

DISCIPLINE SHEET**ACADEMIC YEAR****2022 - 2023****1. DATA ABOUT THE STUDY PROGRAM**

1.1 Institution of higher education	UNIVERSITY OF MEDICINE AND PHARMACY OF CRAIOVA
1.2 Faculty	MEDICINE
1.3 Department	5
1.4 Study Domain	HEALTH
1.5 Study cycle	LICENCE
1.6 Study program/ Qualification	MEDICINE

2. DATA ABOUT THE DISCIPLINE

2.1 DISCIPLINE NAME	MEDICAL DEONTOLOGY. BIOETHICS AND ACADEMIC INTEGRITY		
2.2. Discipline code	MED2112		
2.3 The holder of course activities	Mugurel Ghelase / Andreea Golli / Manuela Dragomir / Monica Cara		
2.4 The holder of seminar activities	Andreea Golli / Manuela Dragomir / Monica Cara		
2.5.Academic degree	Course: Prof./ Assoc.Prof./ Lecturer/ Assistant Seminar activities: Assoc.Prof./ Lecturer/ Asisstant		
2.6. Employment (base norm/associate)	BASE NORM		
2.7. Year of study	II	2.8. Semester	I
		2.9. Course type (content)	
		2.10. Regime of discipline (compulsoriness)	CDD

3. TOTAL ESTIMATED TIME (teaching hours per semester)

3.1 Number of hours per week	2	3.2 From which – course	1	3.3 seminary/laboratory	1
3.4 Total hours in curriculum	28	3.5 From which – course	14	3.6 seminary/laboratory	14
Time found distribution (hours)					
Study by manual, course support, bibliography, and notes					5
Additional documentation in the library, specialized electronic platforms and, on the field					8
Training seminars / labs, homework, reports, portfolios, and essays					5
Tutoring					-
Examinations					2
Other activities, counselling, student circles					2
3.7 Total hours of individual study	22				
3.9 Total hours per semester	50				
3.10 Number of credits	2				

4. PREREQUISITES (where appropriate)

4.1 curriculum	-
4.2 competency	-

5. CONDITIONS (where appropriate)

5.1. for course	Lecture Hall with video projector / online
5.2. for seminary/ lab	Seminary Hall with video projector / online

6. SPECIFIC COMPETENCES ACCRUED

PROFESSIONAL COMPETENCES	C4 - Approaching the health/ill-health issues from the point of view of the characteristics of the community, in direct relation with the social, economic and/or cultural conditions of the respective community.
	C5 - Initiating and performing scientific research and/or training activity in the respective domain of competence.
	C6 - Performing efficiently and skillfully the managerial tasks required by certain professional positions.

TRANSVERSAL COMPETENCES	<p>CT1. Autonomy and responsibility</p> <ul style="list-style-type: none"> the acquisition of moral reference points, the formation of professional and civic attitudes, that will allow to the students to be fair, honest, helpful, understanding, nonconflictual, to cooperate and to be comprehensive in the face of suffering, to be available to help people, and to be interested in community development; to know, to respect and to contribute to the development of moral values and professional ethics; to learn how to recognize the problems when they arise, and provide solutions for solving them. <p>CT2. Social interaction</p> <ul style="list-style-type: none"> to recognize and to have respect for diversity and multiculturalism; to have or to learn how to develop teamwork skills;
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7. DISCIPLINE OBJECTIVES (based on the grid of specific acquired competences)

7.1 The general objective of the discipline	Familiarization of the student with elements of bioethics and academic integrity, in order to develop behavioral skills that allow optimal approach to current and future ethical issues in the health system.
7.2 The specific objectives of the discipline	<p>Through the curricula adapted to European quality standards, through the teaching and assessment methods used, involving students in research and patient evaluation, the discipline of medical deontology, medical bioethics and academic integrity aims to develop cognitive skills, abilities and attitudes that form the basis of any medical act, whether it is preventive, diagnostic, curative or rehabilitative.</p> <p>Upon completion of the theoretical and practical courses, students will acquire the following types of skills:</p> <p>COGNITIVE ABILITIES, which will allow them to:</p> <ul style="list-style-type: none"> to analyse the ethical principles relevant to medical practice and the doctor-patient relationship analyse the general characteristics of the current bioethical debates identify key values in medical decision-making to know national and international documents, treaties and conventions on human rights <p>PRACTICAL SKILLS</p> <ul style="list-style-type: none"> apply the principles and basics of bioethics in medical practice discuss the moral issues that medical practice and health problems raise assess certain medical practices and how they influence the application of moral principles identify abuse of people at a community level acquire correct ethical attitudes and behaviours <p>ATTITUDES</p> <ul style="list-style-type: none"> the acquisition of moral reference points, the formation of professional and civic attitudes, that will allow to the students to be fair, honest, helpful, understanding, unconflictuals, to cooperate and to be comprehensive in the face of suffering, to be available to help people, and to be interested in community development; to know, to respect and to contribute to the development of moral values and professional ethics; to learn how to recognize when a problem arises and to provide solutions for solving it; to recognize and to have respect for diversity and multiculturalism; to have or to learn how to develop teamwork skills; to communicate orally and in writing the manner of work requirements, the results obtained, to consult with the team; to engage in voluntary activities, to know the essential problems of the community; to be aware of the need of self-study as a basis of personal autonomy and professional development; to derive the optimum and creative potential in their own collective activities; to know how to use information and communication technologies; to take initiative, to engage in educational and scientific activities of the discipline.

8. CONTENTS

8.1 Course (content units)	Nr. ore
1. Introduction in Bioethics. Definition of Bioethics. Codes of Ethics. Geneva Declaration. Lisbon Declaration.	2

2. UNESCO Principles of Bioethics. The ethics of the future. The precautionary principle.	2
3. Patient Rights Act 46/2003. European Charter of Patients' Rights.	2
4. Universal Declaration of Human Rights. Constitution of Romania. Oviedo Convention on Human Rights and Biomedicine. Genocide and crimes against humanity.	2
5. The concept of eugenics. History, policies and forms of eugenics. Abortion. Infanticide.	2
6. Euthanasia and assisted suicide. Palliative health care.	2
7. Academic Ethics and Integrity	2
BIBLIOGRAPHY	
1. Ghelase Stefan Mugurel, Fane Ghelase, <i>Bioetică</i> , Editura Medicală Universitară, Craiova, 2016, ISBN978-973-106-269-3	
2. Lectures online 2022-2023	
3. Codul de deontologie medicală al Colegiului Medicilor din România din 04.11.2016 https://www.cmr.ro/cod-deontologic/	
4. Legea nr. 46/2003, legea drepturilor pacientului http://www.dreptonline.ro/legislatie/legea_drepturilor_pacientului.php	
5. VarditRavitsky, AutumFiester, Arthur L. Caplan – The Penn Center Guide of Bioethics, Spring Publishing Company, New York, USA, 2009	
6. World Medical Association Medical Ethics Manual https://www.wma.net/what-we-do/education/medical-ethics-manual/	
7. Bioethics Core Curriculum http://www.unesco-chair-bioethics.org/?mbt_book=bioethics-core-curriculum	
8. Global Bioethics: What for? 20th anniversary of UNESCO's Bioethics Programme http://www.unesco-chair-bioethics.org/wp-content/uploads/2015/05/231159e.pdf	
9. Casebook on Human Dignity and Human Rights. Bioethics Core Curriculum Casebook Series no.1 http://www.unesco-chair-bioethics.org/?mbt_book=casebook-on-human-dignity-and-human-rights-bioethics-core-curriculum-casebook-series-no-1	
10. Casebook on Benefit and Harm. Bioethics Core Curriculum Casebook Series no.2 http://www.unesco-chair-bioethics.org/?mbt_book=casebook-on-benefit-and-harm-bioethics-core-curriculum-casebook-series-no-2	
11. Constitutia Romaniei https://www.constitutia.ro/	
12. Conventia de la Oviedo http://medlegtm.ro/CONVENTIE%20Oviedo.pdf	
8.2 Practical activities (topics / themes)	
1. Codes of Ethics; Hipocrates Code and other codes of ethics.	2
2. Ethical values in doctor – patient relationship: case studies	2
3. Written informed consent: its value and limits in current medical practice	2
4. Health care services accessibility – case studies	2
5. Patient rights – legislative reglementations.	2
6. Euthanasia and assisted suicide – case studies	2
7. Academic Integrity – case studies	2
BIBLIOGRAPHY	
1. Ghelase Stefan Mugurel, Fane Ghelase, <i>Bioetică</i> , Editura Medicală Universitară, Craiova, 2016, ISBN978-973-106-269-3	
2. Lab presentations 2022-2023	
3. Codul de deontologie medicală al Colegiului Medicilor din România din 04.11.2016 https://www.cmr.ro/cod-deontologic/	
4. Legea nr. 46/2003, legea drepturilor pacientului http://www.dreptonline.ro/legislatie/legea_drepturilor_pacientului.php	
5. VarditRavitsky, AutumFiester, Arthur L. Caplan – The Penn Center Guide of Bioethics, Spring Publishing Company, New York, USA, 2009	
6. World Medical Association Medical Ethics Manual https://www.wma.net/what-we-do/education/medical-ethics-manual/	
7. Bioethics Core Curriculum http://www.unesco-chair-bioethics.org/?mbt_book=bioethics-core-curriculum	
8. Global Bioethics: What for? 20th anniversary of UNESCO's Bioethics Programme http://www.unesco-chair-bioethics.org/wp-content/uploads/2015/05/231159e.pdf	
9. Casebook on Human Dignity and Human Rights. Bioethics Core Curriculum Casebook Series no.1 http://www.unesco-chair-bioethics.org/?mbt_book=casebook-on-human-dignity-and-human-rights-bioethics-core-curriculum-casebook-series-no-1	
10. Casebook on Benefit and Harm. Bioethics Core Curriculum Casebook Series no.2 http://www.unesco-chair-bioethics.org/?mbt_book=casebook-on-benefit-and-harm-bioethics-core-curriculum-casebook-series-no-2	
11. Constitutia Romaniei https://www.constitutia.ro/	
12. Conventia de la Oviedo http://medlegtm.ro/CONVENTIE%20Oviedo.pdf	

