

## SYLLABUS

Concerning the cycle of education **2024- 2030**

Academic year 2024/2025

### 1. BASIC INFORMATION CONCERNING THIS SUBJECT

Subject name	<b>Medical Ethics</b>
Course code *	<b>EI</b>
Faculty (name of the leading direction)	<b>Medical College of The University of Rzeszów</b>
Department Name	<b>Medical College of The University of Rzeszów</b>
Field of study	<b>Medicine</b>
Level of education	<b>Uniform master studies</b>
Profile	<b>General academic</b>
Form of study	<b>Stationary / non-stationary</b>
Year and semester	<b>Year I, semester 2</b>
Type of course	<b>Obligatory</b>
Language of instruction	<b>English</b>
Coordinator	<b>Assoc. Prof. Romuald Krajewski, MD, PhD</b>
Name(s) of the instructor(s)	<b>Assoc. Prof. Romuald Krajewski, MD, PhD</b>

\* - according to the resolutions of the Faculty of Medicine

#### 1.1. Forms of classes, number of hours and ECTS points

Semester (no.)	Lecture	Exercise	Conversation	Laboratory	Seminar	ZP	Practical	Others	Number of points ECTS
2	-	-	-	-	15	-	-	11	<b>1</b>

#### 1.2. The form of class activities

- ☒ Classes are conducted in a traditional format
- ☒ Classes are implemented using methods and techniques of distance learning

#### 1.3. Examination Forms (Ongoing Assessment): (exam, credit with grade or credit without grade); **credit with grade**

## 2. BASIC REQUIREMENTS

Familiarization with at least one of the first five items of the core literature and with the Code of Medical Ethics.
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## 3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

### 3.1. Objectives of this course

C <sub>1</sub>	Understanding the role of ethics in the functioning of societies and professional groups, as well as the basic methods of ethical argumentation and ethical decision-making.
C <sub>2</sub>	Comprehension of, and ability to justify, medical ethical norms and patterns of conduct in medical practice.
C <sub>3</sub>	Familiarization with the most important ethical issues arising in the physician's work: in patient-family-physician relationships, physician-administration relationships, physician-medical industry interactions, relationships between physicians, issues related to procreation, organ and tissue transplantation, end-of-life care, and scientific research.
C <sub>4</sub>	Acquisition of the ability to apply ethical principles and methods to situations encountered in everyday medical practice.
C <sub>5</sub>	Understanding the relationship between professional medical knowledge, ethical principles, and legal regulations.
C <sub>6</sub>	Familiarization with the basic legal regulations concerning the practice of the medical profession.
C <sub>7</sub>	Familiarization with legal regulations concerning patients' rights, consent to treatment, disclosure of health information, and medical confidentiality.
C <sub>8</sub>	Familiarization with the basic principles of physicians' liability for conduct inconsistent with professional standards and for violations of medical ethics.

### 3.2. Outcomes for the course

EK (the effect of education)	The content of the learning effect defined for the subject	Reference to directional effects <sup>1</sup>
<b>Knowledge: the graduate knows and understands</b>		
EK_01	the concept of humanism in medicine, as well as the main concepts, theories, and ethical principles serving as a general framework for properly interpreting and analyzing moral issues in medicine;	D.W15.

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<sup>1</sup> In the case of an educational path leading to teaching qualifications, also include the learning outcomes from the standards for teacher training.

EK_02	patients' rights and the concept of the patient's best interest;	D.W16.
EK_03	the ethics of palliative care and its significance in the context of patient care at all stages of serious illness and a dignified death;	D.W17.
<b>Skills: the graduate is able to</b>		
EK_04	adhere to ethical standards in professional activities, including planning and conducting a therapeutic process in accordance with ethical values and the principles of humanism in medicine;	D.U1.
EK_05	recognize the ethical dimension of medical decisions and to distinguish factual aspects from normative ones;	D.U2.
EK_06	respect patients' rights;	D.U3.
<b>Social competences: the graduate is prepared to</b>		
EK_07	take actions toward the patient based on ethical principles, with awareness of the social conditions and limitations resulting from the illness;	K.04.

### 3.3. Programme content – seminar topics

<b>Course content</b>
Ethics as a branch of philosophy. Sources of ethical norms. Relationships between ethical principles and legal regulations. The main ethical systems and methods of ethical argumentation and ethical decision-making.
Medical ethics – discussion of general concepts. Development of medical ethics. Documents concerning ethics and bioethics: the WHO Geneva Declaration, the Helsinki and Tokyo Declarations, the Council of Europe Convention on the Protection of Human Rights and Human Dignity. The Code of Medical Ethics.
The most important ethical issues in physicians' work. Bioethics and problems related to advances in medical sciences. Ethical aspects of scientific research in medicine. Ethical issues related to procreation, transplantation, and end-of-life therapy.
Patients' rights and the resulting duties of physicians and medical staff. Medical confidentiality. Patient-physician relationships. Principles of informing patients and their families. Patient consent to treatment.
Physicians' conduct following treatment failures and medical errors. Ethical aspects of physicians' relationships with industry and administration, as well as relationships with other physicians and medical staff.

