



Universidad
Católica de
Valencia
San Vicente Mártir



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TEACHING GUIDE

Bioethics

Teacher: Julio Tudela Cuenca

Degree in Philosophy
3rd course

2020-2021



BIOETHICS

1.- 2.- DATA OF THE SUBJECT

Denomination	Bioethics
ECTS credits	6
Character	Optional
Temporary unit	Second semester of the Third Course
Module Designation	MODULE 13: OPTATIVITY ITINERARY: CULTURES AND CITIZENSHIP
Previous requirements	None
Faculty	Julio Tudela Cuenca (julio.tudela@ucv.es)

2.- 2.- SUMMARY OF THE SUBJECT

Today there is a growing interest in ethics in many fields, although perhaps not in the defense of human life, when it is threatened by the technological advances that directly affect it. These advances are presented as the paradigm of progress, when in reality they can become something harmful to man if the conception of it is deprived of its true nature, being a human person.

In too many occasions, bioethics is mostly reduced to procedural calculation between principles, to an analytical-utilitarian philosophy of positivist cut, when not to functionalist reductionism. The alternative to these models is to place the person at the center of bioethical reflection understood from its deep ontological and existential depth. The personalist point of view separates the man from a purely biological and relational conception, it distances him from the hands of a liberal and utilitarian subjectivism, where the technological power ends up being denatural for him and his descendants, when it would not have to be like that.

Technology and health sciences have developed methods and open possibilities that suppose a great interference in human reproduction and in the management of health at the beginning and end of life. We refer to in vitro fertilization, embryo freezing (such as fertilized or pronuclear ovules), egg donation, somatic nuclear transfer, selection of healthy or a la carte embryos, embryonic stem cells, gamete generation from somatic cells, prenatal and preimplantation diagnosis, transgenesis, genetic engineering, abortion, euthanasia, synthetic biology and finally the editing of genomes.

This course develops a personalist bioethics that aims to respond to current and emerging challenges in the field of health sciences and biotechnology. It consists of two parts. In the first one, apart from defining bioethics, situating itself historically and proposing existing bioethical models, the key points for a correct bioethics are argued. The second one studies current and future situations that deserve an argument from the bioethical point of view for a correct assessment of the challenge.




1. General and fundamental bioethics: Bioethics: Concept, origin and historical evolution. Epistemological justification of Bioethics. Models in Bioethics. The Personalist option.
2. Special bioethics: Identity and status of the human embryo. Bioethical aspects of human contraception. Ethical dilemmas of the beginning of life: Abortion. Somatic nuclear transfer and mitochondrial transfer. Genetic engineering. Ethics of scientific research and publication. End-of-life ethical dilemmas: palliative care, terminal sedation and euthanasia.

3.- LIST OF TOPICS AND TEMPORARY PLANNING


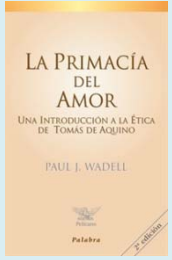

Topic 1. Bioethics: Concept, origin and historical evolution.	January
Topic 2. Epistemological justification of Bioethics.	February
Topic 3. Models in Bioethics.	February
Topic 4. The Personalist option.	March
Topic 5. Identity and status of the human embryo.	March
Topic 6. Bioethical aspects of human contraception.	March
Topic 7. Ethical dilemmas of the beginning of life: Abortion.	March
Topic 8. Somatic nuclear transfer and mitochondrial transfer.	April
Topic 9. Genetic engineering.	May
Topic 10. Ethics of scientific research and publication.	May
Topic 11. End-of-life ethical dilemmas: palliative care, terminal sedation and euthanasia.	May
Exam of the subject.	June

4.- REFERENCE BIBLIOGRAPHY

4.1. Basic Bibliography

Reference b1	Dynamic text of the subject (Bioethics), produced by the teacher of the subject (Julio Tudela)
Reference b2	 <p>Sgreccia, E. (2009). <i>Manual de Bioética I Fundamentos y ética Biomédica</i>. Madrid: BAC.</p> <p>Tomás, Gloria M. (2007). <i>Bioética personalista: ciencia y controversias</i>. Madrid: EIUNSA.</p>

4.2. Further reading

Reference c1	 <p>Bonete, E. (2007). <i>Repensar el final de la vida: Sentido ético del morir</i>. Madrid: EIUNSA.</p>
Reference c2	 <p>Wadell, Paul J. (2002). <i>La primacía del amor. Una introducción a la ética de Tomás de Aquino</i>. Madrid: Palabra.</p>
Reference c3	 <p>J.F. Poisson (2009): <i>Bioética ¿El hombre contra el hombre?</i>, Madrid, RIALP.</p>



Reference c4



Kittay, Eva F. (2002). *The subject of care: Feminist perspectives on dependency*. Maryland (USA): Rowman & Littlefield Publishers Inc.

