



## Information about the subject

**Degree:** Official Master's Degree in Bioethics

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

**Code:** 1730001 **Name:** Foundations of Bioethics

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

**Module:** Philosophical Anthropology

**Subject Matter:** Introduction to Bioethics **Type:** Compulsory

**Department:**

**Type of learning:** Online

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

### Lecturer/-s:

BIOET	<u>Carmen Gloria Casanova Mayordomo</u> ( <b>Responsible Lecturer</b> )	GLORIA.CASANOVA@UCV.ES
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## Module organization

### Philosophical Anthropology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Introduction to Bioethics	6,00	Foundations of Bioethics	6,00	1/1

## Recommended knowledge

Not needed

## 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 Students will develop analytical and critical skills.
- R2 Students will be able to apply the knowledge acquired in this course through analysis and case studies to practical contexts as professionals.
- R3 Students will develop the skills needed to find information that is appropriate to the situation in question using bibliographical sources, precedents, databases, and other relevant documented sources.
- R4 Students will be familiar with a range of ethical issues.



## 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
CB6	Possess knowledge and understanding of content that will ensure a sound basis or opportunity for original thinking in the development and/or application of ideas in a research context.			X	
CB7	Know how to apply acquired knowledge and problem-solving skills to new or unfamiliar settings within a wider (or multidisciplinary) context related to their field of study.				X
CB8	Be able to integrate different areas of knowledge and apply them to the complex task of formulating opinions based on incomplete or limited information; applying said knowledge and opinions to reflect upon social and ethical responsibilities.				X
CB9	Be able to convey their conclusions, knowledge and the reasons which support them to specialist and non-specialist audiences clearly and unambiguously.				X
CB10	Possess the learning skills that will allow them to continue their studies in a manner that is largely self-directed or autonomous.			X	
GENERAL		Weighting			
		1	2	3	4
G1	Acquire advanced knowledge and demonstrate detailed and well-reasoned understanding of theoretical and practical aspects in a scientific and technological research-based or highly-specialized context.			X	
G2	Know how to apply and integrate knowledge and understanding of the topic, its scientific basis and related problem-solving skills to new contexts and professional situations which pose ethical issues that are related to human life.				X



G3	Know how to assess and select appropriate scientific theories and specific methodologies, and apply them to the formulation of opinions based on incomplete or limited information and reflect upon social or ethical responsibility associated to the solution proposed in each case when necessary or pertinent.				X
G4	Know how to clearly and unambiguously communicate to a specialist or non-specialist audience the results of scientific and technological research or information from the field of advanced innovation, as well as their main underlying theories.				X
G5	Develop a sufficient level of autonomy to be able to participate in research projects and scientific and technological collaborative work within a context that fosters a respect for human life.				X

SPECIFIC		Weighting			
		1	2	3	4
E1	Critically analyse a range of issues in bioethics.				X
E2	Develop the skills needed to analyse ethical issues related to human life.				X
E3	Resolve issues that arise within a professional context through the examination of practical case studies in the field of Bioethics.				X
E4	Propose creative solutions adapted to the specific characteristics of each case.			X	
E5	Analyse any given topic with scientific rigour whilst bearing in mind the human factor.			X	
E6	Acquire the skills needed to convey their knowledge of bioethics in an accessible manner.			X	
E7	Prepare a coherent oral text in the field of Bioethics.				X
E8	Make themselves understood to an audience that does not have specialist knowledge in Bioethics.				X
E15	Assist in the resolution of issues in Bioethics through teamwork.				X
E16	Evaluate the limitations of scientific advances.				X
E17	Use sources that are relevant to Bioethics.			X	



E20 Provide opinions based on relevant criteria, external standards and personal opinions.

X

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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	30,00%	Attendance and participation in in-person classes and connection to the learning platform.
R1, R2, R3, R4	30,00%	Completion of deliverable activities
R1, R2, R3, R4	40,00%	Final evaluation

### Observations

Tools that will be used to ensure the authorship and identity of the work and assessment tests, as well as environmental control:

Every user of the UCVnet virtual platform is assigned a personal, non-transferable username and password, which grants them access to the UCVnet virtual platform, a mandatory means of carrying out the evaluable activities

The UCVnet platform integrates the Turnitin application, which guarantees academic integrity through panels that help identify authorship risks by comparing papers with the most comprehensive database on the market.

This tool also reveals manipulations in the text intended to evade plagiarism checks, verifying the originality of writing even when purchasing essays.

The exams for our Master's degree are designed so that the student, after identifying himself/herself with his/her username and password to enter the UCVnet virtual platform and activating the cameras for the duration of the test - which allows his/her identity to be confirmed -, has a limited time adjusted to the length of the proposed exam, so that he/she is allowed to consult the documentation he/she deems appropriate during its completion, which, given the time limitation, does not represent a substantial advantage.

The questions formulated in multiple-choice test format, with one correct option and subtracting incorrect answers, are designed to assess, within a limited period of time, the student's ability to relate, properly apply, or interpret the content covered in the subject. This implies the need for prior knowledge of the subject before the exam, which is why they can promptly access the supplementary information they require.

Each student receives the test simultaneously in a format that includes a random order of questions and answers, different in each case, to avoid cross-talk between them.



