

## COURSE OUTCOME

### (1) GENERALLY

<b>SCHOOL</b>	HEALTH & WELFARE SCIENCES		
<b>DEPARTMENT</b>	BIOMEDICAL SCIENCES		
<b>DIRECTION</b>	DERMOAESTHETICS AND COSMETOLOGY		
<b>LEVEL OF EDUCATION</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	8031	<b>SEMESTER OF STUDIES</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	BIOETHICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case that the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the whole course, indicate the weekly teaching hours and the total number of credits.</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDIT UNITS</b>
Lectures		3	5
<i>Add rows if needed. The teaching organization and the used teaching methods are described in details in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	OCSBC		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF TEACHING AND EXAMS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>			
<b>ELECTRONIC COURSE PAGE (URL)</b>			

### (2) LEARNING RESULTS

<p><b>Learning Results</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of appropriate level that students will acquire after the successful completion of the course.  Refer to Appendix A.</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each course according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Summary Guide for writing Learning Outcomes</i></li> </ul>
<p>The aim and objective of the course is the study of Bioethics, as the field of critical approach and revision of the principles and criteria of practice in the age of biotechnology and the investigation of ethical issues arising from biomedical innovations and their applications.  After the end of the course students can</p> <ul style="list-style-type: none"> <li>• Understand the basic principles of Bioethics</li> </ul>

- Know issues of Bioethics and Law
- Be familiar with basic methods of ethical reasoning for dealing with problems in the field of clinical practice
- They will have acquired solid theoretical knowledge, necessary for the scientific and professional career.
- have come in contact with the concept and current concerns of health professionals regarding Bioethics

#### **General Skills**

*Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of the following is the aim of the course ?*

*Research, analysis and synthesis of data and information, using the necessary technologies*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in international environment*

*Work in interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Respect for diversity and multiculturalism*

*Respect for the natural environment*

*Demonstration of social, professional and moral responsibility and sensitivity in gender issues*

*Exercising criticism and self-criticism*

*Promoting free, creative and inductive thinking*

Autonomous work

Teamwork

Working in international environment

Work in interdisciplinary environment

Demonstration of social, professional and moral responsibility and sensitivity in gender issues

### **(3) COURSE CONTENT**

1. Bioethics as a scientific discipline
2. Technology and interventions-ethical theories
3. The ethical dilemmas of biotechnology. Basic rules in scientific research
4. Organ transplants
5. Experiments on animals. Clone products
6. Clinical studies involving humans
7. Medically assisted reproduction
8. Eugenic-Stem Cells
9. Genetically modified organisms
10. Medical Ethics, Decisions towards the end of life
11. Ethics of new technologies - Artificial intelligence
12. Bioethics Committees. International Organizations - Legislative Frameworks
13. Bioethics and Education. The interdisciplinary and intersectoral approach to knowledge

#### (4) TEACHING AND LEARNING METHODS - EVALUATION

<b>COURSE DELIVERY METHODS</b> <i>Face to face, distance education, etc.</i>	FACE TO FACE	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of I.C.T. in Teaching, Laboratory Education, iCommunication with students</i>	<ul style="list-style-type: none"> <li>• Use of I.C.T. in Teaching</li> <li>• Use of e-mail and website of the Department for informing the students</li> </ul> <p>Use of the e-class for posting slides, scientific articles, useful links, questions-answers, exercises, etc.</p>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures-Presentations using audiovisual media	90

<p><i>Exercise, Bibliography study &amp; analysis, Tutoring, Practice (Placement) Clinical Exercise, Art Workshop, Interactive teaching, Study visits, Projects, Writing Study / Studies, artwork, creation, etc.</i></p> <p><i>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards</i></p>		
	<b>Total course</b>	<b>90</b>
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Evaluation Language, Evaluation Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Exercise, Composition / Report, Oral Examination, Public Presentation, Public Presentation, Laboratory Exercise, Clinical Examination of Patients, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined Evaluation criteria are stated and if and where they are accessible to students.</i></p>	<p><b>EVALUATION LANGUAGE:</b> Greek</p> <p><b>EVALUATION METHODS:</b></p> <p><b>Written final examination (100%) which consists of:</b></p> <ul style="list-style-type: none"> <li>• Essay Development Questions</li> <li>• Multiple Choice Test</li> <li>• Short Answer Questions</li> </ul>	

## (5) RECOMMENDED BIBLIOGRAPHY

<p><b>Greek</b></p> <ol style="list-style-type: none"> <li>1. Αλαχιώτης, Σ. Ν. (2004). Βιοηθική: Αναφορά στους Γενετικούς και Τεχνολογικούς Νεωτερισμούς. Αθήνα:Ελληνικά Γράμματα.</li> <li>2. Γεωργόπουλος, Α. (2002). Περιβαλλοντική Ηθική, Αθήνα: Gutenberg.</li> <li>3. Στ. Τσινόρεμα, Κ. Λούης,( επιστημονική επιμέλεια) Θέματα Βιοηθικής. Η Ζωή, η Κοινωνία και η Φύση μπροστά στις προκλήσεις των Βιοεπισημών. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης,</li> <li>4. Εθνική Επιτροπή Βιοηθικής (2002). Κείμενα για τη Βιοηθική. Τ. Κ. Βιδάλης-Κ. Μανωλάκου (επιμέλεια). Αθήνα:</li> <li>5. Αντ. Ν. Σάκκουλας.</li> <li>6. Εθνική Επιτροπή Βιοηθικής Ινστιτούτο Γκαίτε (2002). Βιοηθική και Βιοπολιτική. Αθήνα: Αντ. Ν. Σάκκουλας.</li> <li>7. Ζαμπαρλούκου, Σ. (2004). Κοινωνικο-οικονομικές διαστάσεις της τεχνολογίας και</li> </ol>
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της ανάπτυξης: η περίπτωση της βιοτεχνολογία στην Ελλάδα. Αθήνα: Παπαζήση.

8. Κουτσελίνης Α.Σ., Βασικές Αρχές Βιοηθικής Ιατρικής Δεοντολογίας και Ιατρικής Ευθύνης, Εκδ. «Γρηγόρης Παρισιάνος – Μαρία Γρηγορίου Παρισιάνου», Αθήνα 1999.