seminar will discuss the challenges of data sharing, especially in the absence of specific proven data standards. PM is a novel topic that the key findings from international literature aimed at identifying the limitations of the most formal request to share data under formal contracts for PM. The combined results suggest that Singaporeans value the potential social and PM benefits and are willing to share their personal data, but are concerned about the storage and exploitation of data for PM, especially with private industry. Key provisions necessary for the trustworthy governance framework for PM and its implementation.

Sponsored by the Singapore International Centre for the Study of the National Institute of Education (SICSE-RIE@NIE) in collaboration with the British Institute of International and Comparative Law (BIICL) and the Singapore Academy of Law (SAL).





# NEWS AND EVENTS

## MORES HOT TOPICS IN RESEARCH ETHICS 2021/2022

**Mehrunisha Suleman**

**"What is the Moral Universe of the Muslim Researcher?"**

November, 2021

**Vina Vaswani**

**"Participation of Women in Research: LMIC Perspectives and What a Researcher Should Focus on"**

February, 2022

**Rachel Gur-Arie**

**"Navigating the Ethical Dimension of Vaccine Hesitancy Research"**

April, 2022

**Calvin Ho**

**"Bridging the Research-Therapy Divide in the Regulatory Governance of Artificial Intelligence as Medical Devices"**

June 2022

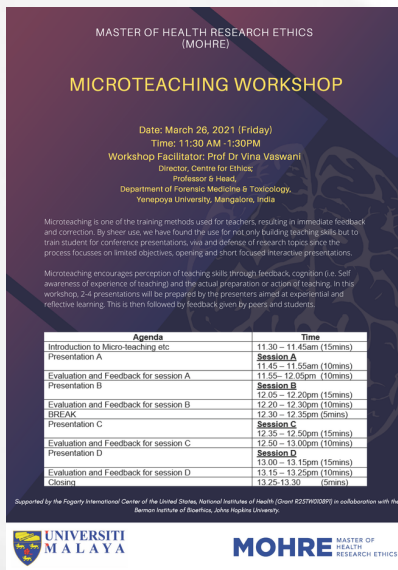


For recordings of the webinar, visit the Berman Institute webpage, as linked here:  
<https://bioethics.jhu.edu/research-and-outreach/projects/master-of-research-ethics-program-at-the-university-of-malaya/>.

We would like to thank all speakers and attendees for their participation.



# NEWS AND EVENTS



## MICROTEACHING WORKSHOP

MARCH 26, 2021

As a part of the External Assessor Programme for the MOHRE Programme, we had the privilege of inviting Professor Dr Vina Vaswani, from Yenepoya College, Mangalore, India to facilitate a workshop on Microteaching. The workshop was virtually attended by faculty members, students and Alumni.

Microteaching, is a pedagogical method that incorporates teaching with prompt feedback provided by students, followed by corrective measures taken by educators. This encourages the enhancement of teaching skills. Examples of this methods were demonstrated through the presentations of three MOHRE faculty members and feedback by the students and the facilitator.

## MOHRE VIRTUAL OPEN DAY

MAY 5, 2021



A virtual open day was held to recruit applicants for the class of 2021/2022. Two sessions were conducted and received a large audience from around the world. The sessions provided an opportunity for participants to learn about the programme through the testimonials from our alumni from the first cohort of students.

