



**CD 8.5.1 DISCIPLINE CURRICULUM FOR
UNIVERSITY STUDIES**

Edition:	07
Date:	15.04.2019
Page:	1/9

**FACULTY OF MEDICINE
STUDY PROGRAM 0912.1 MEDICINE
NICOLAE TESTEMITANU CHAIR OF SOCIAL MEDICINE AND
HEALTH MANAGEMENT**

APPROVED
at the meeting of the Commission for Quality
Assurance and Evaluation of the Curriculum
faculty Medicine

Minutes No. 5 of 13.01.2020

Chairman dr.hab.st.med., prof. universitar

SUMAN SERGHEI

APROBATĂ
at the Council meeting of the Faculty
Medicine 2

Minutes No. 3 of 25.02.2020

Dean of Faculty dr.st.med., conf.universitar

BETIU MIRCEA

APPROVED
at the meeting of the Nicolae Testemitanu Chair of
Social Medicine and Health Management

Minutes nr. 1 din 30.08.2019

Head of chair dr. hab.st.med., conf. universitar

RAEVSCHI ELENA

SYLLABUS

DISCIPLINE ETHICS AND DEONTOLOGY

Integrated studies/ Cycle I, License

Type of course: **Optional discipline**

Chisinau, 2019



CD 8.5.1 DISCIPLINE CURRICULUM FOR UNIVERSITY STUDIES

Edition:	07
Date:	15.04.2019
Page. 2/9	

I. INTRODUCTION

- General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program
The course on medical ethics and deontology is an important component in the education of medical students. The main objective is to provide medical students as future physicians with a set of skills for analyzing and resolving ethical dilemmas.
Medical ethics and deontology, as an element of general and professional culture, contributes to the professional and intellectual education of the physician. The discipline provides tools and skills for ethical reasoning that will allow medical students to recognize ethical dilemmas and equip them to reach practical, ethical solutions to those dilemmas in modern health care. Physician should know principles of the organization of its own profession, regulations, rules, rights and duties it assumes in concordance with patients' and physicians' fundamental rights. The course content includes study of values, principles and norms of conduct, that are mandatory for health professionals employed in healthcare system.
The content of the course is correlated with students' level of education, similar to other European universities with up-to-date information, and represents the necessary body of knowledge in order to know medical ethics and deontology.
- **Mission of the curriculum (aim) in professional training:**
Knowledge of medical ethics and deontology principles and norms, understanding their role in practicing the profession of physician. Promoting supreme moral values and standards to help raise awareness of appropriate behaviour of all members of medical community.
- Language (s) of the course: Romanian, Russian, English.
- Beneficiaries: students of the III-year, faculty Medicine I and Medicine II specialty Medicine.

II. MANAGEMENT OF THE DISCIPLINE

Code of discipline		U.05.A.049.1	
Name of the discipline		Medical Ethics and Deontology	
Person(s) in charge of the discipline		Margine L., Obreja G.	
Year	III	Semester/Semesters	V
Total number of hours, including:			30
Lectures	10	Practical/laboratory hours	10
Seminars		Self-training	10
Clinical internship			
Form of assessment	CD	Number of credits	1



CD 8.5.1 DISCIPLINE CURRICULUM FOR UNIVERSITY STUDIES

Edition: 07

Date: 15.04.2019

Page: 3/9

III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the discipline study the student will be able to:

- *at the level of knowledge and understanding:*

1. Importance of ethics and deontology to medicine
2. The main rights and duties of physicians and patient
3. Respect and equal treatment for all patients
4. Making a medical decision for patients who are incapable of making their own decisions
5. Justification for patient confidentiality and recognition of legitimate exceptions to confidentiality
6. Description of the physicians' behaviour towards one another
7. Resolving conflicts with other health care providers
8. Ethical rules of research on human subjects
9. Modality of balancing research and clinical care