Fundamentals of medical law. Legal principles of practicing the medical profession. The Act on the Professions of Physician and Dentist. Legal organization of healthcare. Professions of public trust. The Act on Medical Chambers.
Modes of liability applicable to physicians and dentists. Fundamentals of criminal, civil, and professional liability. Other modes of liability. Physicians' rights. The Medical Ombudsman at Regional Medical Chambers.

### 3.4. Didactic methods

**Seminar:** Lecture with multimedia presentation, discussion; individual work; group work; individual answers to posed questions.

## 4. ASSESSMENT METHODS AND CRITERIA

### 4.1. Methods of assessing learning outcomes

Symbol of effect	Methods of assessing learning outcomes (e.g., test; oral exam; written exam; project; report; observation during classes)	Form of classes (Exercises, Seminar...)
EK_01-EK_02	Written assessment	SEM.
EK_03-EK_07	Assessment based on student participation and engagement during class discussions	SEM.

### 4.2. Course completion requirements (evaluation criteria)

#### **Written assessment: multiple-choice test and open-ended questions**

- A: Questions on knowledge to be memorized;
- B: Questions on knowledge for understanding;

#### **Oral assessment: participation in discussion**

- C: Solving a typical medical ethics problem;
- D: Solving an atypical medical ethics problem.

- for insufficient result of tasks only from areas A and B = grade 2.0
- for solutions of tasks only from areas A and B, the maximum achievable grade = 5.0
- for solutions of tasks from areas C and D, the grade from A and B tasks can be elevated by 0.5 – 1 point.
- for solutions of tasks from areas A + B + C + D, the maximum achievable grade = 5.0

#### **Assessment of knowledge (EK\_01, EK\_02):**

##### **Written test**

- 5.0 – demonstrates knowledge of each learning content at the level of 93%-100%
- 4.5 – demonstrates knowledge of each learning content at the level of 85%-92%
- 4.0 – demonstrates knowledge of each learning content at the level of 77%-84%
- 3.5 – demonstrates knowledge of each learning content at the level of 69%-76%
- 3.0 – demonstrates knowledge of each learning content at the level of 60%-68%
- 2.0 – demonstrates knowledge of each learning content below 60%

**Assessment of skills – tasks C and D (EK\_o3, EK\_o4, EK\_o5, EK\_o6):**

1.0 – the student actively participates in classes, is very well prepared, and has the ability to recognize the ethical dimensions of medical decisions and to distinguish factual aspects from normative ones

0.5 – the student participates in classes; their level of preparation does not allow for a comprehensive presentation of the discussed problem, but they have a sufficient ability to recognize the ethical dimensions of medical decisions and to distinguish factual aspects from normative ones

0 – the student participates passively in classes, their statements are substantively incorrect, and they lack the ability to recognize the ethical dimensions of medical decisions and to distinguish factual aspects from normative ones

**5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES IN HOURS AND ECTS CREDITS**

Form of activity	Average number of hours required to complete the activity
Contact hours according to the study schedule	15
Other activities involving academic staff (participation in consultations, exams)	1
Non-contact hours – student's independent work (preparation for classes, exam, etc.)	10
SUM OF HOURS	26
<b>TOTAL NUMBER OF ECTS</b>	<b>1</b>

*\* It should be noted that 1 ECTS point corresponds to 25–30 hours of total student workload.*

**6. PRACTICAL TRAINING IN THIS SUBJECT**

Number of hours	-
Rules and forms of internships	-

**7. LITERATURE**

**Basic literature:**

1. Beauchamp TL, Childress JF: Principles of Medical Ethics, Oxford University Press, 2019, ISBN 0190640871
2. World Medical Association International Code of Medical Ethics (<https://www.wma.net/>)
3. Medical Code of Ethics (PL)
4. Class materials on MS Teams platform

**Additional literature:**

1. Devettere RJ: Practical Decision Making in Health Care Ethics: Cases, Concepts, and the Virtue of Prudence, Fourth Edition, Georgetown University Press, 2016, ISBN 162616276X
2. World Medical Association Medical Ethics Manual (<https://www.wma.net/>)
3. World Medical Association Declaration of Helsinki (<https://www.wma.net/>)

Approved by the Head of the Department or an authorised person