

**INTERSTITUTIONAL POSTGRADUATE  
PROGRAMME IN BIOETHICS**

**COURSES OUTLINE**

## Περιεχόμενα

FIRST [FALL] SEMESTER - REQUIRED COURSES .....	3
PHIL101 .....	4
PHIL102.....	8
BIO101.....	11
MED101.....	14
SOC101.....	17
SECOND [SPRING] SEMESTER –REQUIRED COURSES.....	21
PHIL103.....	22
MED102.....	27
BIO102.....	31
LAW101 .....	35
SECOND [SPRING] SEMESTER –ELECTIVE COURSES .....	38
PHIL104.....	39
LAW 102 .....	44
SOC103.....	47
SOC104.....	60
THIRD [FALL] SEMESTER –REQUIRED COURSES.....	63
LAW103 .....	64
SOC102.....	68
THIRD [FALL] SEMESTER- ELECTIVE COURSES.....	74
LAW104 .....	75
MED103.....	78
MED104.....	81
MED105.....	85
MED106.....	88
PHIL104A.....	94

***FIRST [FALL] SEMESTER - REQUIRED COURSES***

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>PHIL101</b>	<b>SEMESTER</b>	<b>1<sup>st</sup> (Fall)</b>
<b>COURSE TITLE</b>	The Conceptual Foundations of Bioethics: Moral Theories		
<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>	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge, foundational for Bioethics		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (if requested)		
<b>COURSE WEBSITE (URL)</b>			

### 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>- Understanding the theoretical basis of bioethics through training in the research methods and analytical tools of ethical reasoning.</p> <p>- Acquiring skills to address ethical problems in the biosciences, including biomedical research and medical clinical practice, through the theoretical framework of ethical theory.</p> <p>Upon successful completion of the course, the graduate students:</p> <ul style="list-style-type: none"> <li>- have gained deep conceptual understanding of fundamental ethical categories, ethical principles and forms of ethical reasoning;</li> <li>- are able to identify and reconstruct complex ethical issues and challenges raised by the development of biosciences and the emerging new technologies and construct ways of ethical reasoning to address them;</li> <li>- critically analyse and evaluate forms of argumentation from different schools of ethical thought, substantiate conclusions and conduct additional conceptual analysis, drawing on and evaluating arguments from the international contemporary bioethics debate.</li> </ul>

<p><b>General Competences</b></p> <p>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?</p> <p>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</p> <p>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... .....</p>	
<ul style="list-style-type: none"> <li>- Reconstruction and analysis of fundamental ethical categories and principles, constructing rigorous justificatory arguments in Ethics and Bioethics.</li> <li>- Searching, analyzing and synthesizing data and information, including the use of appropriate technologies.</li> <li>- Independent work.</li> <li>- Group work.</li> <li>- Work in an interdisciplinary environment, which is predominantly fostered by involvement with Bioethics.</li> <li>- Generation of new research ideas in the field of ethical evaluation of praxis.</li> <li>- Exercise of critical and self-critical thinking.</li> <li>- Promotion of free, creative and inductive thinking.</li> </ul>	

### 3 SYLLABUS

<ul style="list-style-type: none"> <li>- Brief introduction to the history of moral thought. Ontological and subjective (modern) ethics .</li> <li>- Scottish Enlightenment. The sentimentalist basis of ethics. Moral passions: David Hume</li> <li>- Immanuel Kant: Action-centred ethics of form. Reason and morality.</li> <li>- Jeremy Bentham and J.S.Mill. Consequentialist ethics: Utilitarianism</li> <li>- Contemporary ethical approaches: <ul style="list-style-type: none"> <li>- Kantian ethics and utilitarianisms</li> <li>- Contractarian and constructivist theories. Rawls and Habermas</li> <li>- Neo-Aristotelian ethics, ethics of care, feminism, communitarianism</li> </ul> </li> <li>- The relationship between ethical theory and bioethics. The choice between ethical theories in the context of bioethics.</li> </ul>
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### 4 TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Mixed, distance learning & face to face										
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of slides/power point presentations.</p> <p>Use of online platform/ e-learn to post articles.</p> <p>Communication through email.</p> <p>Use of publisher databases/electronic repositories of academic articles.</p>										
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>30</td> </tr> <tr> <td>Short essay &amp; presentation</td> <td>40</td> </tr> <tr> <td>Final essay writing</td> <td>50</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Study and analysis of bibliography	30	Short essay & presentation	40	Final essay writing	50
<i>Activity</i>	<i>Semester workload</i>										
Lectures	30										
Study and analysis of bibliography	30										
Short essay & presentation	40										
Final essay writing	50										

