



## Information about the subject

**Degree:** Bachelor of Science Degree in Medicine

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 340401 **Name:** Bioethics and Medical Deontology

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 1

**Module:** Social Medicine, Communication Skills and Initiation to Research

**Subject Matter:** Ethics and professional issues **Type:** Compulsory

**Field of knowledge:** Health Science

**Department:** Theology, Social Doctrine of the Church and Deontology or Professional Ethics

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Social Medicine, Communication Skills and Initiation to Research

Subject Matter	ECTS	Subject	ECTS	Year/semester
Communication Skills	3,00	Laboratory of Clinical Interview and Communication Skills	3,00	3/1
Social Medicine	15,00	Family and Community Medicine	3,00	5/2
		Legal Medicine and Toxicology	6,00	5/1
		Preventive Medicine and Public Health	6,00	4/2
Research inicialization	9,00	History of Medical Science, and Medical Documentation and Terminology	6,00	2/1
		Laboratory of Research Methodology	3,00	4/1
Statistics	6,00	Biostatistics	6,00	1/2
Ethics and professional issues	12,00	Bioethics and Medical Deontology	6,00	4/1
		Science, Reason and Faith	6,00	2/2
Health management	3,00	Healthcare Management	3,00	4/1
English	6,00	Medical English	6,00	1/1
Ethics	6,00	Ethics and Social Morality	6,00	2/1
Antropology	6,00	Medical Anthropology	6,00	1/1



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Know the fundamentals of medical ethics. Bioethics. Resolve ethical conflicts
- R2 Apply the professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty to the practice of the profession.
- R3 Recognize the need to maintain professional competence.
- R4 Know how to approach professional practice while respecting the autonomy of the patient, their beliefs and culture.
- R5 The integral and solidary humanism
- R6 Personal and collective responsibility in social action
- R7 Adequately assess the person and the factors that constitute their nature: physical, mental, rational and spiritual.
- R8 Recognize the social character of the person and the primacy of love in human relationships, valuing the foundations of solidarity action.
- R9 Understand the dynamics of freedom and its implications: moral responsibility.
- R10 Reflect and explain existential issues: wishes, limits and significance
- R11 Knowing how to be receptive to all those theories and thoughts that do not convince the student, being respectful with those who hold them or have held them.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated to possess and understand knowledge in a study area that starts from the base of the general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study				X
CB2	Students know how to apply their knowledge to their job or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study				X
CB3	Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical topics				X
CB4	Students can pass on information, ideas, problems and solutions to both a specialized and non-specialized audience				X
CB5	Students have developed the learning skills needed to undertake further studies with a high degree of autonomy				X
GENERAL		Weighting			
		1	2	3	4
CG1	Recognizing the essential elements of the medical profession, including ethical principles, legal responsibilities, and patient-centered professional exercise				X
CG2	Understanding the importance of such principles for the benefit of the patient, society and profession, with special attention to professional secrecy				X
CG3	Knowing how to apply the principle of social justice to professional practice and understanding the ethical implications of health in a changing global context				X



CG4	Developing professional practice with respect to patient autonomy, beliefs and culture				X
CG5	Recognizing the limitations themselves and the need to maintain and update their professional competence, giving special importance to the autonomous learning of new knowledge and techniques and to the motivation for quality				X
CG6	Developing professional practice with respect for other health professionals, acquiring teamwork skills				X
CG21	Listening to carefully, obtain and synthesize relevant information about the problems afflicting the patient and understand the content of this information				X
CG22	Writing medical histories and other medical records in an understandable way to outsiders	X			
CG23	Communicating effectively and clearly, both orally and in writing, with patients, family members, media workers and other professionals				X
CG24	Establishing good interpersonal communication that enables patients, family members, media workers and other professionals to address patients, families, media and other professionals with efficiency and empathy				X

SPECIFIC		Weighting			
		1	2	3	4
CE11	Knowing the basics of medical ethics. Bioethics. Resolving ethical conflicts				X
CE12	Applying the professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty to the practice of the profession				X
CE13	Recognizing the need to maintain professional competence			X	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Analytical and synthesis capacity				X
CT2	Planification and organization capacity				X



