



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

HELLENIC REPUBLIC

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ΕΘΝΙΚΗ ΑΡΧΗ ΑΝΩΤΑΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

HELLENIC AUTHORITY FOR HIGHER EDUCATION

## University of West Attica

School of Health and Care Sciences

Department of Biomedical Sciences and Midwifery

### Undergraduate Studies

**“Applications of Biomedical Technology in Infertility - Male and Female Factor”**

Course Outline

**Legal – Ethical Issues in Medically Assisted Reproduction**



ATHENS 2023

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Health and Care Sciences		
<b>ACADEMIC UNIT</b>	Biomedical Sciences and Midwifery		
<b>LEVEL OF STUDIES</b>	Undergraduate Studies		
<b>COURSE CODE</b>	MEY 1.4.1	<b>SEMESTER</b>	First
<b>COURSE TITLE</b>	Legal – Ethical Issues in Medically Assisted Reproduction		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, laboratory training		2	7
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>General background, special background, specialized general knowledge, skills development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek, English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/">https://eclass.uniwa.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The purpose of the course is to acquaint the students with unprecedented and complex moral issues raised by the application of assisted reproduction methods, which cause new morals in human reproductive function and life and put to an undeniable test the moral reflexes of modern societies. Assisted Reproduction methods raise objections and ethical dilemmas, inextricably linked to human dignity, as well as the disruption of the traditional family structure, creating new alternative family forms. These reservations are found in the concerns of biologists, doctors, lawyers, church officials, as well as philosophers and sociologists, with the aim of seeking a balance between collective and individual interest.</p> <p>After successfully completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the principles of Medical Ethics in Medically Assisted Reproduction</li> <li>• process and manage the new knowledge of biomedical developments and reconcile the new data with social and ethical perceptions, identifying the gray areas of life, between life and death.</li> </ul>

- understand the ethical dilemma that emerges strongly from the technological progress in human reproduction.
- recognize biomedical research and developments, especially those that deviate from the primary goal of science, which is the benefit of society at large.
- understand the legislative framework regarding Medically Assisted Reproduction.
- develop appropriate skills to manage, from an ethical point of view, methods of assisted human reproduction and the legal and ethical dilemmas arising from their application

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology  
Adapting to new situations  
Decision-making  
Working independently Team work  
Working in an international environment Working in an interdisciplinary environment  
Production of new research ideas*

*Project planning and management Respect for difference and multiculturalism  
Respect for the natural environment  
Showing social, professional and ethical responsibility and sensitivity to gender issues  
Criticism and self-criticism  
Production of free, creative and inductive thinking  
.....  
Others...  
.....*

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Work in an interdisciplinary environment
- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Production of free, creative and inductive thinking

### (3) SYLLABUS

1. Basic principles of bioethics
2. Legal framework in assisted reproduction in Greece
3. Theology and assisted reproduction
4. Sociology of human reproduction
5. Bioethics in the biomedical sciences
6. Bioethics and respect for the fetus
7. Basic components of civil law and bioethics
8. Ethics in research
9. The "post mortem" use of gametes and embryos
10. Bioethics and limits of use of new knowledge-Dangers
11. Confidentiality of personal data-GDPR
12. Therapeutic and reproductive cloning
13. Social networks -Good and bad information

#### Laboratory/Tutorial Exercises

1. Study of Cases concerning In vitro Fertilization (IVF)
2. Study of Court decisions concerning In vitro Fertilization (IVF)

#### Educational Software

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face laboratory training	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>➤ Learning processes support through electronic platforms: e class, Microsoft Teams, Skype Business</li> <li>➤ Teaching by videos</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures by audiovisual media	42
	Laboratory training in small groups of students 20-25	20
	Interactive teaching	13
	Literature study and analysis	26
	Study presentation	26
	Writing of thesis	26
	Independended study	47
<b>Course total</b>	<b>200</b>	
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>1. Written final exam (60%) including:</p> <ul style="list-style-type: none"> <li>• Multiple Choice Questions</li> <li>• Short Answer Questions,</li> <li>• Problem Solving</li> </ul> <p>2. Presentation of Individual or Group Work (40%)</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<b>Suggested Bibliography:</b>
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19. Fasouliotis, S., Schenker, J. (2000). "Ethics and assisted reproduction" Eur J Obstet Gynecol Reprod Biol; 90: 171 -180
20. Freeman, JS. (1996). "Arguing along the slippery slope of human embryo research" Journal of Medicine and Philosophy; 21 (1): 61 – 81
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