

# SYLLABUS

The academic year when the cycle of instruction is commenced 2019-2025

<b>Module/course name:</b>	Ethics	<b>Module code</b>	LK.3.D.005
<b>Faculty:</b>	Faculty of Medicine MUL		
<b>Major:</b>	Medical		
<b>Specialty:</b>			
<b>Level of study:</b>	I (Bachelor studies) <input type="checkbox"/> II (Master studies) <input type="checkbox"/> Integrated Master studies <b>X</b> Doctoral studies <input type="checkbox"/>		
<b>Mode of study:</b>	full-time <b>X</b>		
<b>Year of study:</b>	I <b>X</b> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V <input type="checkbox"/> VI <input type="checkbox"/>	<b>Semester:</b>	1 <input type="checkbox"/> 2 <b>X</b> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<b>Module/course type:</b>	obligatory <b>X</b> elective <input type="checkbox"/>		
<b>Language of instruction:</b>	Polish <input type="checkbox"/> English <b>X</b>		
<b>Form of education</b>	<b>Hours</b>		
Lecture	<b>15</b>		
Seminar			
Laboratory class	<b>15</b>		
E-learning			
Practical class			
Internship			
Other			
<b>TOTAL</b>	<b>30</b>		
<b>Student's work input</b> (participation in class, preparation, evaluation, etc.)	<b>Student's hourly workload</b>		
1. In class	<b>30</b>		
2. Student's own work including: 1 Preparation for class 2 Preparation for partials and finals	<b>20</b>		
Summary of the student's workload	<b>50</b>		
<b>ECTS points for module/course</b>	<b>2</b>		

**Educational objectives:** Having completed the course, students should be able to solve basic ethical dilemmas and do so within legal boundaries. The Ethic's course apart from aiming at increasing the students' knowledge on current ethical issues, raising their awareness, and providing a broader perspective to the most popular ethical topics also aims at improving their critical thinking and reasoning. The course should also improve students communication and listening skills.

**The matrix of learning outcomes for module/ subject with reference to verification methods of the intended educational outcomes and forms of instruction:**

Learning outcome code	A student who has obtained a credit for the module/course has the knowledge/skill to:	Methods of verifying the achievement of the intended learning outcomes:	Form of instruction * provide the symbol
W.1c	demonstrates knowledge of ethical, social and legal aspects of practicing medical profession and principles of health promotion, basing knowledge on scientific evidence and accepted standards;	Written exam – <i>multiple choice questions; matching test; true/false test;</i>	L
U. 3a	can establish and maintain good and full of respect contact with a patient	an extended observation by a supervisor	LC
U. 3b	is oriented on patient` s well-being, treating it as priority,	an extended observation by a supervisor	LC
U. 3c	observes principles of doctor-patient confidentiality and all patient` s rights,	an extended observation by a supervisor	LC
U. 3d	is aware of own limitations and ready for continuous education.	an extended observation by a supervisor	LC
D.W16.	knows and understands main ethical ideas, theories, principles and rules serving as general frames of interpretation and analysis of medical moral issues	Written exam – <i>multiple choice questions; matching test; true/false test;</i>	L
D.W17.	knows the rights of a patient;	Written exam – <i>multiple choice questions; matching test; true/false test;</i>	L
D.W18.	knows principles of teamwork	Written exam – <i>multiple choice questions; matching test; true/false test;</i>	L
D.W19.	understands how cultural, ethnic and nationality factors affect human behavior;	Written exam – <i>multiple choice questions; matching test; true/false test;</i>	L
D.U1.	in the therapeutic process, takes into account the subjective needs and expectations resulting from patient` s socio-cultural background;	an extended observation by a supervisor	LC
D.U4.	can build the atmosphere of complete trust throughout the whole therapeutic process	an extended observation by a supervisor	LC
D.U6.	can inform a patient of the purpose, course and possible risk associated with the proposed diagnostic or therapeutic procedures and obtain the patient` s informed consent;	an extended observation by a supervisor	LC
D.U12.	can communicate with team members , offering constructive feedback and support;	an extended observation by a supervisor	LC
D.U13.	observes standards of ethics in professional activity;	an extended observation by a supervisor	LC
D.U14.	is aware of the ethical aspects of medical decisions and the difference between factual aspect and standard;	an extended observation by a supervisor	LC
D.U15.	observes the patient` s rights, involving the right to personal data protection, privacy, information on health status, right to give or deny informed consent to treatment, right to dignified death;	an extended observation by a supervisor	LC
D.U17.	does critical analysis of medical literature, also in the English language and draws conclusions based on the available resources;	an extended observation by a supervisor	LC