- *at the application level:*

1. Identify the major sources of medical ethics
2. Recognize different approaches to ethical decision-making
3. Identify the essential elements of informed consent
4. Recognize the principal ethical issues that occur at the beginning and end of life
5. Recognize conflicts between the physician's obligations to patients and to society and identify the reasons for the conflicts
6. Identify and deal with the ethical issues involved in allocating scarce medical resources
7. Recognize physician responsibilities for public and global health
8. Justify reporting unethical behavior of colleagues
9. Identify the main ethical principles relating to cooperation with others in the care of patients
10. Identify the main principles of research ethics

- *at the integration level:*

1. Integration of medical ethics and deontology knowledge with clinical ones.
2. Solving different ethical and deontological dilemmas in the relationship physician-patient, physician-colleagues and physician-society
3. Applying the accumulated knowledge for conducting personal scientific research within the license thesis, University Days and as a future physician-clinician and young researcher.

IV. PROVISIONAL TERMS AND CONDITIONS

1. Language requirements (intermediary level);
2. Basic computer skills (internet, document processing, MS Office Word, EXCEL, PowerPoint);
3. Ability to work in a team;
4. Non-work-related activities are strictly forbidden, disconnected mobile phones;
5. Lateness is not tolerated.



**CD 8.5.1 DISCIPLINE CURRICULUM FOR
UNIVERSITY STUDIES**

Edition:	07
Date:	15.04.2019
Page. 4/9	

V. THEMES AND ESTIMATE ALLOCATION OF HOURS

Lectures, practical hours/ laboratory hours/seminars and self-training

No. d/o	THEME	Number of hours		
		Lectures	Practical hours	Self- training
1.	Introduction. Principal features of medical ethics and deontology	2	2	2
2.	Physician and patient	2	2	2
3.	Physician and Society, Physician and Colleagues	4	4	4
4.	Ethical and deontological aspects of a biomedical research	2	2	2
Total		10	10	10

VI. REFERENCE OBJECTIVES OF CONTENT UNITS

Objectives	Content units
Theme (chapter) 1. Introduction. Principal features of medical ethics and deontology	
<ul style="list-style-type: none"> - <i>To define</i> the main features of medical ethics; - <i>To know</i> the importance of medical ethics to decision-making in medicine; - <i>To demonstrate</i> the knowledge of the international and national declarations/ codes of medical ethics and deontology, legislation on human rights and other relevant documents; - <i>To apply</i> Ethics knowledge in the field of medical practice and biomedical research; - <i>To integrate</i> medical ethics principles with advances in medical practice and science. 	<ol style="list-style-type: none"> 1. Introduction. Importance of Ethics to Medicine. Historical foundations of Medical Ethics. Oath of Hippocrates. 2. Medical ethics, medical professionalism, human rights and law: Declaration of Geneva, International Code of Medical Ethics, Declaration on Human Rights; European Charter of Patients' Rights; National Code of Physician's Deontology. 3. Main features of medical ethics. 4. Approaches to ethical decision-making in medicine.
Theme (chapter) 2. Physicians and Patients	



**CD 8.5.1 DISCIPLINE CURRICULUM FOR
UNIVERSITY STUDIES**

Edition:

07

Date:

