

	CD8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES	Edition:	10
		Date:	10.04.2024
		Page 1/10	

FACULTY MEDICINE NO.1 AND NO. 2

STUDY PROGRAM 0912.1 MEDICINE

CHAIR PHILOSOPHY AND BIOETHICS

APPROVED

at the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum in Medicine

Minutes No. 7 of 17.06.24

Chairman, PhD., associated prof.

Pădure Andrei 

APPROVED

at the Council meeting of the Faculty Medicine 2

Minutes No. 10 of 18.06.24

Dean of Faculty PhD., associated prof.


Bețiu Mircea 

APPROVED

at the meeting of the Chair philosophy and bioethics

Minutes No. 08 of 17.05.2024

Head of chair, PhD., associated prof.

Ojovanu Vitalie 

SYLLABUS

DISCIPLINE BIOETHICS

Integrated studies

Type of course: **Compulsory discipline**

Curriculum elaborat de colectivul de autori:

Ojovanu Vitalie, PhD, associated prof.

Banari Ion, PhD, associated prof.

Eșanu Anatolie, PhD, associated prof.

Rubanovici Ludmila, PhD., associated prof.

	CD8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES	Edition:	10
		Date:	10.04.2024
		Page 2/10	

I. INTRODUCTION

- 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. Studying bioethics within the medical setting, knowing the ethical issues of life, forming the skills to solve them will create favorable conditions for strengthening the mutual trust between the doctor 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; moral dilemmas generated by advanced medical methods of both human reproduction, in general, and those related to traditional/usual reproductive practices, in particular; ethical aspects relevant to the end of life; ethical principles applied to biomedical research. The study of bioethics within the medical field allows the development of ethical knowledge and the creation of skills necessary 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 competency skills on a range of clinical and / or social issues as follows:
 1. Knowledge about 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 in the knowledge of reasonable and reasoned clinical decisions of the moral, at the same time necessary for the creation of human attitudes and visions regarding to the natalist policies.
 3. Euthanasia and palliative care are two alternative practices, applied at the end-of-life 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 accomplished by the involvement of human beings, which requires the application of moral

	CD8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES	Edition:	10
		Date:	10.04.2024
		Page3/10	

standards in the conduct of this type of activity. At the same time, obtaining an immediate social benefit involves conducting scientific research in 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.

- Language (s) of the discipline: Romanian, English, French, Russian.
- Beneficiaries: students of the II year, faculty Medicine 1 and 2.

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline		U.04.O.031	
Name of the discipline		Bioethics	
Person(s) in charge of the discipline		OjovanuVitalie, PhD., associated prof. Banari Ion, PhD., associated prof. Rubanovici Ludmila, PhD., associated prof. EşanuAnatolie, PhD., associated prof.	
Year	II	Semester/Semesters	4
Total number of hours, including:			90
Lectures	15	Practical/laboratory hours	-
Seminars	30	Self-training	45
Form of assessment	E	Number of credits	3

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:**
 - ✓ to reproduce the basic notions, concepts, principles and issues of bioethics;
 - ✓ to understand the importance of the multidisciplinary approach in bioethics and medicine;
 - ✓ to familiarize themselves with the most current ethical dilemmas encountered in medical activity and/or related to the advancement of biomedical knowledge;
 - ✓ to understand the models for solving moral conflicts/dilemmas.
- **at the application level:**
 - ✓ to apply the models and principles of bioethics in professional/clinical activity;
 - ✓ to develop deliberative skills on moral issues;
 - ✓ to form cognitive, affective and volitional 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.

	CD8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES	Edition:	10
		Date:	10.04.2024
		Page4/10	

IV. PROVISIONAL TERMS AND CONDITIONS

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

- to know the language of instruction;
- to know human values, in general and ethical values, in particular;
- to have communication and teamwork skills;
- to demonstrate moral qualities – tolerance, empathy, autonomy.

