



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

**Edition: 09**

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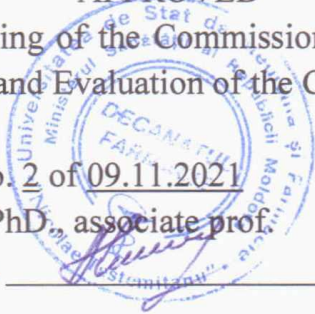
**FACULTYPHARMACY**

**STUDY PROGRAM 0916.1 PHARMACY**

**CHAIR PHILOSOPHY AND BIOETHICS**

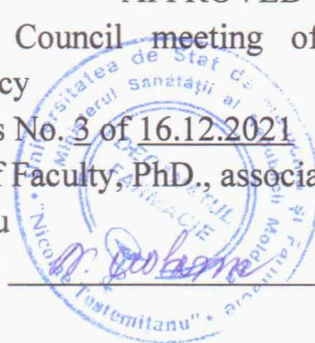
APPROVED

at the meeting of the Commission for Quality Assurance and Evaluation of the Curriculum in Pharmacy  
Minutes No. 2 of 09.11.2021  
Chairman PhD, associate prof.  
Uncu Livia



APPROVED

at the Council meeting of the Faculty  
Minutes No. 3 of 16.12.2021  
Dean of Faculty, PhD., associate prof.  
Ciobanu  
Nicolae



APPROVED

at the meeting of the Chair philosophy and bioethics  
Minutes No. 2 of 16.09.2021  
Head of chair, PhD., associate prof.  
Ojovanu Vitalie

**SYLLABUS**

**DISCIPLINE BIOETHICS**

**Integrated studies**

Type of course: **Compulsory discipline**

**Curriculum developed by the team of authors:**

Vitalie Ojovanu, PhD., Associate professor  
Anatolie Eșanu, PhD., Associate professor  
Rubanovici Ludmila, PhD., Associate professor  
Ion Banari, PhD., Lecturer.

Chisinau, 2021



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### 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 in medical and pharmaceutical settings, knowing the ethical issues, forming the skills to solve them will create favorable conditions for strengthening the mutual trust between the doctor and the patient, between pharmacist and 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 human reproduction and those related to traditional / common reproductive practices; ethical aspects relevant to the end of life; ethical principles applied to biomedical research. Studying bioethics in pharmaceuticals 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 pharmacist 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 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, Russian;

- **Beneficiaries:** students of the first year, faculty Pharmacy.



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### II. MANAGEMENT OF THE DISCIPLINE

Code of discipline	U.02.O.018		
Name of the discipline	Bioethics		
Person(s) in charge of the discipline	OjovanuVitalie, PhD., associated prof. EşanuAnatolie, PhD., associated prof. Rubanovici Ludmila, PhD., associated prof. Banari Ion, PhD., lecturer.		
Year	I	Semester/Semesters	2
Total number of hours, including:			60
Lectures	15	Practical/laboratory hours	-
Seminars	30	Self-training	15
Form of assessment	E	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 notions, concepts, basic problems of bioethics.
  - ✓ Understanding the importance of a multidisciplinary approach to bioethics.
  - ✓ Getting familiar 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.



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### V. THEMES AND ESTIMATE ALLOCATION OF HOURS

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

No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self-training
1.	Morality, ethics and professional ethics: history and general notions.	2	5	2
2.	The interdisciplinarity of bioethics: origin, object of study and development paths.	2	5	2
3.	Clinical aspects of bioethics.	2	4	2
4.	Ethical issues of human reproduction.	2	3	2
5.	Bioethics in the context of genetic research.	2	3	2
6.	Bioethical subjects in extreme health situations and at the end-of-life.	3	6	3
7.	Ethical aspects of research.	2	4	2
		<b>15</b>	<b>30</b>	<b>15</b>
<b>Total</b>		<b>60</b>		

### VI. PRACTICAL TOOLS PURCHASED AT THE END OF THE COURSE

- Knowledge and application in medical practice of the bioethical principles and values.
- Exploiting the possibilities of analysis of different situations and biomedical research and clinical cases through the theoretical and practical potential of bioethics.

### VII. OBJECTIVES AND CONTENT UNITS

Objectives	Content units
<b>Theme 1.</b> Morality, ethics and professional ethics: history and general notions.	
<ul style="list-style-type: none"><li>• to define the concepts of ethics and morality;</li><li>• to know the particularities of medical ethics as a field of study and activity;</li><li>• to demonstrate the moral conflict;</li><li>• to develop skills for identifying and resolving moral conflict;</li><li>• to apply normative theories in making moral decisions on case studies;</li><li>• to self-assess the competences for applying the normative concepts.</li></ul>	<ol style="list-style-type: none"><li>1. Defining ethical, moral and bioethical concepts.</li><li>2. 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).</li><li>3. Peculiarities of professional ethics in medical activity. Levels of medical ethics.</li><li>4. The basic categories of ethics and medical ethics.</li></ol>
<b>Theme 2.</b> The interdisciplinarity of bioethics: origin, object of study and development paths.	