15.04.2019

Page. 5/9

Objectives	Content units
<ul style="list-style-type: none"> - <i>To define</i> the particularities of the physician-patient relationship; - <i>To know</i> the essential elements of informed consent; - <i>To demonstrate</i> the knowledge of the most important ethical issues that occur during the life-course; - <i>To apply</i> informed consent and good communication skills in medical practice; - <i>To integrate</i> ethical issues in the medical practice and science. 	<ol style="list-style-type: none"> 1. Physician-patient relationship. 2. Respect and equal treatment. 3. Communication and consent. 4. Decision-making for incompetent patients. 5. Confidentiality. 6. Beginning-of-life issues. 7. End-of-life issues.
<p>Theme (chapter) 3. <u>Physicians and society, physicians and colleagues</u></p>	
<ul style="list-style-type: none"> - <i>To define</i> the special features and ethical principles relating to physician-society relationship and physician-colleagues cooperation; - <i>To know</i> physician responsibilities for public and global health and in cooperation with other healthcare providers; - <i>To demonstrate</i> the understanding of ethical issues in allocating scarce medical resources and resolving conflicts with other healthcare providers; - <i>To apply</i> the knowledge in medical ethics for the recognition of conflicts between the physician's obligations to patients and to society and for the identification of reasons for these conflicts; - <i>To integrate</i> ethical knowledge in dealing with ethical issues involved in physician-society relationship as well as in cooperation with colleagues. 	<ol style="list-style-type: none"> 1. Special features of physician-society and physician-colleagues relationship. 2. Dual loyalty. 3. Resource allocation. 4. Public Health. 5. Global health. 6. Physicians and the environment. 7. Challenges to medical authority 8. Relationship with physician colleagues, teachers and students 9. Reporting unsafe or unethical practices 10. Relationship with other health professionals 11. Cooperation 12. Conflict resolution
<p>Theme (chapter) 4. <u>Ethical aspects of a biomedical research</u></p>	
<ul style="list-style-type: none"> - <i>To define</i> the importance of medical research for medical practice; - <i>To know</i> the main principles of research ethics; 	<ol style="list-style-type: none"> 1. Importance of medical research 2. Research in medical practice 3. Ethical requirements: <ol style="list-style-type: none"> 3.1. Ethics Committee Review Approval 3.2. Scientific merit 3.3. Social value



**CD 8.5.1 DISCIPLINE CURRICULUM FOR
UNIVERSITY STUDIES**

Edition:	07
Date:	15.04.2019
Page. 6/9	

Objectives	Content units
<ul style="list-style-type: none"> - <i>To demonstrate</i> the understanding of the requirements of ethics review committees; - <i>To apply</i> the knowledge in medical ethics to balance research and clinical care; - <i>To integrate</i> ethically research and medical practice. 	<ul style="list-style-type: none"> 3.4. Risks and benefits 3.5. Informed consent 3.6. Confidentiality 3.7. Conflicts of Roles 3.8. Honest Reporting of Results 3.9. Whistle-blowing 3.10. Unresolved issues

**VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC)
COMPETENCES AND STUDY OUTCOMES**

✓ **Professional (specific) (SC) competences**

Not applicable

✓ **Transversal competences (TC)**

Not applicable

✓ **Study outcomes**

The student at the end of the course will be capable:

- To identify the major sources of medical ethics and to recognize different approaches to ethical decision-making, including for incompetent patients;
- To explain the justification for patient confidentiality and recognize legitimate exceptions to confidentiality;
- To recognize ethical issues in the physician-patient, physician-society and physician-colleagues relationship and explain how to resolve relationship related conflicts;
- To justify reporting unethical behavior of colleagues;
- To know how to balance medical research and medical practice.

Note. Study outcomes (are deduced from the professional competencies and formative valences of the informational content of the discipline).

VIII. STUDENT'S SELF-TRAINING

No.	Expected product	Implementation strategies	Assessment criteria	Implementation terms
1.	Working with information sources	To read the lecture's or manual's material on the topic. Read the questions in	Ability to extract the essentials; interpretive skills; the volume of work	During the semester



**CD 8.5.1 DISCIPLINE CURRICULUM FOR
UNIVERSITY STUDIES**

Edition: 07

Date: 15.04.2019

Page. 7/9

		the topic, which requires a reflection on the subject. Selecting additional sources of information on the topic. Getting acquainted with the additional information sources on the topic. Formulation of generalizations and conclusions on the topic.		
2.	Students' project presentations	Selection of the topic, establishing the research plan, establishing the deadlines. Establishing the components of the PowerPoint presentation – topic, aim, results, conclusions, references. Colleagues' reviews. Teacher's review.	Volume of work, degree of understanding of the essence of the project's topic, the quality of conclusions, elements of creativity, formation of personal attitude, exposure coherence and scientific correctness, graphical presentation, presentation method.	During the semester

IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

- **Teaching and learning methods used**

For more effective learning within the course of “Medical Ethics and Deontology”, both traditional methods (exposure, conversation, exercise) and those considered today to be more effective for university education (active based learning, case study, project method, modeling) are used. Practical methods use frontal methods, individual activity methods, group activity methods. Practical training within the course uses computer-assisted training / self-training (MS Office EXCEL, PowerPoint).

- **Applied teaching strategies / technologies (specific to the discipline)**

Communication Technologies such as PowerPoint presentations are used during the theoretical lectures and practical seminars.

- **Methods of assessment (including the method of final mark calculation)**

Current: The current assessment during the semester includes a midterm test (theoretical part) and a student's Power Point presentation of the research project (the practical part). The latter represents the assessment of the practical skills of a student.

Theoretical part of the current evaluation:

Midterm test

Practical part of the current evaluation:

Project presentation + attendance of the theoretical lectures.



CD 8.5.1 DISCIPLINE CURRICULUM FOR UNIVERSITY STUDIES

Edition: 07

Date: 15.04.2019

Page. 8/9

The mark for the practical part of the current assessment in complex and consists of two parts: the mark for the project presentation (coefficient is 0.9) and the mark for the attendance of the theoretical lectures (coefficient is 0.1). The semester mark is calculated as the average of the mark for the midterm test and the project presentation mark.

Final: Differentiated colloquium

Those students who have the semester mark less than 5.00 and / or did not recover their absence(s) for the practical seminars (no absences are admitted for the practical seminars) are not admitted to the final exam by the Department.

The differentiated colloquium represents the test-grid test which includes 30 random questions from each of the studied themes. The test-grid covers 40% single-choice questions and 60% multiple-choice questions. The student has at his/her disposal 30 minutes to answer to the grid-test. The list of questions for the differentiated colloquium is approved by the Department.

The final mark is calculated as the average of the semester mark and the mark for the test-grid obtained at the final exam.

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.



CD 8.5.1 DISCIPLINE CURRICULUM FOR UNIVERSITY STUDIES

Edition: 07

Date: 15.04.2019

Page. 9/9

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.

X. RECOMMENDED LITERATURE:

A. Compulsory:

1. **Tintiuc D., Raevschi M., Grossu Iu.** Etica și deontologia medicală. Chișinău, 2007
2. **Daghie Viorel.** Etică și deontologie medicală. Editura Național. București, 2000

B. Additional

1. Carta europeană a drepturilor pacientului
<https://constitutii.wordpress.com/2015106116lcarta-europeana-adrepturilor-pacientilor/>
2. Legea cu privire la exercitarea profesiei de medic
<http://lex.justice.md/viewdoc.php?action=view&view=doc&id=313062&lang=1>
3. Legea cu privire la drepturile și responsabilitățile pacientului
<http://lex.justice.md/viewdoc.php?id=313060>
4. Codul deontologic al lucrătorului medical și farmacistului
<http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=369644>
5. WMA Declaration of Geneva
<https://www.wma.net/policies-post/wma-declaration-of-geneva/>
6. UN Universal Declaration of Human Rights
<https://www.un.org/en/universal-declaration-human-rights/>
7. WMA Declaration on the Rights of the Patient
<https://www.wma.net/policies-post/wma-declaration-of-lisbon-on-the-rights-of-the-patient/>
8. WMA Declaration of Helsinki
<https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>
9. WMA International Code of Medical Ethics
<https://www.wma.net/policies-post/wma-international-code-of-medical-ethics/>
10. WMA Declaration of Delhi on Health and Climate Change
<https://www.wma.net/policies-post/wma-declaration-of-delhi-on-health-and-climate-change/>