## EXAMPLES OF METHODS VERIFYING THE ACHIEVEMENT OF THE INTENDED LEARNING OUTCOMES:

**In terms of knowledge:** Oral exam (*non-standardized, standardized, traditional, problem-based*).

Written exam – the student produces/identifies answers )*essay, report; structured short-answer questions /SSQ/; multiple choice questions /MCQ/; multiple response questions /MRQ/; matching test; true/false test; open cloze test*

**In terms of skills:** practical exam; Objective Structured Clinical Examination /OSCE/; Mini-CEX (mini – clinical examination); completion of a given assignment; project, presentation.

### **In terms of social competences:**

A reflective essay; an extended observation by a supervisor/tutor; 360-degree assessment (feedback from teachers, peers, patients, other co-workers); self-assessment (portfolio included).

**Course content:** (use keywords referring to the content of each class following the intended learning outcomes):

### **Lectures:**

1. Introduction to Ethics - historical background, earliest codes of medical ethics, current divisions of ethical theories, bioethics
2. Being a person – criteria of being a person, abortion
3. In-vitro fertilization – pros and cons of the procedure, its risks and benefits, effectiveness, current ethical dilemmas
4. Transplantation – Organ and body donation, short history of organ transplantation, living donors vs. dead donors, donor anonymity, possibilities of whole body donation. Polish Transplantation Act
5. Medical experiments – history of clinical studies, post-scandal legal improvements, speciesism
6. Medically assisted suicide – Suicide tourism, Dignitas, Exit, Oregon's Death with Dignity Act
7. Euthanasia – when, where, why and for whom?
8. Disease mongering and medicalization – history of creating diseases, candidates for disease mongering, MoDoD, overdiagnosis

**Seminars: all based on case studies where students through group work elicit the most important information**

1. Patients' autonomy – competent, incompetent, underage patient, possibility of self-determination, patients' rights vs. physicians' obligations
2. Informed consent – providing information on benefits, risks, alternatives, outcomes of abandoning the procedure, manner of providing information, who can obtain consent, validity of informed consent
3. Confidentiality – conditions for keeping and breaching confidentiality
4. Transplantation – selling and donating organs, family objection, refusal of organ donation to next of kin, blood donation
5. End of life issues – proxy, living wills, DNR and AND orders
6. Malpractice – reporting, successful and unsuccessful lawsuits
7. Doctor-doctor, doctor-patient relationship – rules of professional conduct, reporting misconduct, dating, gifts
8. Test and feedback

### **Obligatory literature:**

1. Fischer K., USMLE Medical Ethics: The 100 cases you are most likely to see on the exam. Kaplan Publishing, New York 2006

### **Complementary literature:**

1. Gregory E. Pence, Classic Cases in Medical Ethics. Accounts of the cases and issues that define medical ethics. Fifth edition. The McGraw-Hill Companies, New York, 2010
2. Mappes A.T., Degrazia. D., Biomedical Ethics, 6th edition, McGraw-Hill Higher Education, New York, 2006
3. Fremgen B.F., Medical Law and Ethics. Third edition. Pearson, New Jersey, 2009
4. a number of up to date articles that correspond to the subject in question

**Requirements for didactic aids (e.g. laboratory, multimedia projector, others...)**

1. Laptop
2. Multimedia projector
3. Blackboard and chalk

**Conditions for obtaining a credit for the subject:**

**Methods of evaluation:** The overall course grade will be determined by class participation and the results of the final test. A passing score confirms the satisfactory fulfillment of course requirements and class participation will provide additional points.

**Attendance:** Attendance is required. Student must participate in lab sessions according to the schedule. During the semester only 1 absence is possible. All excused absences from class must be reported and made up for by handing in a 3, A4 pages of handwritten report on the missed subject.

**The name and address of the department/clinic where the course is taught (module/course); contact details (phone number/ email address):**

Department of Ethics and Medical Law  
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**Names of the author/authors of this syllabus:**

1. Anna Zagaja

**Names of the teacher/teachers conducting classes:**

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**Signature of the head of the department/clinic**

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Uniwersytetu Medycznego w Lublinie.....  
Dr hab. n. med. Jakub Pawlikowski

**Dean's signature**

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**Date of submission:**