<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">Bioethics</td></tr>
<tr><td>Code</td><td>PMB723</td><td>Year of study</td><td colspan="4">2</td></tr>
<tr><td>Course teacher</td><td>Nives Kević, PhD,
Assistant Professor</td><td>Credits (ECTS)</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">Sofia Blažević, PhD
Ružica Tokalić, MD
Marin Viđak, MD</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td>30</td><td>15</td><td></td><td></td></tr>
<tr><td>Status of the course</td><td>Elective</td><td>Percentage of application of e-learning</td><td colspan="4">10%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="6">The syllabus is designed to enable students’ development of skills of understanding, reflectivity and critical assessment of bioethical issues.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">None.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Students will be able to:
• Demonstrate an understanding of the term 'ethics'.
• Present knowledge and understanding of different philosophical and ethical positions in the ethical debate.
• Demonstrate how different ethical positions may lead to different moral decisions.
• Apply their knowledge and understanding in the analysis of the ways in which humankind deals with the natural world.
• Demonstrate knowledge and understanding of the ethical and social issues involved in modern medicine, biotechnology, agriculture and in the utilization of natural resources.
• Present the ability to work in teams including assignment of specific roles to individual team members.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">Lectures:
1. Sociological, philosophical and ethical background – scientific method; sociology of science; perceptions of science and technology; introduction to philosophy and ethics; ethics and bioethics. (4 hours)
2. Environmental ethics; human use of non-human animals (use of animals in research). (4 hours)
3. Biomedical ethics – reproductive technologies; egg donation; cloning; human genetics; neuro-ethics; brain imaging/neuroimaging; the Human Genome Project and eugenics; forensic use of DNA/DNA databases; genetic testing; gene therapy; organ trading; death; euthanasia. (12 hours)
4. Biotechnology ethics – genetic modification; crop GM and less-developed countries; other ethical/social issues associated with crop GM; patenting genes. (8 hours)
5. Research ethics, publication ethics and good practice guidelines. (2 hour)</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒ seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning</td><td colspan="3">☒ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor</td></tr>
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	☐ field work	☐ (other)
Student responsibilities	The student must attend 70% of lectures, 100% of seminars, prepare seminar essay and power point presentation as his/her oral exam.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Seminar essay and power point presentation contribute with 50% each in the final grade.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Talbot M. 2012. Bioethics – an introduction. Cambridge University Press.		
	Original scientific papers (will be listed at the beginning of the course)		

Optional literature (at the time of submission of study programme proposal)	All European Academies (2017). "The European Code of Conduct for Research Integrity". https://www.allea.org/publications/joint-publications/european-code-conduct-research-integrity/ [Accessed 22/03/2019]
Quality assurance methods that ensure the acquisition of exit competences	Quality monitoring will be performed at three levels: (1) University, (2) Faculty, (3) teacher.
Other (as the proposer wishes to add)	