<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	<p>Course total <span style="float: right;">150</span></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b> Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Continuous assessment.</p> <p>Assessed are the quality of structured argumentation, orally and in writing, participation in discussion during classes and the quality of the final written essay.</p> <p>Assessment criteria are communicated to students at the beginning of the course.</p> <p>Interactive participation during the classes, oral presentation of work , writing of final essay</p>

## 5 BIBLIOGRAPHY

- Suggested bibliography:

### Required Reading

- David Hume, *An Enquiry Concerning the Principles of Morals* (1777), (ed.) J. B. Schneewind, Hackett, 1983· Greek translation. Δ. Σανταμούρης, Έρευνα για τις αρχές της Ηθικής, Εκκρεμές, 2021.
- Immanuel Kant, *Τα θεμέλια της μεταφυσικής των ηθών* (*Grundlegung zur Metaphysik der Sitte*, 1785; *Groundwork of Metaphysics of Morals*)· Greek translation. K. Ανδρουλιδάκης, Πανεπιστημιακές Εκδόσεις Κρήτης, 2017.
- Immanuel Kant, *Κριτική του Πρακτικού Λόγου* (*Kritik der praktischen Vernunft*, 1778; *Critique of Practical Reason*)· Greek translation, K. Ανδρουλιδάκης, Εστία, 2004.
- John Stuart Mill, *On Liberty* (1860), in *Utilitarianism, On Liberty and Other Essays*, (ed.) Mary Warnock, Fontana, 1962· Greek translation. *Περί Ελευθερίας*, Επίκουρος, 1983.
- John Stuart Mill, *Utilitarianism* (1861), in *Utilitarianism, On Liberty and Other Essays*, (ed.) Mary Warnock, Fontana, 1962· Greek translation. Φ. Παιονίδης, *Ωφελιμισμός*, Πόλις, 2002.

### Suggested further reading

- Tom Beauchamp and James Childress, *Principles of Biomedical Ethics*, OUP, 1979, many editions.
- Ronald Dworkin, *Life's Dominion*, New York, Vintage Books, 1993· Greek translation. Φ. Βασιλόγιαννης, *Η Επικράτεια της Ζωής*, Αρσενίδη, 2013.
- Jurgen Habermas, *The Future of Human Nature*, Polity, 2003 (*Die Zukunft der Menschlichen Natur*, Suhrkamp, 2001).
- Onora O'Neill, *Autonomy and Trust in Bioethics*, Cambridge, CUP, 2002· *Αυτονομία και Εμπιστοσύνη στη Βιοηθική*, Greek translation. Α. Χατζημωυσής, Αρσενίδη, 2011.
- “ Informed Consent and Genetic Information”, *Stud. Hist. Phil. Biol. & Biomed. Sci.*, Vol. 32, No. 4, pp. 689–704, 2001.
- Neil C. Manson and Onora O'Neill, *Rethinking Informed Consent in Bioethics*, Cambridge, CUP, 2007.
- John Rawls, *Lectures on the History of Moral Philosophy*, Harvard University Press, 2000.
- Samuel Scheffler (ed.), *Consequentialism and its Critics*, Oxford University Press, 1988.
- Amartya Sen and Bernard Williams (eds.), *Utilitarianism and Beyond*, Cambridge, 1982.
- J. G. Smart and B. Williams (eds.), *Utilitarianism: For and Against*, Cambridge, 1993.
- Bernard Williams, *Ethics and the Limits of Philosophy*, Fontana, 1985· Greek translation Χρ.

