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FACULTY OF PHARMACY

STUDY PROGRAM 0916.1 PHARMACY

CHAIR PHILOSOPHY AND BIOETHICS

APPROVED

at the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum faculty Pharmacy

Minutes No. 4 of 21.09.2017

Chairman PhD., associated prof.

Uncu Livia



APPROVED

at the Council meeting of the Faculty of Pharmacy

Minutes No. 2 of 22.09.2017

Dean of Faculty PhD., associated prof.

Ciobanu Nicolae



(signature)

APPROVED

approved at the meeting of the chair of Philosophy and

Bioethics Minutes No. 01 of 01.09.2017

Head of chair PhD., associated prof.

Ojovan Vitalie

CURRICULUM

DISCIPLINE BIOETHICS

Integrated studies

Type of course: **Compulsory**

Chisinau, 2017



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I. INTRODUCTION

- General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program

Bioethics is an interdisciplinary field that emerges as a result of the development of sciences and technologies, including medical ones, aiming at regulating inter-human or extra-human relations in the new social conditions determined by these advances. The study of bioethics in the medical field, the knowledge of ethical issues, the formation of the skills to solve them will create favorable conditions for strengthening the mutual trust between the doctor and the patient, between the pharmacist and the patient, will strengthen the therapeutic alliance indispensable to the diagnostic, curative and preventive process. During this course the students will gain systematic, methodical and instrumental knowledge on the ethical issues of the clinical interaction between physician and patient, pharmacist-patient; moral dilemmas generated by advanced medical methods of human reproduction and those related to traditional / common reproductive practices; ethical aspects relevant to the end of life; ethical principles applied to biomedical research. The study of bioethics in the pharmaceutical field allows the development of ethical knowledge and the creation of the necessary skills for the deliberation and confrontation of the moral problems encountered in and out of the clinic. The course proposed for students includes five important topics for introducing audiences in the field. During the course the theoretical aspects will be merged with the practical ones in the proportion recommended by the contemporary didactic guides.

- Mission of the curriculum (aim) in professional training

The bioethics course has the mission to contribute to the configuration of the humanist profile of the contemporary physician by providing knowledge and skills training on a range of clinical and / or social issues as follows:

1. Knowing the clinical aspects of bioethics are indispensable conditions for achieving alliance and therapeutic confidence, resulting in increased compliance rate, result in expected therapeutic results and ultimately mutual satisfaction. The lack of reflection skills on these subjects is one of the reasons for low satisfaction with medical services.

2. Studying and discussing the reproductive legal framework, the moral status of the fetus / embryo / child, parental responsibility, and the responsibility of the physician as a professional and citizen will condition an indispensable increase of knowledge in making reasonable and reasoned clinical decisions of the moral, at the same time necessary for the creation of citizens' attitudes and visions regarding natalist policies.

3. Euthanasia and palliative care are two alternative, end-of-life medical practices that raise a number of ethical issues, the knowledge of which can foster the development of skills and abilities needed to find timely / justifiable solutions from a moral perspective.

4. Biomedical research has a major impact on the quality of contemporary human life. In medicine, scientific research is usually carried out by the involvement of human beings, which requires the application of moral standards in the conduct of this type of activity. At the same time, obtaining an immediate social benefit involves conducting scientific research under conditions of moral integrity. Knowledge of these subjects will contribute to the appreciation of the social value of biomedical science through the perspective of moral normality.

- Languages of the course: English, Romanian, Russian.
- Beneficiaries: students of the II year, faculty Pharmacy.



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II. MANAGEMENT OF THE DISCIPLINE

Code of discipline	U.04.O.044		
Name of the discipline	Bioethics		
Person(s) in charge of the discipline	PhD., associated prof. Vitalie Ojovanu PhD., associated prof. Adriana Paladi Univ. assis. Victoria Federiuc		
Year	II	Semester/Semesters	4
Total number of hours, including:			60
Lectures	17	Practical/laboratory hours	-
Seminars	17	Self-training	26
Form of assessment	C	Number of credits	2

III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the discipline study the student will be able to:

- *at the level of knowledge and understanding:*

- knowledge of the basic concepts, concepts and basic problems of bioethics;
- understanding the importance of a multidisciplinary approach to bioethics;
- familiarity with the most current ethical dilemmas encountered in medical activity and / or related to advancing biomedical knowledge;
- understanding of models of solving conflicts / moral dilemmas.