5. TEACHING METHODOLOGY

This subject has a credit load of 6 ECTS, which is equivalent to 150 hours of total work for the student. This total of hours is distributed in 60 hours of teaching load (2.4 ECTS) and 90 hours of autonomous work by the student (3.6 ECTS).

The teaching of this subject (2.4 ECTS) is based on the following teaching-learning methodology:

- 1) A dynamic text of the subject, designed by the teacher.
- 2) Video-conferences, through which theory lessons are taught, and guided activities are carried out (practices, text comments, seminar sessions, etc.) and collective tutorials. Videoconferences are, in all cases, interactive.
- 3) Attendance to video-seminars organized by the teaching and management team of the Faculty.
- 4) Video-lessons on the topics considered of most interest.
- 5) Telematic activities through the UCVnet platform (such as participations in discussion forums, resolutions of practical questionnaires, etc.), with corrective interventions and guidance by the teacher.

The autonomous work of the student (3.6 ECTS) is distributed among various activities:

- Asynchronous re-viewing of the sessions given in video-conference.
- Preparation of theoretical and practical classes.
- Completion of tasks and work throughout the course.
- Study and preparation of the final evaluation test.



POSSIBLE COMPLEMENTARY ACTIVITY: VIRTUAL SEMINAR ON BIOETHICAL IMPLICATIONS OF NEW IVF TECHNIQUES AND SOMATIC NUCLEAR TRANSFER TO AVOID SICK CHILDREN

Bibliographic references for the preparation of the Seminar:

INFORMATION

http://www.muscular-dystrophy.org/research/news/5097_new_centre_for_mitochondrial_research_to_take_our_research_forward

PUBLIC CONSULTATION

http://www.muscular-dystrophy.org/research/news/5120_government_to_seek_public_views_on_allowing_prevention_of_mitochondrial_diseases

6.- COMPETENCES TO ACHIEVE IN THE SUBJECT

GENERAL COMPETENCES [CG]

1 ORGANIZATION AND PLANNING.

2 BASIC COMPUTER SKILLS.

3 TROUBLESHOOTING.

4 DECISION MAKING.

5 INTERPERSONAL SKILLS.

6 INTRADISCIPLINARY AND INTERDISCIPLINARY TEAM WORK.

7 ABILITY TO COMMUNICATE WITH PEOPLE WHO ARE NOT EXPERTS IN THE FIELD.

8 ABILITY TO WORK IN A MULTICULTURAL AND INTERNATIONAL CONTEXT.

9 ETHICAL COMMITMENT.

10 ABILITY TO APPLY KNOWLEDGE TO PRACTICE.

11 ABILITY TO LEARN AND TEACH.

12 CAPACITY TO ADAPT TO NEW SITUATIONS AND GENERATE NEW IDEAS.

13 LEADERSHIP.

16 GUIDANCE TO ACHIEVE RESULTS.



SPECIFIC COMPETENCES [CE]

17 BEING ABLE TO ASK PHILOSOPHICAL QUESTIONS.

18 ABILITY TO RELATE DIFFERENT PHILOSOPHICAL TOPICS.

19 ETHICALLY AND POLITICALLY EVALUATE HUMAN ACTIONS IN THE VARIOUS PUBLIC AND PRIVATE SPHERES IN WHICH THEY OCCUR.

23 WRITE PHILOSOPHICAL ESSAYS, SHOWING ANALYTICAL AND SYNTHETIC ABILITIES.

25 WRITE PHILOSOPHICAL ESSAYS, SHOWING ANALYTICAL AND SYNTHETIC ABILITIES.

26 BEING ABLE TO CONSTRUCT PHILOSOPHICAL ARGUMENTS.

27 BEING ABLE TO REACH A HIGH LEVEL OF READING OF ORIGINAL PHILOSOPHICAL TEXTS IN A FOREIGN LANGUAGE.

29 TO KNOW THE CURRENT DEBATES ON QUESTIONS OF CULTURAL IDENTITY.

40 ABILITY TO INTERVENE IN PHILOSOPHICAL CONGRESSES, CULTURAL ACTIVITIES, MEETINGS AND ACADEMIC DEBATES.

7.- LEARNING RESULTS

LR1. Knowledge of the main topics of bioethics [CG 1,9,11 and CE 18, 19, 25, 26, 29].

LR2. Reproduce arguments on bioethics [CG 3, 9,12 and CE 19, 23, 25, 26, 40].

LR3. Understand the relationship of bioethics with other parts of philosophy [CG 6, 9 and CE 17, 19, 23, 26].

LR4. To value the importance of interculturality in the whole of our lives [CG 6,7,9 and CE 19,23,26].



8.- EVALUATION

Virtual classroom applications will be used so that students can self-evaluate after the development of each topic. The following table shows the different percentages granted to the different teaching activities.

The General Competition 9, the ethical commitment, will be measured through cases, problems, moral dilemmas, etc. raised in class.

Evaluation instrument	Percentage
Assistance and participation in activities	10%
Realization of deliverable activities	50%
Final evaluation	40%