Γραμμένου, *Η Ηθική και τα όρια της Φιλοσοφίας*, Αρσενίδη 2009

-Στ. Τσινόρεμα και Κ. Λούης (επ. επιμέλεια) [St. Tsinorema & K. Louis], *Θέματα Βιοηθικής [Themes in Bioethics]*, Πανεπιστημιακές Εκδόσεις Κρήτης, 2013

- Στ. Τσινόρεμα [St. Tsinorema], «Το πρόσωπο και η αρχή της προσωπικότητας στη νεότερη ηθική φιλοσοφία και τη βιοηθική» [“The concept of personhood and the principle of Personality in Modern Moral Philosophy and in Bioethics”], Μ. Κανελλοπούλου-Μπότη & Φερενίκη Παναγοπούλου-Κουτνατζή (επιμ.), *Βιοηθικοί Προβληματισμοί II, Το πρόσωπο [Bioethical Reflections II: The Person]*, Παπαζήση, 2016, 85-113

-----«Η Βιοηθική και η σύγχρονη κριτική της πράξης. Η ηθική στην εποχή της βιοτεχνολογίας» [“Bioethics and a Contemporary Critique of Praxis. Ethics in the Age of Biotechnology”], *Δευκαλίων [Deucalion]*, 24/2, σσ. 213- 250

- *Related academic journals: Bioethica, American Journal of Bioethics, Journal of Medical Ethics.*

## COURSE OUTLINE

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	PHILOSOPHY		
<b>DEPARTMENT</b>	PHILOSOPHY AND SOCIAL STUDIES, Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>PHIL102</b>	<b>SEMESTER OF STUDIES</b>	1 (Fall)
<b>COURSE TITLE</b>	Bioethics: Methods, Principles, Problems		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY LECTURE HOURS</b>	<b>ECTS CREDITS</b>
		3	6
<b>COURSE CLASSIFICATION</b>	Foundational		
<b>PREREQUISITES</b>	-		
<b>TEACHING AND EXAMINATION LANGUAGE</b>	Greek		
<b>AVAILABLE FOR ERASMUS STUDENTS</b>	Yes		
<b>COURSE URL</b>			



## 2. LEARNING OUTCOMES

- Comprehension of Kant's moral theory and utilitarianism.
- Comprehension of basic ethical principles.
- Familiarization and analysis of philosophical arguments.
- Application of utilitarianism and Kant's moral theory to issues like euthanasia, suicide, abortion, absolute poverty and the status of animals.

### COURSE OBJECTIVES

- Familiarization with basic ethical principles and concepts.
- Philosophical argumentation skills.
- Comprehension of utilitarianism and Kant's moral theory.
- Application of these theories to practical issues.

## 3. COURSE CONTENT

In this course, we will examine the moral theory of utilitarianism and Kant's ethics. After analyzing and comprehending these theories, we will proceed to their application to contemporary issues like abortion, euthanasia, suicide, absolute poverty, and the status of animals.

## 4. TEACHING AND ASSESSMENT METHODS

<b>TEACHING METHOD</b>	Mixed –synchronous on line 75%		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of Slides. Use of an online platform to post articles/bibliography. Communication through email. Use of publisher databases/electronic repositories of scientific articles.		
<b>COURSE STRUCTURE</b>	<b>ACTIVITIES</b>	<b>SEMESTER WORKLOAD</b>	
	Seminars	50	
	Presentations of articles	25	
	Essay presentations	30	
	Written essay	45	
	<b>TOTAL</b>	<b>150</b>	
<b>ASSESSMENT METHOD</b>	Written essay and presentation		

## 5. RECOMMENDED READING

Mark Timmons, *Moral Theory*, Rowman and Littlefield, 2001.