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Objectives	Content units
<ul style="list-style-type: none"><li>• to know the important moments of the evolution of bioethics as a field of study and activity;</li><li>• to demonstrate the moral conflict;</li><li>• to develop skills to identify and solve the moral conflict;</li><li>• to apply normative theories in moral decisions making on case studies;</li><li>• to evaluate the competencies for applying the normative concepts;</li><li>• to integrate the role and value of normative theories in moral decisions making.</li></ul>	<ol style="list-style-type: none"><li>1. The concept of bioethics, the origin and the object of study.</li><li>2. Significant moments in the evolution of bioethics.</li><li>3. Socio-cultural models of bioethics.</li><li>4. Methodological and moral principles of bioethics.</li></ol>
<b>Theme 3. Clinical aspects of bioethics</b>	
<ul style="list-style-type: none"><li>• to define the types of doctor-patient relationship;</li><li>• to understand the paternalism;</li><li>• to know the consequences of the patient's paternal approach;</li><li>• to define the antipaternalist approach;</li><li>• to demonstrate the practical value of informed consent and patient involvement in medical decision making;</li><li>• to know what is confidentiality and the moral obligations derived from it;</li><li>• to know what medical error means and what are the moral recommendations in the event of its occurrence;</li><li>• to be able to develop an informed consent model valid for a concrete medical condition / concrete diagnosis;</li><li>• to integrate the theoretical skills assimilated into therapeutic practice.</li></ul>	<ol style="list-style-type: none"><li>1. Types of doctor-patient relationship: paternalism-antipaternalism</li><li>2. The informed consent as an expression of the anti-paternalistic approach. Criteria for the validity of the informed consent. Vulnerable patients.</li><li>3. Confidentiality - the expression of the right of the patient to private life, the limits of this right and the consequences of its limitation.</li><li>4. Medical errors and the moral obligation of veracity.</li></ol>
<b>Theme 4. Ethical issues of human reproduction</b>	
<ul style="list-style-type: none"><li>• to define the content of ethical polemics on the side of medical induced abortion;</li><li>-to know what surrogate motherhood is and what are the ethical issues of this practice</li><li>• 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;</li><li>• 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.</li></ul>	<ol style="list-style-type: none"><li>1. Abortion: the polemics about the right to life of the embryo and the choice right of the mother.</li><li>2. National regulations on medical-induced abortion.</li><li>3. In vitro fertilization: pros and cons.</li><li>4. 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.</li></ol>
<b>Theme 5. Bioethics in the context of genetic research.</b>	



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<b>Objectives</b>	<b>Content units</b>
<ul style="list-style-type: none"><li>• to identify bioethical topics in contemporary approaches to the human genome;</li><li>• to know the impact, social and legal impact of the Human Genome Project;</li><li>• To characterize the bioethical impact of genetic diagnosis.</li><li>• to constitute the bioethical conditions of breeding and genetic consultation;</li><li>• to define the content of bioethical controversies on cloning and genetic engineering.</li></ul>	<ol style="list-style-type: none"><li>1. The human genome in the context of bioethics.</li><li>2. The Human Genome Project and its ethical, social and legal impact.</li><li>3. Genetic diagnosis. Bioethical implications in the context of genetic counseling and consultation</li><li>4. The subject of cloning and genetic engineering in the context of bioethical approaches.</li></ol>
<b>Theme 6.</b> Bioethical subjects in extreme health situations and at the end-of-life.	
<ul style="list-style-type: none"><li>• to define the concept of euthanasia and medical assisted suicide;</li><li>• to know the arguments against and in favor of practicing / legalizing voluntary active euthanasia;</li><li>• to understand the goals of palliative care;</li><li>• to demonstrate the distinction between some palliative practices and euthanasia;</li><li>• to apply the ability to structure and reinforce thoughts about the option while finding resources / ways of accepting the opposite perspective / position;</li><li>• to understand the importance of knowing the ethical issues of euthanasia and palliative care as two end-of-life medical alternatives.</li></ul>	<ol style="list-style-type: none"><li>1. Organ transplantation: key notions and classification.</li><li>2. Bioethical conditions in organ transplantation.</li><li>3. The concept of euthanasia. Types of euthanasia. Arguments "for" and "against" euthanasia.</li><li>4. The concept of palliative care and its interdisciplinary perspective.</li><li>5. The problem of moral decisions at the end of life.</li></ol>
<b>Theme 7.</b> Bioethical aspects of biomedical research.	
<ul style="list-style-type: none"><li>• to define the ethical aspect of research;</li><li>• to know the difference between biomedical research and medical clinical activity;</li><li>• to reveal the category of scientific integrity;</li><li>• to understand basic ethical requirements in research involving human beings (patients or healthy volunteers);</li><li>• to demonstrate what plagiarism is and why it is an immoral act;</li><li>• to apply the knowledge gained in evaluating a study protocol involving human beings;</li><li>• to understand the importance of the ethical approach to scientific research.</li></ul>	<ol style="list-style-type: none"><li>1. The concept of scientific research / biomedical research in relation to the clinical activity.</li><li>2. Scientific Integrity.</li><li>3. Plagiarism: causes, consequences and forms.</li><li>4. Moral requirements of human research. Declaration of Helsinki.</li><li>5. Structure and content of a study protocol.</li></ol>

