

1. OVERVIEW

Subject Area	BIOETHICS AND LEGAL MEDICINE
Degree	MEDICINE
School/Faculty	BIOMEDICAL AND HEALTH SCIENCES
Ac. Year	THREE
ECTS	7 ECTS
Type	COMPULSORY
Language(s)	SPANISH
Delivery Mode	ON CAMPUS
Semester	YEARLY

2. INTRODUCTION

Clinical Bioethics and Legal Medicine is a compulsory subject (worth 7 ECTS) taught over the fourth year of the Degree in Medicine. This subject belongs to the “Social medicine: communication skills and introduction to research” module which is worth a total of 32 ECTS.

The aim is for students to understand the main ethical problems in clinical practice as well as the most important medico-legal issues in medicine.

3. SKILLS AND LEARNING OUTCOMES

Basic Skills (CB, as per the Spanish acronym):

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant information (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students will develop the learning capacity required to undertake subsequent study with a high degree of autonomy.

General skills (CG, by the acronym in Spanish):

- CG1. Recognise the essential parts of being a medical professional, including ethical principles and legal responsibilities, together with how to provide a patient-centred service.
- CG2. Understand the importance of such principles to benefit patients, society and the profession, with particular attention paid to professional secrecy.
- CG3. Know how to apply the principle of social justice to professional practice and understand the ethical implications of health in a constantly changing world.
- CG4. Develop professional practice taking into account patient autonomy, beliefs and culture.
- CG5. Be aware of the need to maintain and update professional skills, paying special attention to continuous self-learning of emerging knowledge and to discover new products and techniques with the aim of improving quality.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1: Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT3: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals, evaluate and integrate contributions from the rest of the group members and create a good working environment.
- CT8: Planning and organization: ability to set objectives and choose the right means to fulfil them through the efficient use of time and resources.

Specific skills (CE, by the acronym in Spanish):

- CE2.1.2 Recognise, diagnose and direct the handling of physical and mental harm.
- CE 2.1.3 Social and legal implications of death.
- CE 2.1.4 Understand and recognise the normal evolution of a corpse. Post-mortem diagnoses. Principles of medical criminology.
- CE 2.1.5 Be capable of writing medico-legal documents.
- CE 2.2.1 Understand the principles of medical ethics. Bioethics. Solve ethical conflicts. Apply professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty while undertaking the profession.
- CE 2.2.2 Recognise the need to maintain professional skills. Know how to develop professional practice taking into account patient autonomy, beliefs and culture.

Learning outcomes (RA, by the acronym in Spanish):

- Understand the legal aspects of the medical profession.

- Apply professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty while undertaking the profession.
- Recognise the need to maintain professional skills.
- Know how to develop professional practice taking into account patient autonomy, beliefs and culture.
- Evaluate the ethical aspects of the informed consent and confidentiality.
- Be able to recognise, understand and mediate in ethical conflicts.
- Analyse the ethical and legal matters of biomedical research.
- Recognise, diagnose and direct the handling of physical and mental harm.
- Be aware of the social and legal implications of death.
- Understand and recognise the normal evolution of a corpse and post-mortem diagnosis techniques.
- Identify the basic aspects of criminal medical investigation.
- Be capable of writing medico-legal documents.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CG1, CE 2.1.2	RA1: Understand the legal aspects of the medical profession.
CB2, CB3, CG1, CT1, CE2.1.3	RA2: Apply professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty while undertaking the profession.
CB4, CG3, CT4, CT8, 2.1.2, 2.1.4	RA3: Know how to develop professional practice taking into account patient autonomy, beliefs and culture.
CB4, CG2, CG3, CG4, 2.1.5	RA4: Know how to develop professional practice taking into account patient autonomy, beliefs and culture.
CB3, CG5, CG30, CG34, CG35, CE2.1.3, CE2.2.2	RA5: Evaluate the ethical aspects of the informed consent and confidentiality.
CB5, CB5, CT3, CT8, CE2.1.4	RA6: Be able to recognise, understand and mediate in ethical conflicts.
CG5, CE2.2.1	RA7. Analyse the ethical and legal matters of biomedical research.
CB3, CE2.1.3	RA 8. Recognise, diagnose and direct the handling of physical and mental harm.
CE7, CE2.1.4	RA 9. Be aware of the social and legal implications of death.
CE7, CE2.1.2	RA 10. Understand and recognise the normal evolution of a corpse and post-mortem diagnosis techniques.
CG5, CE2.2.1	RA 11. Identify the basic aspects of criminal medical investigation.
CG2, CB3, CE2.2.2	RA12. Be capable of writing medico-legal documents.

4. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Problem-based learning: Presentation of problems, reorganising into small groups, literature analysis, analysis of scientific texts and documents, symposiums and presentations, directed debates, specialised individual and collective tutorials, and reaching a consensus.
- Specialised seminars: literature research and debate on scientific data in small groups.
- Lectures: Classroom presentations by the professor on basic theory, encouraging debate and student participation.
- Case study method: presentation and discussion of clinical cases in small groups.

5. CONTENTS

FIRST BLOCK: Clinical bioethics

1. Introduction to clinical bioethics.
2. Working methods in clinical ethics. Ethics committees in healthcare.
3. Competence and ability. The mature minor.
4. Limitation of effort and therapeutic obstinacy.
5. Palliative care. Sedation, euthanasia and assisted suicide.
6. Living will.
7. Persistent and permanent vegetative state.
8. Triage.
9. Organ transplants.
10. Intimacy, confidentiality and medical secrecy.
11. Rejection of treatment. Duty of non-abandonment.
12. Conscientious objection.
13. Ethics of management. Distribution of healthcare resources.
14. Conflicts of interest in medicine. Relations with the pharmaceutical industry.
15. Research on humans.
16. Voluntary interruption of pregnancy.
17. Assisted reproductive techniques. Prenatal diagnosis.
18. Gene therapy. Research with mother cells.
19. Clinical genetics and gene counselling.

SECOND BLOCK: Legal medicine

20. Concepts and breakdown of legal medicine.
21. Legal aspects of patient rights and obligations: informed consent, clinical history, professional secrecy.
22. Professional healthcare responsibility. Medico-legal problems of medical student interns.
23. Medico-legal documents: medical certificates, injury reports, medical leave certificates and medical prescriptions.
24. Occupational medicine: accidents at work and professional illness. Inability to work and the different categories.
25. Forensic toxicology. Forensic biology. Taking and sending of samples.
26. Injuries in the penal code. Medico-legal assessment of injuries.
27. Violence and abuse.
28. Crimes against sexual liberty.
29. Diagnosis of death. Natural death and suspicious or violent death.
30. Investigating the scene and removing the corpse.
31. Cadaveric phenomena and calculating the time of death.
32. Legal/clinical autopsy. Thanatopraxy (embalming).

- 33. Contusions.
- 34. Stab wounds.
- 35. Firearm wounds.
- 36. Injury from physical and chemical agents.
- 37. Asphyxia.
- 38. Sudden death in adults.
- 39. Sudden infant death syndrome.
- 40. Forensic psychiatry.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
AF.1 Theory/practical learning activities on-campus	80 h
AF.2 Directed learning activities	20 h
AF.3 Independent working	52 h
AF.4 Tutorials	21 h
AF.5 Knowledge tests	2 h
TOTAL	175H

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the subject area, are as follows:

On campus:

	Assessment system	Weighting
THEORY (50%)	Final bioethics exam	25%
	Final legal medicine exam	25%
PRACTICAL PART (50%)	Attitude (rubric)	5%
	Presentations of bioethics/legal work	30%
	Assessment of clinical skills	15%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

8. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

Fundamental bibliography

- Sanchez Gonzalez MA. Bioética en Ciencias de la Salud. Madrid, Elsevier, 2012.
- Gisbert JA, Villanueva E. Medicina legal y toxicología. Masson, 60 edición. 2004.

Additional bibliography

- Jonsen AR, Siegler M, Winslade WJ. Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine, 8a ed., 2015.
- Beauchamp TL, Childress JF. Principios de ética biomédica. Barcelona, Masson, 1999.
- Herreros B, Bandres F (editores). Historia ilustrada de la bioética. ADEMÁS Comunicación Gráfica, 2015. Disponible en: https://www.institutoeticaclinica.org/files/Monografia-Historia-de-la-Bioetica_web.pdf
- Fernandez G, Jimenez L. Mediuris: derecho para el profesional sanitario. Marcial Pons 2008.
- Casas J. Manual De Medicina Legal Y Forense. Colex. 2000.
- Di Maio. Forensic Pathology. CRC Press. 2a edición. 2001.