Onora O'Neill, *Constructions of Reason*.

Immanuel Kant, *Groundwork of the Metaphysics of Morals*.

Articles from Bioethics academic Journals

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Sciences		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	MASTER DEGREE7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>BIO101</b>	<b>SEMESTER</b>	Fall (A)
<b>COURSE TITLE</b>	INTRODUCTION IN MODERN BIOLOGY I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>			
Lectures		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (if required)		
<b>COURSE WEBSITE (URL)</b>			

### (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 aim of the course is to introduce students to the basic concepts of biology in relation to bioethical concerns. Emphasis is given at the level of cellular organization of life.</p> <p>Upon successful completion of the module, students are expected to know:</p> <ol style="list-style-type: none"> <li>1) the importance of cells in the organization of life</li> <li>2) important cell interactions in the functioning of the organism</li> <li>3) the organization of cells and their communication with the extracellular space</li> <li>4) the organization of the genetic material of cells and its importance in cellular function</li> </ol>

### 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 for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Working independently

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

### (3) SYLLABUS

- Origin and organization of life
- Cell structure, function and physiology
- Nervous system
- The Molecular Organization of Life
- Introduction to Genetics
- Genomic-progenetic diagnosis
- Cellular communication: Immune System

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

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Distance and face-to-face learning										
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power point presentations Communication via e-mail										
<p style="text-align: center;"><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></p> <p><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></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: left; padding: 5px;"><i>Activity</i></th> <th style="text-align: right; padding: 5px;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Lectures</td> <td style="text-align: right; padding: 5px;">30</td> </tr> <tr> <td style="padding: 5px;">Study</td> <td style="text-align: right; padding: 5px;">35</td> </tr> <tr> <td style="padding: 5px;">Assignments</td> <td style="text-align: right; padding: 5px;">85</td> </tr> <tr> <td style="padding: 5px;">Course total (25 h workload per credit)</td> <td style="text-align: right; padding: 5px;"><b>150</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Study	35	Assignments	85	Course total (25 h workload per credit)	<b>150</b>
<i>Activity</i>	<i>Semester workload</i>										
Lectures	30										
Study	35										
Assignments	85										
Course total (25 h workload per credit)	<b>150</b>										
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The language of the assessment is Greek</p> <p>Written exams include</p> <ul style="list-style-type: none"> <li>• Analysis questions of a contemporary biological Bioethical problem</li> </ul> <p>Individual assignments in 5 of the 7 thematic units of the course</p> <p>The grade of the course results from the average of the scores of the 5 submitted assignments</p>										

#### (5) ATTACHED BIBLIOGRAPHY

- |  |
|--|
| <ul style="list-style-type: none"> <li>- Scientific articles on bioethical issues arising from modern biological processes</li> <li>- General High School Biology, General Introductions to Biology</li> </ul> |
|--|

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	MEDICINE		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>MED101</b>	<b>SEMESTER</b>	<b>1st</b>
<b>COURSE TITLE</b>	Ethics in stem cells research and clinical applications		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>			
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Foundational, Special background		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (if requested)		
<b>COURSE WEBSITE (URL)</b>			

### 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>
<ul style="list-style-type: none"> <li>- Understanding of classification and basic properties of different types of stem cells - embryonic and adult stem cells.</li> <li>- Knowledge on research and clinical applications of different types of stem cells</li> <li>- Understanding of the ethical concerns and restrictions in the field of research with embryonic stem cells.</li> <li>- Knowledge on the field of Regenerative Medicine and understanding of the related ethical concerns.</li> <li>- Understanding of issues related to informed consent of stem cell donors – personal data protection.</li> <li>- Understanding of stem cells biobanking with focus on umbilical cord blood banking – private and public umbilical cord blood banks – ethical concerns</li> <li>- Hands on and virtual training on stem cell isolation, characterization, culture.</li> </ul>

- Training in a stem cell biobank.