**VIII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC)**





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### COMPETENCES AND STUDY FINALITIES

#### ✓ **Professional (specific) (SC) competences**

- PC1. Knowledge of the theoretical bases of the disciplines included in the faculty curriculum, of the general principles in the elaboration, analysis and registration of pharmaceutical and parapharmaceutical products; knowledge of the general principles of organization and operation of pharmaceutical institutions with different legal forms of activity; knowledge of the legislative framework in the field of pharmacy; knowledge of the rights and obligations of the pharmacist.
- PC4. Diagnosing the features and organizational culture of the institution in the pharmaceutical system, where the specialist carries out his activity; design and coordination of the pharmaceutical activity in various institutions: open state or private pharmacies; hospital pharmacies; pharmaceutical warehouses; medicine factories, laboratories for quality control and certification of medicines, etc.; the active involvement of the specialist in the process of accomplishing the mission of the pharmaceutical institution; demonstrating the ability to make decisions aimed at improving the pharmaceutical system.
- PC5. Determining the criteria for the assessment of effectiveness of the pharmaceutical system and personal activity according to the real conditions and in a concrete social context; determining the modalities of directing the pharmaceutical activity based on the evaluation results; identifying research problems in the field of pharmacy; knowledge of the methodology of scientific research in the practical activity of pharmacist or head of the pharmaceutical unit.
- PC6. Adjustment of messages to various socio-cultural backgrounds, including by communicating in several foreign languages; use of problem-solving skills in the pharmaceutical activity through collaboration with doctors; promoting the principles of tolerance and compassion towards patients; the use of information technology (and computer) in the pharmaceutical business.

#### ✓ **Transversal competencies (TC)**

- TC2. Identifying the training needs according to the evolution of the pharmaceutical system; determining the priorities in the continuous professional training of the pharmacist; appreciation of changes in the pharmaceutical system as a condition of its functionality.
- TC3. Carrying out activities and exercising the specific roles of teamwork. Promoting the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuous improvement of one's activity.

#### ✓ **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-TRAINING



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N o.	Expected product	Implementationstrategies	Assessmentcriteria	Implementati onterms
1.	Study of compulsoryandoptionalliterature on thesubject.	Reading, identifyingkeymoments / topics of the material, taking notes, formulatingconclusionsand personal opinions.	1. Appreciation of thelevel of student involvement in practicalsessions. 2. Appreciation of the quality of involvement (quality of messages, judgmentsandexpres sedconclusions).	Duringthesem ester
2.	Develop a valid informedconsentform.	Familiarizeyourselfwiththevalid itycriteria of an informedconsent. Identifying a particular medical conditionwithreferencetowhich consentwillbedeveloped.	Assessment of thevalidity of thewrittenconsentform.	Practicalassign menttothe theme 2.
3.	Analysis of case studywithbioethical incidence.	Choiceanddescription of the case study Analysis of thecauses of theissuesraised in the case study. Prognosis of the case investigated. Deduction of theexpectedoutcome of the case.	1. Analysis, synthesis, generalization of data obtainedthroughowni nvestigation. 2. Formation of an algorithm of knowledgebased on theobtainedconclusio ns.	Duringthesem ester

**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 thelevel of involvement of studentsandtheir quality in theaccomplishment of thecurrenttasks;





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- ✓ 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 compliment

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
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. Dicționar de Filosofie și Bioetică. Chișinău: Medicina, 2004.
2. Țirdea Teodor N. Bioetică: curs de bază. Manual. Chișinău: Medicina, 2017.
3. Ojovanu V. (coord.). Filosofia medicinei (cu elemente de bioetică medicală): Suport de curs. Chișinău: CEP Medicina, 2017.
4. Цырдя Т.Н., Берлинский П.В. Философия (С курсом Биоэтики). Кишинэу: Medicina, 2002.



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5. Talbot Marianne. Bioethics: an introduction. Cambridge: Cambridge University Press, 2016.
6. Steinbock Bonnie. The Oxford of handbook of bioethics. Oxford: Oxford University Press, 2013.

*B. Additional*

1. Aristotel. Morala către Eudem. În: Bagdasar N., Virgil Bogdan, Narly C. Antologie filosofică. București: Editura Uniunii Scriitorilor, 1996.
2. Astărăstoae V., SanaLoue, 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 medicale. În: Teodor N. Țirdea. 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. Chișinău: Tipogr., ”T-Par”. S. n, 2016, p.329-345.
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. Paladi A. Etica cercetării medicale. Îndrumar didactico- metodic. Chișinău: Centrul Editorial - Poligrafic Medicina, 2014.
9. Paladi Adriana, Euthanasia de la teorie în practica social actuală. În: Etica sănătății publice. Chișinău: Tipogr., ”T-Par”. S. n, 2016, p.302-319.