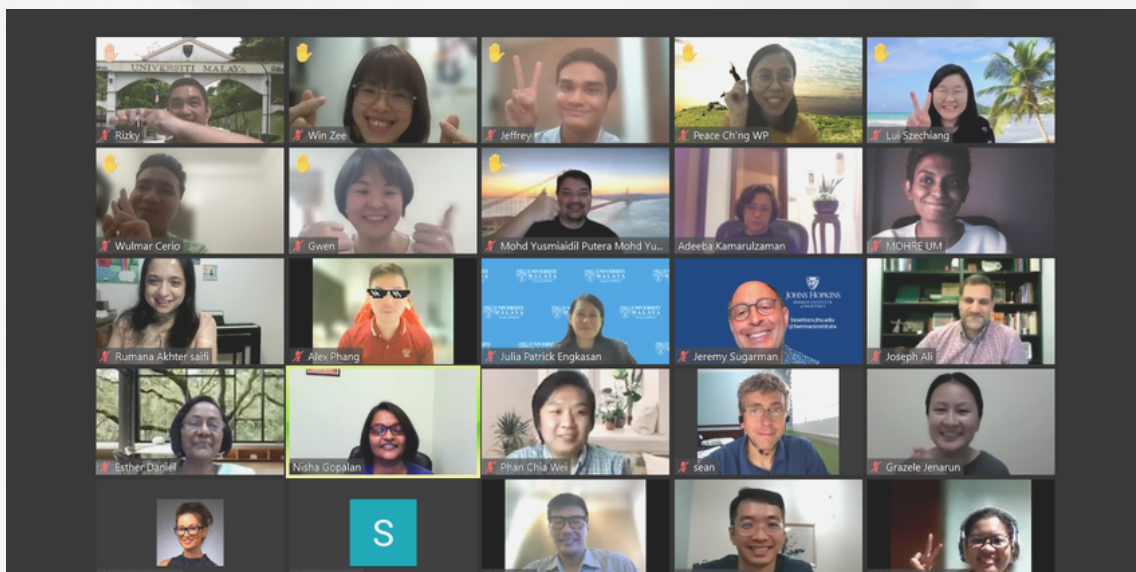


# NEWS AND EVENTS

## ETHICS CASE STUDY WRITING WORKSHOP

AUGUST 13, 2021

A workshop on the techniques of writing an ethics case study was facilitated by Assistant Professor Joseph Ali, JD from the Berman Institute of Bioethics, Johns Hopkins University. The workshop was attended by the faculty members, alumni, current and prospective students of the MOHRE programme.



## PRACTICUM PRESENTATION AND AU REVOIR

SEPTEMBER 13, 2021

Students from the class of 2020/2021 convened with the MOHRE faculty members and collaborators from the Johns Hopkins Berman Institute of Bioethics to present their reflections of their experiences in the Practicum of Health Research Ethics. The session marked the completion of the MOHRE programme for the second cohort of students. Congratulations to all our students!



# NEWS AND EVENTS

## ONLINE TRAINING (STUDENTS)

OCTOBER 11, 2021



Before classes began, MOHRE students were trained for online education. The session was conducted by Prof. Dr. Esther Gnanamalar Sarojini A. Daniel, Dr. Nishakanthi Gopalan and Dr. Tivyashinee. Students were introduced to SPeCTRUM, the Learning Management Systems used for the programme, and the Microsoft Teams interface.

## WHO/ WPRO ASIA PACIFIC NETWORK OF ETHICS COMMITTEES

NOVEMBER 24, 2021

The Asia- Pacific National Ethics Committee was established by the World Health Organization, in collaboration with the United Nations Educational, Scientific, and Cultural Organization.

Dr Nishakanthi Gopalan, Senior Lecturer of the Medical Humanities and Ethics Unit, Faculty of Medicine, Universiti Malaya and the programme manager of the MOHRE Programme, spoke about the programme during her presentation entitled, "MOHRE: Setting the Standard of Health Research Ethics Training and Education."



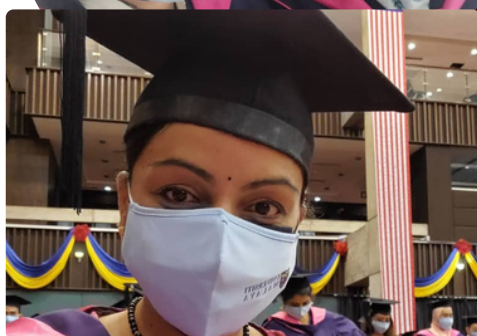




## UNIVERSITI MALAYA 60TH CONVOCATION- MOHRE GRADUATES CLASS OF 2019/2020

NOVEMBER 25, 2021

The first cohort of MOHRE students received their degrees at the Universiti Malaya's 60th Convocation, conducted on 25 November 2021. We would like to take this opportunity to congratulate all of you and wish you all the very best in your future endeavors!





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If you wish to know more about this bulletin or our programme, or would like to contribute to our future publications, please contact our administrative team at [mohre@um.edu.my](mailto:mohre@um.edu.my)

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