



Distance learning (asynchronous)																	
Summer Semester																	
Direct (contact) education																	
Online learning (synchronous)																	
Online learning (asynchronous)																	
TOTAL per year:																	
Direct (contact) education																	
Online learning (synchronous)																	
Online learning (asynchronous)																	
Educational objectives (max. 6 items)																	
C1. Providing knowledge about basic theories, concepts and debates in bioethics and medical ethics.																	
C2. Recognizing and analyzing ethical and legal issues and dilemmas connected with medical decision-making.																	
C3. Increasing awareness of ethical and legal norms concerning the relationship between physicians and patients, including principle of confidentiality, respect for autonomy of patients, attitude of kindness, and justice.																	
C4. Fostering cultural sensitivity and cultural competence while dealing with patients.																	
Education result matrix for module/course in relation to verification methods of the intended education result and the type of class																	
Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended education results (forming and summarising)	Form of didactic class <i>**enter the abbreviation</i>													
W 01	D.W05.	The student knows the principles and methods of communication with the patient and his family, which are used to build an empathic, trust-based relationship.	discussion, observations of students	SE													
W02	D.W15.	Student knows how to motivate patients to adopt a healthy lifestyle, and how to inform a patient about an adverse prognosis.	discussion, case studies, teamwork	SE													
W 03	D.W16.	Student understands the main concepts, theories, principles, and rules of medical ethics.	discussion, written test (5 open questions)	SE													



W 04	D.W17.	Student knows the patient's rights and their legal and deontological background. Students know international ethical codes.	discussion, written test (5 open questions)	SE
W 05	D.W23.	Student recognizes the principles of evidence-based medicine.	discussion, case studies, team-work	SE
U 01	D.U06.	Informing patients about the purpose, risks and benefits of medical procedures including diagnosis and treatment. Obtaining informed consent.	discussion, observations of students during the class	SE
U 02	D.U13.	Student is able to implement professional ethical conduct .	discussion, interpretation of medical ethical codes	SE
U 03	D.U14.	Student can recognize ethical dimensions of medical decision-making and differentiate the normative and factual point of view.	discussion, interpretation of medical ethical codes, presentations	SE
U 04	D.U15.	Student knows patients' rights, including the rights: to privacy, to protection of personal data, personal integrity, to information about state of health, as well as rules of informed consent and right to withdraw treatment and right to dignified death.	discussion, observations of students during the class	SE
U 05	D.U16.	Student is motivated to self-development and to share his professional knowledge with colleagues.	discussion, observations of students during the class	SE

** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .

Please mark on scale 1-5 how the above effects place your classes in the following categories:
communication of knowledge, skills or forming attitudes:
Knowledge: 5
Skills: 3
Social competences:

Student's amount of work (balance of ECTS points)	
Student's workload (class participation, activity, preparation, etc.)	Student Workload (h)
1. Contact hours:	
2. Online learning hours (e-learning):	30
3. Student's own work (self-study):	9
Total student's workload	39
ECTS points for module/course	2,0
Comments	
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
<p>Seminars</p> <ol style="list-style-type: none"> 1. Subject of medical ethics. Basic concepts and ethical categories. 2. Principlism: respect for patient autonomy, nonmaleficence, beneficence, justice (James F. Childress, Tom L. Beauchamp). 3. The Hippocratic Oath: historical and contemporary references. 4. The concept of bioethics. Bioethics as a bridge between biological knowledge and values (Van R. Potter). 5. Informed consent. Case studies (Jehovah's Witnesses). 6. Justification for the mandatory treatment during pandemics. 7. Medical deontology. Bioethics committees. 8. Codes of ethics in medicine: Nuremberg Code, Helsinki Declaration, Geneva Declaration, Polish Code of Medical Ethics. 9. Medical experiment. Clinical tests 10. The ethical dimension of dying. Euthanasia in selected countries. 11. Status of human embryos. Debates on the rights of abortion, in vitro fertilization, and research on human embryos. 12. The ethical dimension of genetic testing and preimplantation genetic diagnosis. 13. Transplantology from an ethical point of view. Criteria of death from an ethical point of view. 14. Ethical aspects of building doctor-patient relationships. 15. LEK - exam questions. 	
<p>Basic literature (list according to importance, no more than 3 items)</p> <ol style="list-style-type: none"> 1. Beauchamp T.L., Childress J.F., (2001), <i>Principles of Biomedical Ethics</i>, Oxford. 2. <i>Declaration of Geneva</i>. 3. <i>International Code of Medical Ethics</i> 4. <i>Declaration of Helsinki</i>. <p>Additional literature:</p> <ol style="list-style-type: none"> 1. Potter V.R., (1972), <i>Bioethics Bridge to the Future</i>, New Jersey 2. Qiu R-Z., (2002), <i>The Tension Between Biomedical Technology and Confucian Values</i>, [in:] <i>Cross-Cultural Perspectives on (Im)Possibility of Global Bioethics</i>, J. Tao Lai (ed.), London, Kluwer Academic Publ. 3. Singer P., Kuhse H., (1985), <i>Should the Baby Live? The problem of Handicapped Infants</i>, Oxford-New York, University Press. 	
<p>Didactic resources requirements (e.g. laboratory, multimedia projector, other...) multimedia projector and computer</p>	