CT3	Oral and written communication in mother language			X	
CT6	Manage information capacity				X
CT7	Solving problems			X	
CT9	Team work				X
CT12	Interpersonal relationship skills				X
CT13	Recognition of diversity and multiculturalism				X
CT14	Critical reasoning				X
CT15	Ethical commitment				X
CT16	Individual learning			X	
CT17	New situations' adaptation			X	
CT23	Sensitivity to environmental and social health issues			X	
CT27	Ability to express one's feelings			X	
CT28	Showing sensitivity to humanity's problems				X
CT30	Social commitment				X
CT31	Show sensitivity to personal, environmental and institutional injustices				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	0,00%	Open questions
R1, R2, R3, R4, R7, R8, R9, R10, R11	60,00%	Tests
R1, R2, R4, R5, R6, R7, R8, R11	10,00%	Presentations
R1, R2, R4, R5, R6, R7, R9, R10, R11	10,00%	Practices
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	15,00%	Work
R1, R2, R4, R11	5,00%	Participation in class

### Observations

#### MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Masterclass
- M2 Problems resolution and practical cases
- M4 Content presentations by teacher
- M5 Knowledges and skills explanation
- M7 Oral presentation by student
- M9 Knowledge acquirance through student interaction and activity
- M11 Personalised attention by professor
- M13 Written work
- M14 Online activity on e-learning
- M15 Personal study
- M16 Information research
- M17 Discussion and solving issues in group
- M19 Group work for searching, discussion and information research





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theory class M1, M4, M5	R1, R2, R3	35,00	1,40
Seminar and group practices M2	R2	10,00	0,40
Practices in small groups M2	R2	9,00	0,36
Tutoring M4, M5	R2, R3	3,00	0,12
Evaluation M2, M5	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
No attendance M2	R1, R2, R3	90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
I.- FUNDAMENTALS OF BIOETHICS	Concepts and history. Fundamentals of bioethics. Human dignity. Main bioethical theories: utilitarianism, principlism and consequentialism.
I.- BIOETHICS OF THE BEGINNING OF LIFE	Status of the human embryo. Cloning and stem cells. human reproduction. Abortion and abortion methods. Eugenics. Genetic diagnosis. Designer babies and medication babies. Cell therapy and gene therapy. Intrauterine and neonatal medicine.
III.- BIOETHICS OF CHILDHOOD, ADOLESCENT AND ADULT LIFE	Ethical issues in the ordinary practice of Medicine: experimentation on humans, clinical trials, clinical research ethics committees and care ethics committees, professional secrecy and protection of personal data, informed consent, conflicts of interest in Medicine, objection to conscience, organ transplants, models of relationship with the patient. Peculiarities in special medical interventions: psychotropic drugs, psychiatric patients and inmates, hunger strike, drug addicts, ethical conflicts in occupational medicine, the doctor before torture and the death penalty.
IV.- BIOETHICS OF THE END OF LIFE	End of life medical approach. Euthanasia and assisted suicide. Rejection of treatment. palliative care. Document of advance directives. palliative care. Do not resuscitate order. Ethics before the persistent and permanent vegetative state.
V.- MEDICAL DEONTOLOGY	Differences with Bioethics and Legislation. The Spanish Medical Ethics Code of 2022. International Code of Medical Ethics of 2022 of the World Medical Association. Other deontological codes. The Professional Colleges of Physicians and the Collegiate Medical Organization.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
I.- FUNDAMENTALS OF BIOETHICS	5,00	10,00
I.- BIOETHICS OF THE BEGINNING OF LIFE	5,00	10,00
III.- BIOETHICS OF CHILDHOOD, ADOLESCENT AND ADULT LIFE	8,00	16,00
IV.- BIOETHICS OF THE END OF LIFE	6,00	12,00
V.- MEDICAL DEONTOLOGY	6,00	12,00



