



Information about the subject

Degree: Official Master's Degree in Bioethics

Faculty: Faculty of Medicine and Health Sciences

Code: 1730002 **Name:** Special Bioethics I

Credits: 12,00 **ECTS Year:** 1 **Semester:** 1

Module: Beginning-of-Life Bioethics

Subject Matter: Special issues in bioethics I **Type:** Compulsory

Department:

Type of learning: Online

Languages in which it is taught: Spanish

Lecturer/-s:

BIOET	<u>Julio Tudela Cuenca</u> (Responsible Lecturer)	JULIO.TUDELA@UCV.ES
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Module organization

Beginning-of-Life Bioethics

Subject Matter	ECTS	Subject	ECTS	Year/semester
Special issues in bioethics I	12,00	Special Bioethics I	12,00	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 be able to apply the knowledge acquired in this course through analysis and case studies to practical contexts, within the professional realm.
- R2 Students will acquire scientific and technological knowledge related to beginning-of-life issues and research in bioethics.
- R3 Students will acquire in-depth and systematic knowledge of Bioethics that will allow them to recognise ethical aspects that exist within their professional context.
- R4 Students will know how to identify moral issues to be able to act as advisers on Bioethics committees.



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
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
E9	Clearly convey information related to informed consent to patients and/or their family.				X
E10	Apply knowledge acquired in the course to bibliographic research online related to topics in bioethics.			X	
E11	Prioritise proximity with the patient and family.				X
E12	Understand the specific needs of each medical case.			X	



E13	Apply knowledge acquired in the clinical practicum and Healthcare Bioethics Committees in particular.				X
E14	Handle possible conflicts that arise in the field of Bioethics.				X
E15	Assist in the resolution of issues in Bioethics through teamwork.			X	
E16	Evaluate the limitations of scientific advances.				X
E20	Provide opinions based on relevant criteria, external standards and personal opinions.			X	
E24	Distinguish between what is ethical and what is legal.				X
E27	Prioritise dignity of patients in healthcare.				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

Herramientas que se emplearán para garantizar la autoría, e identidad de los trabajos y pruebas de evaluación, así como el control del entorno:

Todo usuario de la plataforma virtual UCVnet tiene asignado un usuario y contraseña propio, personal e intransferible, que le da acceso a la plataforma virtual UCVnet, medio reglamentario para realizar las actividades evaluables.

La plataforma UCVnet tiene integrada la aplicación Turnitin, que garantiza la integridad académica a través de paneles que ayudan a identificar riesgos de autoría, comparando los trabajos con la base de datos más completa del mercado.

Esta herramienta también permite revelar manipulaciones en el texto que busquen evadir la verificación de plagio, comprobando la originalidad de los escritos incluso en una posible compra de ensayos.

Los exámenes de nuestro Máster son formulados de modo que el alumno, tras identificarse con su usuario y contraseña para ingresar a la Plataforma virtual UCVnet y activar las cámaras durante todo el tiempo que dura la prueba -lo que permite confirmar su identidad-, dispone de un tiempo limitado y ajustado a la extensión del examen propuesto, de modo que se le permite consultar la documentación que estime oportuna durante su realización, lo cual dada la limitación de tiempo, no le supone una ventaja sustancial.

Las cuestiones formuladas en formato test, con respuestas múltiples, una opción correcta y restando las respuestas incorrectas, se dirigen a evaluar en un periodo de tiempo limitado la capacidad del alumno para relacionar, aplicar debidamente o interpretar los contenidos trabajados en la asignatura, lo que implica la necesidad de su conocimiento previo al examen, razón por la que puede acceder puntualmente a la información complementaria que requiera. Cada alumno recibe el test simultáneamente en un formato que incluye un orden de preguntas y respuestas aleatorio, diferente en cada caso, para evitar la intercomunicación entre ellos.



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	12,00	0,48
IN-PERSON SESSIONS M1	R1, R2, R3, R4	44,00	1,76
EVALUATION M9	R1, R2, R3, R4	1,00	0,04
TUTORIAL M3	R1, R2, R3, R4	3,00	0,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
LEARNING PLATFORM M11	R1, R2, R3, R4	36,00	1,44
INDIVIDUAL WORK M10	R1, R2, R3, R4	204,00	8,16
TOTAL		240,00	9,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SPECIAL ISSUES IN BIOETHICS I	<ul style="list-style-type: none">Biological status of the human embryoPhilosophical, anthropological and legal status of the human embryoReproduction and human fertility. Techniques for their regulationEmergency contraceptionCloning and stem cells. Cell therapyHuman-animal hybridization. Creation of bioartificial organsSurgical abortion: biomedical, bioethical and sociological aspects.Chemical abortion, the RU-486 abortion pillAssisted reproduction: medical and bioethical aspectsFrozen embryos. Umbilical cord blood banks.Saviour siblings and designer babiesSurrogacySocial freezingPrenatal diagnosis and preimplantation diagnosis. Embryo selectionMaternal-foetal medicineEthics in paediatric practiceSex, gender and sexual identity: anthropological and biomedical aspects



Temporary organization of learning:

Block of content	Number of sessions	Hours
SPECIAL ISSUES IN BIOETHICS I	30,00	60,00



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.
<https://editorial.tirant.com/mex/libro/el-embrión-humano-una-defensa-desde-la-antropología-la-bioética-la-biología-del-desarrollo-y-los-derechos-humanos-manuel-ramos-kuri-9788413133829>
Etheredge, F. Conception: An Icon of the Beginning. 2019. Ed. Route Books & Media. 643 págs.
<https://enroutebooksandmedia.com/conception/>
Aznar, J., & Tudela, J. (2017). Ten years since the discovery of iPS cells: The current state of their clinical application. *Revista Clínica Española (English Edition)*, 217(1), 30-34.
<https://www.sciencedirect.com/science/article/abs/pii/S2254887416300704>

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. Homologens. 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.observatoriobioética.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.observatoriobioética.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