## 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 Presentation of content by professors, analysis of competencies, explanation and demonstration of students' skills and knowledge in the classroom and/or virtual classroom.
- M2 Group work sessions supervised by the professor, case studies. Meaningful consolidation of knowledge through student interaction and activities.
- M3 Students will receive personalised attention, in person, via learning platform and in small groups. Instruction and/or orientation period provided by professor in order to revise and discuss materials and topics presented in class.
- M9 All the oral and/or written exams that are part of the basic evaluation scheme or additional work provided by student.
- M10 Student work: Individual reading, preparation of essays, assignments, reports, and problem-solving opportunities etc. for presentation or submission during in-person lectures and/or small group tutorials. Work carried out on UCV platform.
- M11 Participation in course blog and chat forums supervised by the professor responsible for the module. <https://campusvirtual.ucv.es/>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
PRACTICAL SESSIONS M2	R1, R2, R3, R4	2,00	0,08
IN-PERSON SESSIONS M1	R1, R2, R3, R4	28,00	1,12
EVALUATION M9	R1, R2, R3, R4	1,00	0,04
TUTORIAL M3	R1, R2, R3, R4	1,00	0,04
<b>TOTAL</b>		<b>32,00</b>	<b>1,28</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
LEARNING PLATFORM M11	R1, R2, R3, R4	16,00	0,64
INDIVIDUAL WORK M10	R1, R2, R3, R4	102,00	4,08
<b>TOTAL</b>		<b>118,00</b>	<b>4,72</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Introduction to Bioethics	<p>Concept and History of Bioethics.            Philosophical foundation of Bioethics: Epistemology (Ethical theories in Bioethics)            Models in bioethics. Bioethical currents            Philosophical foundation of Bioethics: Anthropology (Person, family and society)            Propedeutic approach to the study of the human being as a free subject and as a moral agent            Human life: Identity and self-fulfilment.            Bioethics applied from the different bioethical models.            Practical cases            Personalist bioethics            Human life. Human rights            Bibliographic sources in bioethics.</p>

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction to Bioethics	16,00	32,00



## References

### CORE READING

Sgreccia, E. (2009) Manual de Bioética, Tomo I. Edit. BAC. Madrid. López Moratalla, N. (2004) Los quince primeros días de una vida humana. Edit. EUNSA. Aznar Lucea, J. (Coordinador). (2007) La vida humana naciente. 200 preguntas y respuestas. Edit. BAC. Madrid.

### SUPPLEMENTARY READING

Watson, J D. (2005). ADN. El secreto de La vida. Edit. Taurus. Barcelona. Aznar, J. (2009) Mechanism of action of the morning-after pill. Medicina e Morale. Nº3. 512-517. Aznar, J. (2008). De las células madre a las células iPS. Real Academia de Medicina de la Comunidad Valenciana. Shinya Yamanaka. (2009). Elite and stochastic models for induced pluripotent stem cell generation. Nature, 460; 49-52. López Barahona, M y Abellán Salord, JC. (2009). Los códigos de la vida. Edit. Homolegens. Madrid. López Guzmán, José. (2005) Ética en la industria farmacéutica: entre la economía y la salud. Edit. EUNSA. Pamplona. López Guzmán, J. (2007). Aspectos económicos e ideológicos de la investigación biomédica: los conflictos de intereses. En: Ballesteros J, Fernández E (Coord.). Biotecnología y posthumanismo. Edit. Aranzadi. Pamplona; 283-314. [WWW.observatoriobioetica.com](http://www.observatoriobioetica.com) Fondo documental. UCV. "San Vicente Mártir. Valencia. Aznar, J. (2014). Estatuto biológico del embrión humano. En Bellver V (Ed.), Bioética y cuidados de enfermería, Vol. 2. Valencia: Consejo de Enfermería de la Comunidad Valenciana: 47-64. Burguete, E. (2017). El estatuto antropológico del embrión humano. Bioética Press, 500. Disponible en <http://www.observatoriobioetica.org/2017/04/el-estatuto-antropologico-del-embrión-humano/18907>. Massini, C., Serna, P., Finnis, J., Kalinowski, G., Possenti, V., & Spaemann, R. (1998). El derecho a la vida. (C. Massini, & P. Serna, Edits.). Pamplona: Eunsas. Possenti, V. (1998). ¿Es el embrión persona? Sobre el estatuto ontológico del embrión. En Massini et al. El derecho a la vida. Pamplona: Eunsas. Silva, J. M. (09 de enero de 2007). Los indeseados como enemigos. La exclusión de seres humanos del status personae. (On line). Revista electrónica de Ciencia Penal y Criminología, pp.1 – 18 (4). Aparisi-Miralles, Á. (2015). «Modelos de relación sexo-género: de la ideología de género al modelo de la complementariedad varón-mujer». Dikaion.; 21(2): 357-384. Burguete, E. (2018). Revisión crítica de la ideología de género a la luz del realismo metafísico. Cuadernos de Bioética; 95. Vol. 29. Enero-abril. Asociación Española de Bioética y Ética Médica: 25-37. Butler, J. (2007). El género en disputa: el feminismo y la subversión de la identidad. Barcelona: Paidós