9. CORROBORATING THE DISCIPLINE CONTENT WITH THE EXPECTATIONS OF EPISTEMIC COMMUNITY REPRESENTATIVES, PROFESSIONAL ASSOCIATIONS AND EMPLOYEE REPRESENTATIVES RELATING TO THIS PROGRAM

The discipline is complementary, mandatory and necessary for a student to become a medical doctor.

10. METHODOLOGICAL LANDMARKS

Types of activity	Teaching Techniques / learning materials and resources:
Course	Use the following methods combined: lectures, heuristic conversation, debate, problem-solving. In case of special situations (alert states, emergency states, other types of situations that limit the physical presence of people) the teaching activity can be carried out online using computer platforms approved by the faculty / university. The online education will be adapted accordingly to ensure the fulfillment of all the objectives provided in the discipline file.
Practical work	Use the following methods combined: practical applications, case study, projects. In case of special situations (alert states, emergency states, other types of situations that limit the physical presence of people) the teaching activity can be carried out online using computer platforms approved by the faculty / university. The online education will be adapted accordingly to ensure the fulfillment of all the objectives provided in the discipline file.
Individual study	Before every lecture and practical work

11. RECOVERY PROGRAM

Absences recoveries	No. absences that can be recovered	Place of deployment	Period	In charge	Scheduling of topics
	3	Room 715 / 717	the week before examination session	Discipline academic staff.	Depending on student needs and availability
Schedule consultations / Students' Scientific Circle	2 hours/ week	Room 715 / 717	weekly	Discipline academic staff.	theme of the week
Program for students poorly trained	2 hours/ week	Room 715 / 717	weekly	Discipline academic staff.	theme of the week

12. ASSESSMENT

Activity	Types of assessment	Methods of evaluation	Percentage from final grade
Lecture	Formative assessment through essays, projects and surveys during the semester Summative assessment during the exam	Multiple Choice Questions Answering System (MCQ)/MCQ with the help of the IT platform in the online version.	60%
Practical work	Formative assessment through Multiple Choice Questions Answering System (MCQ) or/and descriptive, projects, survey during the semester. Periodic assessment during the semester Summative assessment during the exam	Multiple Choice Questions Answering System (MCQ) simultaneously with the one from the course / with the help of the video platform in the online version.	30%
Periodic assessment			
Assessment of individual activity			10%
Minimum performance standard	At least 50% for each component of the evaluation		

13. GUIDANCE AND COUNSELLING PROGRAMS

Professional guidance and counselling programs (2 hours/monthly)

Scheduling the hours	Place of deployment	In charge
the last Friday of each month	Room 717	Discipline academic staff

Endorsement date in the department: 27.09.2022

**Department Director,
Assoc.Prof. Constantin KAMAL**

**Coordinator of study program,
Prof. Marius Eugen CIUREA**

**Discipline holder,
Prof. Mugurel GHELASE**