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

Lectures, seminars and self-training

No. d/o	THEME	Number of hours		
		Lectures	Seminars	Self-training
1.	Morality, ethics and professional ethics: history and general notions.	2	5	7
2.	The interdisciplinarity of bioethics: origin, object of study and development paths.	2	5	7
3.	Clinical aspects of bioethics.	2	4	6
4.	Ethical issues of human reproduction.	2	3	5
5.	Bioethics in the context of genetic research.	2	3	5
6.	Bioethical subjects in extreme health situations and at the end-of-life.	3	6	9
7.	Ethical aspects of research.	2	4	6
		15	30	45
Total		90		

VI. PRACTICAL TOOLS PURCHASED AT THE END OF THE COURSE

Mandatory essential practical tools are:

- the analysis of clinical situations and cases through the theoretical and practical potential of bioethics;
- the application in medical practice of the principles and values of bioethics;
- the identification of conflicts, moral problems/dilemmas in clinical practice, and the application of bioethical models to solve them.

VII. OBJECTIVES AND CONTENT UNITS

Objectives	Content units
Theme 1. Morality, ethics and professional ethics: history and general notions.	
<ul style="list-style-type: none"> • to define the concepts of ethics, morality and medical ethics; • to apply normative theories in making moral decisions on the side of case studies; • to know the particularities of medical ethics as a field of research and activity; 	<ol style="list-style-type: none"> 1. <i>The notion of morality, ethics, and medical ethics – their emergence and essence. Moral relations and moral conscience.</i> 2. <i>The formation of ethical knowledge. Normative Theories of Ethics: Virtue Ethics, Deontology, and Utilitarianism.</i>



**CD8.5.1 DISCIPLINE SYLLABUS
FOR UNIVERSITY STUDIES**

Edition: 10

Date: 10.04.2024

Page 5/10

Objectives	Content units
<ul style="list-style-type: none">• demonstrate the problem/dilemma and moral conflict in medical practice;• to develop skills in identifying and solving problems/dilemmas and moral conflict;• to self-assess the competencies of applying normative ethical concepts.	<ol style="list-style-type: none">3. <i>The basic categories of ethics.</i>4. <i>Professional ethics and its particularities in medicine.</i>5. <i>Medical ethics and its levels.</i>6. <i>The fundamental categories of medical ethics.</i>
Theme 2. The interdisciplinarity of bioethics: origin, object of study and development paths.	
<ul style="list-style-type: none">• to define the concept of bioethics and identify theoretical and practical guidelines in the medical field;• to know the important moments of the evolution of bioethics as a field of study and activity;• to evaluate the sociocultural models of bioethics and to identify the sources of discrimination in the medical activity;• to apply bioethical principles in making moral decisions on the side of case studies.• to apply bioethical principles in managing/reducing discriminatory situations in medical practice.	<ol style="list-style-type: none">1. <i>Definition and object of study of bioethics. The theoretical and practical premises of the emergence of bioethics.</i>2. <i>Development paths of bioethics. Van Rensselaer Potter – the founder of bioethics.</i>3. <i>Bioethics committees. Universal Declaration on Bioethics and Human Rights.</i>4. <i>Bioethics and the "boundaries" of technical-scientific and technological progress.</i>5. <i>Sociocultural models of bioethics. Discrimination as a sociocultural problem.</i>6. <i>The moral and methodological principles of bioethics. The role of bioethical principles in managing/reducing discriminatory situations in medical practice.</i>
Theme 3. Clinical aspects of bioethics	
<ul style="list-style-type: none">• to define the types of doctor-patient relationship;• to understand the paternalism;• to know the consequences of the patient's paternal approach;• to define the antipaternalist approach;• 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.	<ol style="list-style-type: none">1. <i>Types of doctor-patient relationship: paternalism-antipaternalism.</i>2. <i>Fundamental human rights applied in the doctor-patient relationship. The promotion of human rights and the combating discrimination in medical activity.</i>3. <i>Informed consent as an expression of the anti-paternalistic approach and the integration of human rights in medical activity. Validity criteria for informed consent. Vulnerable patients and the problem of discrimination in their care.</i>4. <i>Confidentiality - the expression of the right of the patient to private life, the limits of this right and the consequences of its limitation.</i>5. <i>Medical errors and the moral obligation of veracity.</i>6. <i>Moral decisions. Moral conflict and its resolution.</i>



**CD8.5.1 DISCIPLINE SYLLABUS
FOR UNIVERSITY STUDIES**

Edition: 10

Date: 10.04.2024

Page6/10

Objectives	Content units
Theme 4. Ethical issues of human reproduction	
<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 of this 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.	<ol style="list-style-type: none">1. <i>Abortion: the polemics about the right to life of the embryo and the choice right of the mother.</i>2. <i>National regulations on medical-induced abortion.</i>3. <i>In vitro fertilization: pros and cons.</i>4. <i>Surrogate motherhood as a potential source of: conflict between the contracting parties; violation of the rights and dignity of the child; the exploitation of the woman.</i>5. <i>Discrimination and non-discrimination in human reproduction.</i>
Theme 5. Bioethics in the context of genetic research.	
<ul style="list-style-type: none">• to identify bioethical topics in contemporary approaches to the human genome;• to know the impact, social and legal impact of the Human Genome Project;• to characterize the bioethical impact of genetic diagnosis.• to constitute the bioethical conditions of breeding and genetic consultation;• to define the content of bioethical controversies on cloning and genetic engineering.	<ol style="list-style-type: none">1. <i>The human genome in the context of bioethics.</i>2. <i>The Human Genome Project and its ethical, social and legal impact.</i>3. <i>Discrimination and the human genome problem.</i>4. <i>Genetic diagnosis. Bioethical implications in the context of genetic counseling and consultation</i>5. <i>The subject of cloning and genetic engineering in the context of bioethical approaches.</i>6. <i>General Declaration on the Human Genome and Human Rights (November 11, 1997 UNESCO). Promoting human rights and combating discrimination in the context of genetic diagnosis.</i>
Theme 6. Bioethical subjects in extreme health situations and at the end-of-life	
<ul style="list-style-type: none">• to define the key notions of transplantology and identify the bioethical conditions in organ transplantation;• 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 difference between some practices applied in a palliative context and	<ol style="list-style-type: none">1. <i>Organ transplantation: key notions and classification.</i>2. <i>Bioethical conditions in organ transplantation.</i>3. <i>The convention of the Council of Europe on the fight against trafficking in human beings.</i>4. <i>The concept of euthanasia. Types of euthanasia. Arguments "for" and "against" euthanasia.</i>



**CD8.5.1 DISCIPLINE SYLLABUS
FOR UNIVERSITY STUDIES**

Edition:	10
Date:	10.04.2024
Page 7/10	

Objectives	Content units
<p>euthanasia;</p> <ul style="list-style-type: none"> to apply bioethical principles in approaching euthanasia and palliative practice 	<p>5. <i>The declaration of the World Medical Association concerning euthanasia and medically assisted suicide (2019).</i></p> <p>6. <i>The concept of palliative care and its interdisciplinary perspective.</i></p> <p>7. <i>The White Paper on Standards and Standards for Palliative and Hospice Care in Europe.</i></p> <p>8. <i>The problem of moral decisions at the end of life.</i></p>
Theme 7. Bioethical aspects of biomedical 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. to demonstrate the place and role of bioethics committees in carrying out the expertise of scientific research and clinical studies. to apply the ethical requirements and the international normative consensus in biomedical research. 	<p>1. <i>Historical landmarks regarding the ethics of biomedical research. Declaration of Helsinki and Convention of Oviedo.</i></p> <p>2. <i>The concept of biomedical research about that clinical activity. Ethical conditions in biomedical research.</i></p> <p>3. <i>Types of biomedical research and ethical demands about them.</i></p> <p>4. <i>The particularities of clinical research with different groups of patients: bioethical aspects.</i></p> <p>5. <i>Preclinical research and experimentation: moral requirements.</i></p> <p>6. <i>Scientific integrity. Plagiarism: causes, consequences and forms.</i></p> <p>7. <i>The specifics of ethical expertise in medico-biological research.</i></p> <p>8. <i>Standardized operating procedures (SOP) in biomedical research. Research protocols.</i></p> <p>9. <i>The place and role of bioethics committees in carrying out the expertise of scientific research and clinical studies.</i></p>

VIII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDYFINALITIES

- **PC1.** Responsible execution of professional tasks with the application of the values and norms of professional ethics, as well as the provisions of the legislation in force.
- **PC2.** Adequate knowledge of the sciences about the structure of the body, physiological functions and behavior of the human body in various physiological and pathological conditions, as well as the relationships between health, physical and social environment.
- **PC5.** Interdisciplinary integration of the doctor's activity in a team with efficient use of all resources.



**CD8.5.1 DISCIPLINE SYLLABUS
FOR UNIVERSITY STUDIES**

Edition:	10
Date:	10.04.2024
Page8/10	

- **PC6.** Carrying out scientific research in the field of health and other branches of science.
- **PC7.** Promoting and ensuring the prestige of the medical profession and raising the professional level.
- **PC8.** Carrying out the pedagogical and methodical-didactic activity within the technical and professional higher education institutions in the field of health.

✓ **Transversal competences (TC)**

- **TC1.** Autonomy and responsibility in the activity.
- **TC2.** Effective communication and digital skills.
- **TC3.** Achieving interaction skills and social responsibility.
- **TC4.** Personal and professional development.

✓ **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.

IX. STUDENT'S SELF-TRENING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
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	Familiarize yourself with the validity criteria of an informed consent.	Assessment of the validity of the written consent form.	Practical assignment to the theme 2.

	CD8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES	Edition:	10
		Date:	10.04.2024
		Page 9/10	

	tform.	Identifying a particular medical condition with reference to which consent will be developed.	
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X. 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: Exam


Final test – written test (SIMU): with simple and multiple choice

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
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C

	CD8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES	Edition:	10
		Date:	10.04.2024
		Page 10/10	
	7,51-8,00	8	
	8,01-8,50	8,5	B
	8,51-9,00	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 in the failed exam.

XI. RECOMMENDED LITERATURE:

A. Compulsory :

1. Banari Ion. Îndrumări metodice la Bioetică. Chișinău: Print-Caro, 2022.
2. Dicționar de Filosofie și Bioetică. Chișinău: Medicina, 2004.
3. Țîrdea Teodor N. Bioetică: curs de bază. Manual. Chișinău: Medicina, 2017.
4. Ojovanu V. (coord.). Filosofia medicinei (cu elemente de bioetică medicală): Suport de curs. Chișinău: CEP Medicina, 2017.
5. 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.
3. Beauchamp T., Childress J. Principles of Biomedical Ethics. Oxford: Oxford University Press, 2001.
4. Eșanu Anatol, Berlinschi Petru. Aspectul bioetic al experimentelor biomedicale. În: Teodor N.Țîrdea. Elemente de bioetică. Ch.: Univers Pedagogic, 2005, p.100-118.
5. Harris John (ed.). Bioethics. New York: Cambridge University Press, 2004.
6. Ives Jonathan, Dunn Michael, Cribb Alan (ed.). Empirical bioethics: theoretical and practical perspectives. Cambridge: Cambridge University Press, 2017.
7. Mill John Stuart. Utilitarismul. București: Editura Alternative, 1994.
8. Steinbock Bonnie. The Oxford handbook of bioethics. Oxford: Oxford University Press, 2013.
9. Țîrdea Teodor. Bioetică: origini, dileme, tendințe. Suport de curs. Chișinău: Medicina, 2005.
10. Цырдя Т.Н., Берлинский П.В. Философия (С курсом Биоэтики). Кишинэу: Medicina, 2002.