Preliminary conditions (minimum requirements to be met by the student before starting the module/course)
Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades)
All student's absences and seminars cancelled due to Rektor's/Dean's Day must be made up for in a form of essay, presentation or oral account (as indicated by a teacher). The final grade is a sum of a grade in the written test (5 open questions requiring defining, explaining, analysing, and problem-solving: 40% of the final grade), active participation in the classes (taking part in discussion, exercises, workshop, and team work: 20% of the final grade) and a group (4-5 students) presentation on chosen topic (40% of the final grade).

Grade:	Criteria (only for courses/modules ending with an examination)
Very Good (5.0)	Very good mastering of the topics covered in seminars: grade of at least 95% in the open-question test, presentation, and active participation. Student can recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fluent and creative problem-solving.
Good Plus (4.5)	Very good mastering of the topics covered in seminars: grade of at least 85% in the open-question test, presentation, and active participation. Student can recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fluent problem-solving.
Good (4.0)	Good mastering of the topics covered in seminars: grade of at least 75% in the open-question test, presentation, and active participation. Student can recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fulfilling most of the tasks.
Satisfactory Plus (3.5)	Good mastering of the topics covered in seminars: grade of at least 70% in the open-question test, presentation, and active participation. Student can recognize the ethical dimensions of medical decisions and analyze situations from ethical point of view. Fulfilling basic, simple tasks.
Satisfactory (3.0)	Sufficient mastering of the topics covered in seminars: grade of at least 50% in the open-question test, presentation, and active participation. Fulfilling basic, simple tasks.
	Criteria (only for courses/modules ending with e credit)
Credit	Does not apply to the Faculty of Medicine

Grade:	Criteria (examination evaluation criteria)
Very Good (5.0)	
Good Plus (4.5)	
Good	

(4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	
Unit realizing the subject	Department of Humanistic Sciences in Medicine
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Person responsible for module	dr hab. Jarosław Barański
Coordinator	
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List of persons conducting specific classes				
Full name	Degree/scientific or professional title	Discipline	Performed profession	Form of classes
Agata Strządała	PhD	Sciences about health, cultural studies	Academic teacher	SE

Date of Syllabus development

29.09.2020

Signature of Faculty Dean

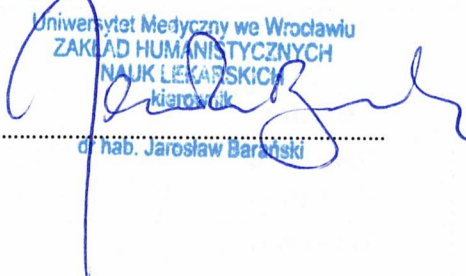
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Syllabus developed by

Agata Strządała, PhD
Prof. dr hab. Jarosław Barański

Signature of Head of teaching unit

Uniwersytet Medyczny we Wrocławiu
ZAKŁAD HUMANISTYCZNYCH
NAUK LEKARSKICH
kierownik



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dr hab. Jarosław Barański