



Syllabus 2018/2019														
Description of the course														
Module/Course	Medical Ethics								Group of detailed educational results					
									Group Code	Group name				
									D	Behavioural and Social Sciences				
Faculty	Medicine													
Major	Medicine													
Specialities	Not applicable													
Level of studies	Uniform magister studies X *													
Form of studies	X full-time X part-time													
Year of studies	I								Semester:	X winter <input type="checkbox"/> summer				
Type of course	X obligatory <input type="checkbox"/>													
Course	<input type="checkbox"/> major X basic													
Language of instruction	<input type="checkbox"/> Polish X English <input type="checkbox"/> Other													
* mark <input type="checkbox"/> with an X														
Number of hours														
Form of education														
Unit teaching the course	Lectures (L)	Seminars (SE)	Auditorium classes (AC)	Major Classes – not clinical (MC)	Clinical classes (CC)	Laboratory Classes (LC)	Classes in Simulated Conditions (CSC)	Practical Classes with Patient (PCP)	Specialist Classes – magister studies (SCM)	Foreign language Course (FLC)	Physical Education obligatory (PE)	Vocational Practice (VP)	Self-studies (Student's own work)	E-learning (EL)
Winter semester:														
Department of humanistic Sciences in Medicine		30											9	
Summer Semester:														
Total per year: 39														
Educational objectives : (max. 6 items)														



- C1.** Providing knowledge about basic theories, concepts and debates in bioethics and medical ethics.
- C2.** Recognizing and analyzing ethical and legal issues and dilemmas connected with medical decision-making.
- C3.** Increasing awareness of ethical and legal norms concerning the relationship between physicians and patients, including principle of confidentiality, respect for autonomy of patients, attitude of kindness, and justice.
- C4.** fostering cultural sensitivity and cultural competence while dealing with patients.

Educational results matrix for module/course in relation to verification methods of the intended result and the type of class:

Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended educational results	Form of didactic class ** enter the abbreviation
W 01	D.W13	Student understands the main concepts, theories, principles and rules of medical ethics.	discussion, written test (5 open questions)	SE
W 02	D.W12	Student knows how to motivate patients to adopt a healthy life style, and how to inform a patients about an adverse prognosis.	discussion, case studies, team work	SE
W 03	D.W4	Student is familiar with the role of verbal and nonverbal as well as intercultural communication while dealing with patients.	discussion, case studies, practical exercises, observations of students during the class	SE
W 04	D.W14	Student is aware of the role of professional responsibility, altruism and the nature of team work.	discussion, case studies,	SE
W 05	D. W20	Student recognizes the principles of evidence-based medicine.	discussion, case studies, team-work	SE
U01	D. U12	Student is able to implement professional ethical conduct .	discussion, interpretation of medical ethical codes	SE
U 02	D. U15	Student is motivated to self-development and to share his professional knowledge with	discussion, observations of students during the	SE



		colleagues.	class	
U 03	D. U16	Student is self-aware about his/her educational needs and is able to plan his/her academic education.	discussion,	SE
U 04	D. 13	Student has the ability to recognize ethical dimensions of medical decisions and to analyze the situation from ethical point of view.	presentation of chosen topic	SE
U 05	D. U06	Informing patients about the purpose, risks and benefits of medical procedures including diagnosis and treatment. Obtaining informed consent.	discussion, observations of students during the class	SE
U06	D. U14	Student knows patients' rights, including the rights: to privacy, to protection of personal data, personal integrity, to information about state of health, as well as rules of informed consent and right to withdraw treatment and right to dignified death.	discussion, observations of students during the class	SE
U07	D.U4	Student has the attitude of kindness and truthfulness and confidence.	discussion, observations of students during the class	SE
U08	D. U7	Student is able to provide information about adverse prognosis to patient and his family.	discussion, observations of students during the class	SE

** SE - seminars;

Please mark on scale 1-5 how the above effects place your class in the following categories:

Knowledge: 5

Skills: 3

Student's amount of work (balance of ECTS points): 2,0

Student's workload	Student's workload (h)
1. Contact hours:	30
2. Student's own work (self-study)	9
Total student's workload	39
ECTS points for module/course	2,0
Comments	
Content of classes	
Seminars	



1. Hippocratic Oath: origins and modern relevance (modern versions).
2. The concept of bioethics. Bioethics as a bridge between biological knowledge and human values (Van R. Potter).
3. Principlism: respect for autonomy of patients, nonmaleficence, beneficence, justice (James F. Childress, Tom L. Beauchamp).
4. Informed consent. Case studies (Jehovah Witnesses).
5. Medical deontology. Bioethical Committees.
6. Ethical Codes in Medicine: Nuremberg Code, Declaration of Helsinki, Declaration of Geneva.
7. Utilitarian bioethics (Peter Singer).
8. Medical ethics in Christianity, bioethics in Islam, Judaism, Buddhism.
9. Confucian bioethics based on Confucian values (Ren-Zong Qiu). The cultural relativism and bioethics.
10. Ethical dimension of dying. Euthanasia (passive, active, voluntary, involuntary, non-voluntary) in different countries.
11. Status of human embryos. Debates about rights to abortion, in vitro fertilization, and research on humans embryos.
12. Ethical dimension of genetic testing and preimplantation genetic diagnosis.
13. Transplantology from ethical point of view. Criteria of death from ethical point of view.
14. Genital mutilation from medical ethics point of view.
15. Patient- physician relationship in different cultures. Communication and truth-telling to patients in different cultural contexts.

Basic literature:

1. Beauchamp T.L., Childress J.F., (2001), *Principles of Biomedical Ethics*, Oxford.
2. *Declaration of Geneva*.
3. *International Code of Medical Ethics*

Additional literature:

1. *Declaration of Helsinki*.
2. Orellana C., (2002), *German Ethics Group Advises Against Pre-Implantation Genetic Diagnosis*, [in] "The Lancet", 2002, vol. 359, p.1926
3. Potter V.R., (1972), *Bioethics Bridge to the Future*, New Jersey
4. Qiu R-Z., (2002), *The Tension Between Biomedical Technology and Confucian Values*, [in:] *Cross-Cultural Perspectives on (Im)Possibility of Global Bioethics*, J. Tao Lai (ed.), London, Kluwer Academic Publ.
5. Rosner F., (1983), *Tay-Sachs Disease: To Screen or Not to Screen*, [in] *Jewish Bioethics*, F. Rosner, J. D. Bleich (ed.), New York
6. Singer P., Kuhse H., (1985), *Should the Baby Live? The problem of Handicapped Infants*, Oxford-New York, University Press.

Didactic recourses requirements Seminar room equipped with multimedia projector and computer.

Preliminary conditions: Not applicable.

Conditions to receive credit for the course



Attendance (maximum 2 absences permissible, but every missing class must be made up including the Rector's and Dean's Days), and active participation (taking part in discussion, exercises, and team work) (20% of the final grade). Positive grade in the written test (5 open questions requiring defining, explaining, analysing, and problem -solving (40% of the final grade). Preparation of one presentation on chosen topic (40% of the final grade) .

Grade:	Criteria
Very good (5,0)	Very good mastering of the topics covered in seminars: grade of at least 90% in the open-question test, presentation and active participation. Student has the ability to recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fluent and creative problem-solving.
Good Plus (4,5)	Very good mastering of the topics covered in seminars: grade of at least 85% in the open-question test, presentation and active participation. Student has the ability to recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fluent problem-solving.
Good (4,0)	Good mastering of the topics covered in seminars: grade of at least 75% in the open-question test, presentation and active participation. Student has the ability to recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fulfilling most of the tasks.
Satisfactory Plus (3,5)	Good mastering of the topics covered in seminars: grade of at least 70% in the open-question test, presentation and active participation. Student has the ability to recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fulfilling basic, simple tasks.
Satisfactory (3,0)	Sufficient mastering of the topics covered in seminars: grade of at least 60% in the open-question test, presentation and active participation. Fulfilling basic, simple tasks.

Name and Address of module/course teaching unit:	Department of Humanistic Sciences in Medicine
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Full name:	Degree/scientific professional title	discipline	Performer profession	Form of classes
Agata Strządała	PhD	History, cultural studies	Academic teacher	SE

Data of Syllabus development

29.06.2018

Syllabus developed by

Agata Strządała,

PhD

Signature of Head of teaching unit

Uniwersytet Medyczny we Wrocławiu
ZAKŁAD HUMANISTYCZNYCH
NAUK LEKARSKICH
kierownik

dr hab. Jarosław Barański

Signature of Faculty Dean

Wrocław Medical University
FACULTY OF MEDICINE
VICE-DEAN FOR STUDIES IN ENGLISH
Prof. Andrzej Hendrich, PhD