## References

### REFERENCES

- Aznar Lucea J, Herrero García A, Lluna González J. Bioethical analysis of the impact of Assisted Reproduction Techniques (ART) on the health of children and mothers. *Medicina y Ética*, 2020; 31 (2): 307-325
- Bátiz Cantera J. Bioética y cuidados paliativos. Ed. U.P. de Comillas: Madrid; 2021.
- Congregación para la doctrina de la Fe. Instrucción Donum Vitae sobre el respeto de la vida humana naciente y la dignidad de la procreación. Roma; 1987. *Se obtiene gratuitamente en:* [https://www.vatican.va/roman\\_curia/congregations/cfaith/documents/rc\\_con\\_cfaith\\_doc\\_19870222\\_respect-for-human-life\\_sp.html](https://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_19870222_respect-for-human-life_sp.html)
- Congregación para la doctrina de la Fe. Instrucción Dignitas Personæ sobre algunas cuestiones de bioética. Roma; 2008. *Se obtiene gratuitamente en:* [https://www.vatican.va/roman\\_curia/congregations/cfaith/documents/rc\\_con\\_cfaith\\_doc\\_20081208\\_dignitas-personae\\_sp.html](https://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_20081208_dignitas-personae_sp.html)
- De la Torre Díaz FJ. Bioética: vulnerabilidad y responsabilidad en el comienzo de la vida. Ed. Dykinson: Madrid; 2015
- García-Viniegras CRV, González Blanco M. Eutanasia: un tema actual y polémico. Versión Kindle; 2016.
- Giménez Fernández M, Echevarría P, Vázquez I. La Bioética y el Modelo Paliativo: el ahora y el futuro del cuidado. Editorial Académica Española (OmniScriptum); Londres; 2017.
- Instituto Europeo de Bioética. Mi manual de Bioética. Institut Européen de Bioéthique: Bruxelles; 2023.
- Juan Pablo II. Encíclica Evangelium Vitae. Ed. Palabra: Madrid; 1995. *Puede descargarse gratuitamente de:* [https://www.vatican.va/content/john-paul-ii/es/encyclicals/documents/hf\\_jp-ii\\_enc\\_25031995\\_evangelium-vitae.html](https://www.vatican.va/content/john-paul-ii/es/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html)
- Kollar ME. El valor de la vida: Hacia una Bioética epistemológicamente fundada. Ed. Prometeo: Buenos Aires; 2021
- Lozano Martínez J, Gómez Pérez JI, Aznar Lucea J. ¿Es necesaria la producción de bebés-medicamento?. *Therapeia*, 2012; 4:13-25.
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- Scola A. ¿Qué es la vida?. La naturaleza de la bioética. Ed. Encuentro: Madrid; 1999.
- Tomás y Garrido GM, Manero Richard E. Diccionario de Bioética para estudiantes. Ed. Formación Alcalá: Madrid; 2008.



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Tudela Cuenca J, Marco Perales GS. Ciencia, razón y verdad: apuntes para la reflexión bioética en el tercer milenio. Libro homenaje a Justo Aznar. Ed. Tirant: Valencia; 2022  
Vila Coro MD. La vida humana en la encrucijada: pensar en bioética. Ed. Encuentro: Madrid; 2010.

### **WEB-INFORMATION**

Páginas web del Observatorio del Instituto de Ciencias de la Vida de la U. C. V. (actualizadas semanalmente): <https://www.observatoriobioetica.org/>

Páginas de Bioética en la red con numerosos artículos sobre los diversos campos de la Bioética: <http://www.bioeticaweb.com/>

Publicaciones de la Sociedad Internacional de Bioética sobre aspectos troncales de la Bioética: <http://sibi.org/>

Comité de Bioética de España (órgano consultivo independiente adscrito al Ministerio de Sanidad creado por la Ley 14/2007 de Investigación Biomédica (BOE 4–7–2007):

<http://www.comitedebioetica.es/>

Centro de documentación en Bioética de la Universidad de Navarra con numerosos artículos sobre cada área de la Bioética (material de Bioética ordenado por materias):

<https://www.unav.edu/web/unidad-de-humanidades-y-etica-medica/material-de-bioetica/por-materia#gsc.tab=0>

Declaración Universal sobre Bioética y Derechos Humanos de la UNESCO 2006:

[https://unesdoc.unesco.org/ark:/48223/pf0000146180\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000146180_spa)

Cuadernos de Bioética, formato electrónico editado por la Asociación Española de Bioética, con múltiples artículos que abarcan todos los aspectos bioéticos:

<http://www.aebioetica.org/cuadernos-de-bioetica.html>

Código Deontológico de la Organización Médica Colegial 2022 (Consejo general de Colegios Médicos): <https://www.cgcom.es/codigo-deontologia-medica>

Guía ética del estudiante de Medicina – Consejo Estatal de Estudiantes de Medicina (interesante documento surgido de los estudiantes): <http://aebioetica.org/archivos/guiaestudianmed.pdf>

Código Internacional de Ética Médica de la Asociación Médica Mundial 2022:

<https://www.wma.net/es/news-post/version-actualizada-del-codigo-internacional-de-etica-medica/>

Documento del Instituto Nacional del Cáncer (USA) sobre la atención médica al final de la vida:

<https://www.cancer.gov/espanol/publicaciones/diccionarios/diccionario-cancer/def/atencion-en-la-etapa-final-de-la-vida>



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: