

Teaching guide

IDENTIFICATION DETAILS

Degree:	Pharmacy		
Scope	Pharmacy		
Faculty/School:	Experimental Sciences		
Course:	ETHICS AND BIOETHICS		
Type:	Compulsory	ECTS credits:	3
Year:	4	Code:	2542
Teaching period:	Seventh semester		
Subject:	Social Aspects		
Module:	Social and Historical Aspects		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

The purpose of this course is to inform the student of those aspects that determine ethical behavior in the professional practice, in order to acquire the professional values that are necessary to carry out this exercise. It should also help the student to have a well-formed judgment so that they can actively participate in solving current ethical problems that may arise in everyday professional work.

GOAL

The final objective of the course is ultimately to inform the student and to encourage them to reflect on those aspects that determine ethical and bioethical behavior in the personal and professional practice of the pharmacist, contributing to the acquisition of the values necessary to carry out this exercise.

The specific aims of the subject are:

That the student becomes aware of the need for Bioethics in today's society, because not everything technically possible is ethically admissible||From scientific knowledge, it is possible to acquire the scope of this discipline and achieve an ethical path in the way of acting, both in daily life and in professional practice.

Through this course, it is intended that they acquire arguments to defend life, responding to the truth of nature and human dignity.

With this learning, they will be able to understand the relationship between Bioethics and other disciplines. In short, they will discover "humanization in the art of healing" .

That the student knows how to give a bioethical response to the different situations that occur or may occur in their personal or professional lives

PRIOR KNOWLEDGE

Prior knowledge of biology

COURSE SYLLABUS

Topic 1. Foundations of Bioethics 1.1. Origin of Bioethics and a brief history. Why did Bioethics come about? 1.2. Bioethics. Definition. Object of study. Who is the human being? Concept of dignity. The six fundamental principles of Bioethics: inviolability; truth-nature-freedom nexus; science, technology and progress are at the service of the human being; not everything that is technically possible is morally acceptable; the end does not justify the means; the golden rule of bioethics: "whatever you want men to do to you, do it to them too" 1.3. Method followed in Bioethics. 1.4. Current bioethical models.

Theme 2. The human embryo. Identity and biological, anthropological and legal status.

Theme 3. The greatness of unborn life versus "ethics of wonder.

Topic 4. Fertility regulation. 4.1. Contraception. 4.2. Natural fertility methods.

Topic 5. Abortion.

Theme 6. Assisted human reproduction. Infertility and sterility.

Topic 7. Prenatal diagnosis and preimplantation genetic diagnosis.

Topic 8. Human genetics. Cloning and stem cells.

Topic 9. Euthanasia and assisted suicide.

Topic 10. Medical excess.

Topic 11. Palliative care. The art of caring.

Topic 12. Ethics in the pharmaceutical industry.

EDUCATION ACTIVITIES

FACE-TO-FACE ACTIVITY

- AFP1. Theory classes: the teacher will present the topics synoptically through master lessons.
- AFP2. Practical classes: study and commentary of practical cases
- AFP3. Seminars and/or exhibition of works
- AFP4. Tutoring: The tutoring schedule will be arranged directly with the teacher, knowing that at least one is mandatory for continuous evaluation.
- AFP5. Taking exams: the student must demonstrate understanding of what they have learned during the semester through theoretical and theoretical-practical exercises carried out in the classroom, as well as a final exercise, to show if they have achieved the objectives and competencies set out in the subject.

AUTONOMOUS WORK

- AFNP1. Study of theories, exercises and problems
- AFNP2. Internship preparation and study
- AFNP3. Preparing jobs
- AFNP4. Tutoring preparation

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

Cross Skills

To develop criteria for problem-solving and decision-making both on a professional and personal level.

To nurture an attitude of intellectual curiosity and a quest for truth in all areas of life.

To be able to assess knowledge acquired.

To be able to apply the theoretical knowledge learnt in the of solving problems and practical cases linked to the various subjects.

LEARNING RESULTS

Identify the basic principles of ethics and bioethics and apply them in personal and professional life.

Understand the meaning and foundation of human dignity, the fundamental dimensions of the human being, the evolution of different anthropologies throughout history and their practical implications.

Relate the biological basis of anthropology to the historical and cultural evolution or adaptation of the human species.

SPECIFIC LEARNING RESULTS

State the nature and objective of Bioethics

Compare the fundamental assumptions and principles of Bioethics

Critically appreciate scientific data based on anthropological and bioethical principles

Associate the social dimension of bioethical issues||With this course you will answer cutting-edge bioethical questions.

LEARNING APPRAISAL SYSTEM

For the final evaluation system, both the continuous evaluation and the final exam will be taken into account according to the following specifications: -CONTINUOUS EVALUATION SYSTEM:

-IF 2. 10%. Daily activities and exercises. They may be individuals or in groups of no more than 4 students.

- SE3.group and individual works proposed by the teacher: 25% that will be exhibited in the classroom.

- IF 4. Attendance and participation in face-to-face classroom activities 10%

-IF 1. FINAL EXAM: 55%. Written development tests or test-type questions.

It is necessary to pass the final exam to calculate the points of the continuous evaluation system. -Attendance at exhibition classes is 80% mandatory and an indispensable condition for continuous evaluation, subject to instructions from the health authorities.

-The criteria for continuous evaluation will be applied in the ordinary and extraordinary call.

- Students who enroll for the second or more times in the subject should contact the teacher to specify the percentage of attendance that will be through tutoring. The rest of the items are the same for all students
- Students in second or subsequent enrollment must contact the teacher to request to take advantage of this system.

Alternative evaluation system.

- "The criteria of continuous evaluation will be applied in the ordinary and extraordinary call.
- Students who enroll for the second or more times in the subject must contact the teacher to individually specify the continuous evaluation. The work and tasks will have to be done in the same way as first-time students to be counted in the continuous evaluation.

Class attendance is what you will have to justify and discuss directly with the teacher. Under no circumstances will the student be exempt from it. IMPORTANT: *Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with the university's Evaluation Regulations and Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Postigo Solana E, Bioethics, Anthropology and Ethical Trends Eunsa

AA. VV Crespo Garrido, S. Jerome Lejeune Foundation Bioethics Manual BAC

(AA. VV Crespo Garrido, S. Jerome Lejeune Foundation Bioethics Manual BAC , ||Postigo Solana, E. Tomás y Garrido, G Personalist Bioethics Science and Controversy EIUNSA, 21st Century Tribune Collection)

Dieguez, A Transhumanism. The Technological Search for Human Improvement Herder

Lumbreras Sancho, S. Responses to Transhumanism. Body, Authenticity and Sense Digital Reasons

Crespo Garrido, S Radical Feminism and the Crisis of the Family in the Work of Évelyne Sullerot. Doctoral thesis repository UFV

Additional

Crespo Garrido, S. Aparisi, A. Male identity and gender post-feminism in: Towards a sex-gender model. Equality in the Tirant lo Blanch difference

.López Guzmán, J; Crespo Garrido, S. The administration of puberty blockers to trans people: an interdisciplinary approach Tirant lo Blanch

(.López Guzmán, J; Crespo Garrido, S. The administration of puberty blockers to trans people: an interdisciplinary approach Tirant lo Blanch , ||López Guzmán, J; Crespo Garrido, S. Ethical, scientific and legal aspects of cross-hormone treatment in trans people Tirant lo Blanch)