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FACULTY OF MEDICINE

Approved:
Dean:
(Prof. Yoto Yotov, MD, PhD)

SYLLABUS

IN
Medical ethics

Specialty	**MEDICINE**
Educational - qualification degree	**master**
Organizational form of education	**full-time**
Auditorial activity (Lectures/Seminars)	**30 (15/15)**
Extra-auditorial activity	**30**
ECTS- credits	**2**
Discipline type	**compulsory**
Semester/s of education	**fifth**
Semester of examination	**fifth**
Developer(s) of the Syllabus:	**Prof. Albena Kerekovska, MD, PhD**
	Chief assistant Martin Mirchev, PhD

Varna, 2024

ANNOTATION

Aims of the course	The course in Medical ethics examines medical ethics as a type of applied ethics - the application of ethical theories, principles and rules to ethical problems in therapeutic practice, the healthcare system and biomedical research. The main goal of the course is to familiarize with problem situations, increase sensitivity to recognize emerging moral dilemmas and promote the ability to search for reasoned rational solutions.

Outcomes for students at the end of the course:	
Competences	▪ applying ethical principles in biomedical aspects and in the field of public health; ▪ recognizing problem situations and ethical dilemmas that also require knowledge of the legal framework and regulations.
Competence group	1. **Patient Care** that is compassionate, appropriate, and effective for treating health problems and promoting health.
Knowledge	▪ history and development of medical ethics; ▪ establishment of guiding principles, rules and laws that regulate doctor-patient relationships in medical and therapeutic practice; ▪ emergence of public health, development of medical science and medical technologies as sources of moral and legal dilemmas in practice; ▪ allocation of limited resources in healthcare; ▪ basic principles of modern medical ethics; rights and obligations of patients and medical professionals.
Skills	▪ developing sensitivity to problematic situations in healthcare and medical practice; ▪ forming an individual approach to various problematic contexts; ▪ using rational argumentation in the search for solutions; ▪ complying with modern legal regulations for state management in the field of public healthcare.

Key competencies for lifelong learning[1], that the discipline develops:	
Literacy competence Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.	X
Multilingual competence This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.	
Mathematical competence and competence in science, technology, engineering A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	
Digital competence Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.	
Personal, social and learning to learn competence Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.	X
Citizenship competence the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	X
Entrepreneurship competence Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	
Cultural awareness and expression competence Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.	

[1] As defined in 2018 r. by the European Union Council (https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN)

Methods of education
▪ lectures ▪ seminars ▪ problem solving, case studies, consultations, discussions, work with scientific literature, regulatory documents, databases, analyses, presentations

Links with other courses from the curriculum of the specialty
▪ **Builds upon knowledge acquired in/Depends on:** ○ ▪ **Necessary for the following disciplines:** ○ ▪ **Other related disciplines:** ○