- *at the application level:*

- training skills to apply the knowledge gained within this module in professional / clinical work;
- developing the skills of deliberation on moral issues;
- training of moral decision making skills in a clinical context.

- *at the integration level:*

- the knowledge and skills gained during this course will allow students to develop a holistic view of medical act - as a complex activity in which clinical aspects interfere with a range of extramedical influences / aspects.

IV. PROVISIONAL TERMS AND CONDITIONS

To be fully involved in the study process the student requires:

- knowledge of the language of instruction;
- knowledge of general human and ethical values in particular;
- communication and team work skills;
- qualities - tolerance, empathy, autonomy.

V. THEMES AND ESTIMATE DISTRIBUTION OF HOURS

Lectures, practical hours/ laboratory hours/seminars and self-training



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No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self-training
1.	Introduction to bioethics.	4	4	6
2.	Clinical aspects of bioethics.	4	4	5
3.	Ethical issues in human reproduction.	3	3	5
4.	Ethical issues on the end of life.	3	3	5
5.	Ethical aspects of research.	3	3	5
Total		17	17	26
		60		

VI. OBJECTIVES AND CONTENT UNITS

Objectives	Content units
Theme 1. Introduction to bioethics.	
<ul style="list-style-type: none"> • to define the concepts of ethics, morality and bioethics; • to know the important moments of the evolution of bioethics as a field of study and activity; • to demonstrate the moral conflict; • to develop skills to identify and solve the moral conflict; • to apply normative theories in moral decisions making on case studies; • to evaluate the competences for applying the normative concepts; • to integrate the role and value of normative theories in moral decisions making. 	1. Defining ethical, moral and bioethical concepts.
	2. Significant moments in the evolution of bioethics. Narrow and wide acceptance of bioethics as a domain.
	3. Normative theories: the ethics of virtue (the traditional Aristotelian version), the deontology (version of Im.Kant), the consequentialism (version of J. Mill.), and the principlism (version Beauchamp / Childress).
	4. Moral decisions. Moral conflict and its settlement.
Theme 2. Clinical aspects of bioethics.	
<ul style="list-style-type: none"> • to define the types of doctor-patient relationships; • to understand the paternalism; • to know the consequences of the patient's paternal approach; • to define the antipaternalist approach; 	1. Types of doctor-patient relationships: paternalism-antipaternalism
	2. The informed consent as an expression of the anti-paternalistic approach. Criteria for the validity of the informed consent. Vulnerable patients.



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Objectives	Content units
<ul style="list-style-type: none"> • to demonstrate the practical value of informed consent and patient involvement in medical decision making; • to know what is confidentiality and the moral obligations derived from it; • to know what medical error means and what are the moral recommendations in the event of its occurrence; • to be able to develop an informed consent model valid for a concrete medical condition / concrete diagnosis; • to integrate the theoretical skills assimilated into therapeutic practice. 	<p>3. Confidentiality - the expression of the right of the patient to private life, the limits of this right and the consequences of its limitation.</p>
	<p>4. Medical errors and the moral obligation of veracity.</p>
<p>Theme 3. Ethical issues in human reproduction.</p>	
<ul style="list-style-type: none"> • to define the content of ethical polemics on the side of medical induced abortion; • to know what surrogate motherhood is and what are the ethical issues raised by her practice; • to demonstrate the ability to deliberate on medical-induced abortion requests based on social indications, and be able to formulate reasonable arguments for decisions on medical-induced abortion requests based on social guidelines; • to be able to opt for arguably in favor / disadvantage of surrogate motherhood after thorough analysis of the potential effects of this procedure on the gestation mother, the recipient couple and the child. 	<p>1. Abortion: the polemics about the right to life of the embryo and the choice right of the mother.</p>
	<p>2. National regulations on medical-induced abortion.</p>
	<p>3. In vitro fertilization: pros and cons.</p>
	<p>4. Surrogate motherhood as a potential source of: conflict between the contracting parties; violation of the rights and dignity of the child; of the exploitation of the woman.</p>
<p>Theme 4. Ethical issues on the end of life.</p>	