### 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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

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  
 Production of new research ideas  
 Project planning and management  
 Respect for difference and multiculturalism  
 Showing social, professional and ethical responsibility and sensitivity to gender issues  
 Production of free, creative and inductive thinking

### 3 SYLLABUS

Embryonic and adult stem cells. Classification, sources, research and clinical applications in Regenerative Medicine.

Ethical and legal issues in the field of research and clinical applications of stem cells.

Donation of substances of human origin – Informed consent – protection of personal data.

Umbilical cord blood stem cells for hematopoietic stem cell transplantation and umbilical cord derived cell and cellular products for Regenerative Medicine applications.

Public and private stem cell banking – ethical and legal issues.

Training in stem cell isolation, culture, storage, biobanking ,information and consent of donors.

Educational visit in a stem cell biobank

### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance learning and training.  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>	

<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
<p>The manner and methods of teaching are described in detail.</p> <p>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.</p> <p>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</p>	<p>Lectures 30</p> <p>Seminars 40</p> <p>Laboratory practice 30</p> <p>Study and analysis of bibliography 30</p> <p>Educational visits 20</p> <p>Course total <b>150</b></p>	
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Written work and oral examination</p>	

## 5 BIBLIOGRAPHY

- Suggested bibliography: Renewal every year

- Related academic journals: Blood, Transplantation, Cytotherapy etc



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Interinstitutional Postgraduate Programme Bioethics		
LEVEL OF STUDIES	7 (2 <sup>nd</sup> level, Graduate Studies)		
COURSE CODE	<b>SOC101</b>	SEMESTER	Fall 2022-23
COURSE TITLE	Society and Bioethics: Environment, Health and New Technologies		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
Lectures, discussion sessions, workshop		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek; guided course work in English, if needed		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Microsoft Teams KOIN1		

### (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>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Upon the successful completion of the course, students will:</p> <ol style="list-style-type: none"> <li>1) have acquired proven knowledge and understanding of social and bioethical issues that reinforces and extends what is learnt from the first cycle of study, thereby providing them with the opportunity to develop/apply new ideas,</li> <li>2) they can use this knowledge by applying it to the tasks of the course but also to future related tasks/actions/problems in a new or unfamiliar environment, within a wider or interdisciplinary field,</li> <li>3) have the ability to combine knowledge and handle complex issues, interpreting, analyzing, and evaluating the information that is available, taking into account the social and ethical responsibilities associated with the application of knowledge of societal and bioethical issues, particularly in relation to health issues, environment and new technologies.</li> </ol>
<b>General Competences</b>

<p>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?</p>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<p>Development of skills for the systematic study of the role of social context in three main areas of bioethics: the environment, medicine, and new technologies.</p> <p>Development of critical thinking by students, regarding the institutional, structural, and cultural components of issues related to bioethics, as they appear in sociological approach, through the theoretical and empirical investigation of Society and Bioethics issues.</p> <p>Developing knowledge about the social forces and dynamics that affect the wider practice of bioethics.</p>	

**(3) SYLLABUS**

The course aims to offer students conceptual and theoretical knowledge and understanding on the social and bioethical issues related to Environment, Health and Genetics, especially by focusing on the related social movements. In addition, it emphasizes the role of the social context in the three main areas of bioethics: the environment, medicine, and new technologies. Institutional, structural, and cultural components of issues related to bioethics are discussed through the different sociological approaches. Focusing on social organization, bioethical issues are presented and the social forces and dynamics that influence them are identified. Special reference are made to critical fields of 'politics of life' (e.g. health, nutrition, and nature) as well as institutional and non-institutional collective actions.