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Objectives	Content units
<ul style="list-style-type: none"> • to define the concept of euthanasia and medical assisted suicide; • to know the arguments against and in favor of practicing / legalizing voluntary active euthanasia; • to understand the goals of palliative care; • to demonstrate the distinction between some palliative practices and euthanasia; • to apply the ability to structure and reinforce thoughts about the option while finding resources / ways of accepting the opposite perspective / position; • to understand the importance of knowing the ethical issues of euthanasia and palliative care as two end-of-life medical alternatives. 	1. The concept of euthanasia. The types of euthanasia.
	2. Models of legality of voluntary active euthanasia.
	3. The concept of palliative care.
	4. The issue of moral decisions on the end of life.
Theme 5. Ethical aspects of research.	
<ul style="list-style-type: none"> • to define the ethical aspect of research; • to know the difference between biomedical research and medical clinical activity; • to reveal the category of scientific integrity; • to understand basic ethical requirements in research involving human beings (patients or healthy volunteers); • to demonstrate what plagiarism is and why it is an immoral act; • to apply the knowledge gained in evaluating a study protocol involving human beings; • to understand the importance of the ethical approach to scientific research. 	1. The concept of scientific research / biomedical research in relation to the clinical activity.
	2. Scientific Integrity.
	3. Plagiarism: causes, consequences and forms.
	4. Moral requirements of human research. The Helsinki Declaration.
	5. Structure and content of a study protocol.



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VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINDINGS

✓ Professional (specific) (SC) competences

- PC1. Knowledge of the theoretical bases of the disciplines included in the curriculum of the faculty, of the general principles in the elaboration, analysis and registration of pharmaceutical and para-pharmaceutical products; knowledge of the general principles of organization and functioning of pharmaceutical institutions with different legal forms of activity; knowledge of the legislative framework in the field of pharmacy; knowledge of the pharmacist's rights and obligations.

✓ Transversal competences (TC)

✓ Study findings

Upon completion of the course the student will be able to:

- Understand the value and place of knowledge of bioethics in the context of education and medical activity.
- Know how to analyze holistic different types of clinical situations (cases) taking into account moral obligations derived from ethical principles.
- Be able to analyze the correlation between competitive (moral) professional obligations and be able to determine the priority moral obligation depending on the case and context.
- Understand the importance of reasoning in making moral decisions and assuming responsibility for the consequences of the decision taken.
- Know the role of fulfilling moral obligations in ensuring the quality of the medical act.
- To self-assess the knowledge and skills of making moral decisions in the problem situations under consideration.

STUDENT'S SELF-TRAINING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.	Study of compulsory and optional literature on the subject.	Reading, identifying key moments / topics of the material, taking notes, formulating conclusions and personal opinions.	1. Appreciation of the level of student involvement in practical sessions. 2. Appreciation of the quality of involvement (quality of messages, judgments and expressed conclusions).	During the semester
2.	Develop a valid informed consent form.	Familiarize yourself with the validity criteria of an informed consent. Identifying a particular medical condition with reference to which consent will be developed.	Assessment of the validity of the written consent form.	Practical assignment to the theme 2.
3.	Analysis of case study	Choice and description of the case study	1. Analysis, synthesis, generalization of data	During the semester



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with bioethical incidence.	Analysis of the causes of the issues raised in the case study. Prognosis of the case investigated. Deduction of the expected outcome of the case.	obtained through own investigation. 2. Formation of an algorithm of knowledge based on the obtained conclusions.	
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VIII. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

- **Teaching and learning methods used**

The lecture consists of an interactive exposition of the course's basic content.