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

<b>DELIVERY</b>		
<i>Face-to-face, Distance learning, etc.</i>		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>		
<i>Use of ICT in teaching, laboratory education, communication with students</i>		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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></p> <p><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</i></p>	Lectures	30
	study and analysis of bibliography	20
	Essay writing	60
	Presentation of essay & Discussions	40

ECTS	Course total <b>150</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>	<b>3 written essays (1,000 words each)</b>  <b>Presentation of one of the essays in a workshop at the end of the semester.</b>  <b>Evaluation centers on the ability to summarize the main argument, to identify and criticize its theoretical perspective and to present an alternative approach of studying the issues involved.</b>

## (5) BIBLIOGRAPHY

Microsoft Teams (KOIN1) & στο:

<http://sociology.soc.uoc.gr/socmedia/protected/Kousis/KOIN1>

- Suggested bibliography:- Related academic journals:

Kingori, P., de Vries, R., & Orfali, K. (2013). *Special issue introduction: Bioethics in the field. Social science & medicine (1982)*, 98, 260.

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Gottweis, et al (2013) «Συμμετοχική Διακυβέρνηση και Θεσμική Καινοτομία: Συμπεράσματα και Συστάσεις για τη Διακυβέρνηση της Ζωής» στο Χ. Λούης και Σ. Τσινόρεμα (επιμ.) Βιοηθική: Αρχές, Μέθοδοι και Ζητήματα Πανεπιστημιακές Εκδόσεις Κρήτης.

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West-Oram, P. G. (2018). *From self-interest to solidarity: One path towards delivering refugee health. Bioethics*, 32(6), 343-352.

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Βαλασακη, Μαρια (2022) *Η νεανική Παρκινσον και η εμπειρία της πολλαπλότητας. Προσεγγίζοντας κοινωνιολογικά μια νευροεκφυλιστική ασθένεια. Πεδίο*

Ettore, E. A. Annandale, et al (2017) *Health, Culture and Society: Conceptual Legacies and Contemporary Applications. Palgrave MacMillan.*

PILNICK, A., 2021. *Reconceptualising research, reconceptualising responsibility: A rejoinder to 'Collecting qualitative data during a pandemic' by David Silverman Communication and Medicine*. 17(1), 92-95.

Gkioungki, J. (2020). *Corona-crisis affects small Greek farmers who counterstrike with a nationwide social media campaign to unite producers & consumers on local level!. Interface: A Journal on Social Movements*, 12(1).

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Τουντασάκη, Ε. (2015) *Το παιδί που μεγαλώνει μέσα σου θα πάρει και από εσένα, Αθήνα, Πατάκης*

Kenneth A. Gould (2015) *Slowing the nanotechnology treadmill: impact science versus production science for sustainable technological development*, *Environmental Sociology*, 1:3, 143-151.

Sodano, V. (2018, July). *Nano-food regulatory issues in the European union*. In *AIP conference proceedings* (Vol. 1990, No. 1, p. 020018). AIP Publishing LLC.

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Miller, T. (2019). *Explanation in artificial intelligence: Insights from the social sciences*. *Artificial Intelligence*, 267, 1-38.

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Boyd, R., & Holton, R. J. (2018). *Technology, innovation, employment and power: Does robotics and artificial intelligence really mean social transformation?*. *Journal of Sociology*, 54(3), 331-345.

Hesse, A., Glenna, L., Hinrichs, C., Chiles, R., & Sachs, C. (2019). *Qualitative research ethics in the big data era*. *American Behavioral Scientist*, 63(5), 560-583.