The student's seminar and extra-curricular activity involves the application of a variety of methods as follows: heuristic conversation, problem-solving, brainstorming, group work, individual study, debate, problem solving, role play, case study.

- **Applied (specific to the discipline) teaching strategies / technologies**

Study of document texts; role plays; case study; computer assisted training.

- **Methods of assessment (including the method of final mark calculation)**

Current: frontal and / or individual control by:

- ✓ Evaluation of the level of involvement of students and their quality in the accomplishment of the current tasks;
- ✓ Evaluating answers (students' arguments and decisions) to questions of problem situations or case studies;
- ✓ Evaluation of the control work.

Final: Differentiated colloquium.

Final test - oral test consisting of 3 questions: one question for assessing knowledge and two questions for competence assessment.

Answers are scored in grades 0 to 10 in accordance with national knowledge and competence assessment regulations. The annual average is formed from the sum of all grades divided by the number of accumulated notes.

The final grade will be calculated from the annual average score (coefficient 0.5) and the final grade score (coefficient 0.5).

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX

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5,00	5	E
5,01-5,50	5,5	
5,51-6,00	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.

IX. RECOMMENDED LITERATURE:*A. Compulsory:*

1. Dicționar de Filosofie și Bioetică. Chișinău: Medicina, 2004.
2. Ojovanu V. (coord.). Comunicare și comportament în medicină (cu elemente de bioetică): Suport de curs. Chișinău: CEP Medicina, 2016.
3. Ojovanu V. (coord.). Filosofia medicinei (cu elemente de bioetică medicală): Suport de curs. Chișinău: CEP Medicina, 2017.
4. Țirdea Teodor N. Bioetică: curs de bază. Manual. Chișinău: Medicina, 2017.
5. Țirdea Teodor. Bioetică: origini, dileme, tendințe. Suport de curs. Chișinău: Medicina, 2005.
6. Steinbock Bonnie. The Oxford of handbook of bioethics. Oxford: Oxford University Press, 2013.
7. Harris John (ed.). Bioethics. New York: Cambridge University Press, 2004.
8. Ives Jonathan, Dunn Michael, Cribb Alan (ed.). Empirical bioethics: theoretical and practical perspectives. Cambridge: Cambridge University Press, 2017.
9. Talbot Marianne. Bioethics: an introduction. Cambridge: Cambridge University Press, 2016.

B. Additional

1. Aristotel. Morala către Eudem. În: Bagdasar N., Virgil Bogdan, Narly C. Antologie filosofică. București: Editura Uniunii Scriitorilor, 1996.
2. Astărăstoae V., Sana Loue, Ioan B-G. Etica cercetării pe subiecți umani. Iași: Ed. U.M.F. „Gr. Popa”, 2009.



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3. Beauchamp T., Childress J. Principles of Biomedical Ethics. Oxford: Oxford University Press, 2001.
4. Eşanu Anatol, Berlinschi Petru. Aspectul bioetic al experimentelor biomedicale. În: Teodor N. Țârdea. Elemente de bioetică. Ch.: Univers Pedagogic, 2005, p.100-118.
5. Gramma Rodica, Paladi Adriana, Aspecte etice în organizarea asistenței pacientului moribund - asistența paliativă. În: Etica sănătății publice. Chişinău: Tipogr., "T-Par". S. n, 2016, p.329-345.
6. Mill John Stuart. Utilitarismul. Bucureşti: Editura Alternative, 1994.
7. Paladi A. Etica cercetării biomedicale. Îndrumar didactico- metodic. Chişinău: Centrul Editorial - Poligrafic *Medicina*, 2014.
8. Paladi Adriana, Euthanasia de la teorie în practica social actuală. În: Etica sănătății publice. Chişinău: Tipogr., "T-Par". S. n, 2016, p.302-319.