***SECOND [SPRING] SEMESTER –REQUIRED COURSES***

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	PHILOSOPHY AND SOCIAL STUDIES DEPT, Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>PHIL103</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup>, SPRING</b>
<b>COURSE TITLE</b>	BIOETHICS, FUTURE PEOPLE & FUTURE GENERATIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	Phil101 , Phil102		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (tutorials in English for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 2 LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In completing this course students should be able to:

- Understand the main issues that emerge from the sciences' potential to influence procreation, that is, the identity, number, and well-being of future persons.
- Discern the differences between technological, biological, and medical progress and moral progress.
- Identify and understand the different consequences that traditional moral theories (consequentialism, deontology, Kantianism, contractualism) exert on dealing with future people in terms of their rights and/or our duties towards them.
- Describe the grounding and range of theories of intergenerational justice, especially regarding environment, sustainability, and climate change.

<b>General Competences</b>	
<i>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?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....
<ul style="list-style-type: none"> <li>○ Research, analysis and synthesis of information.</li> <li>○ Autonomous work.</li> <li>○ Development of critical thinking and self-directed learning.</li> <li>○ Promotion of free, creative and deductive thinking.</li> </ul>	

### 3 SYLLABUS

Biotechnology, genetics and life sciences in general have multiplied the ways we are dealing with procreation and future people today. Not surprisingly, we can nowadays (a) decide whether we want to cause future people's existence or not (exercising our procreative freedom), (β) influence their identity (*who* they are), (c) influence the type of their identity, perhaps deciding on certain features of their identity (human engineering, genetic enhancement), (d) deciding on the number of future people (population), (e) influence their future well-being (how much do we owe future people?). To be clear, all these and other novel developments have literally presented humanity's future as a *bioethical problem* rather than as something that can be taken for granted. Can traditional moral theories provide adequate grounding for future people's moral status? Do future people and future generations have rights that must be respected now? Do we have moral duties or even duties of justice towards them?

### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance learning										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students.										
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Activity</i></th> <th style="text-align: right;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: right;">39</td> </tr> <tr> <td>Autonomous study and preparation for oral presentation in class</td> <td style="text-align: right;">63</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: right;">48</td> </tr> <tr> <td>Course total</td> <td style="text-align: right;"><b>150</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Autonomous study and preparation for oral presentation in class	63	Essay writing	48	Course total	<b>150</b>
<i>Activity</i>	<i>Semester workload</i>										
Lectures	39										
Autonomous study and preparation for oral presentation in class	63										
Essay writing	48										
Course total	<b>150</b>										
<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>											

**STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure*

*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*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

Oral presentation in class using ppt. Written essay (2.500-3.000 words)

Erasmus students can opt for:

A written or oral examination in English.

or

An essay, on a topic assigned by the instructor.

**5 ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

**Humanity's Future: moral progress and human dignity**

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### **The non-identity problem**

Gregory S. Kavka, "The Paradox of Future Individuals", στο *Philosophy & Public Affairs*, Vol. 11, No. 2 (Spring 1982), σσ. 93-112.

Derek Parfit, 'Energy Policy and the Further Future: The Identity Problem' in D. MacLean and P.G. Brown (eds.), *Energy and the Future*, Rowman & Littlefield, 1983

Derek Parfit, "The Non-Identity Problem", στο *Reasons and Persons*, Oxford: Oxford University Press, 1984, σ. 351-380.

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### **Wrongful Life**

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### **Sustainable Development**

Kathryn Paxton George, 'Sustainability and the Moral Community' in *Agriculture and the Moral Community*, Vol. 9 (4), 1992, 48-57.

Brian Barry, 'Sustainability and Intergenerational Justice' in *Fairness and Futurity*, 93-117

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Steve Vanderheiden, 'Conservation, Foresight and the Future Generations Problem' in *Inquiry*, Vol. 49, no 4 (2006), pp. 337-352

P. Nemb, 'Intergenerational Equity for Biodiversity Conservation' in *Journal of Sustainable Development in Africa*, 12 (1), 2010

Danielle Zwarthoed, 'Should Future Generations be Content with Plastic Trees and Singing Electronic Birds? In *Journal of Agricultural and Environmental Ethics*, 2015

Joseph Mazon, 'Liberal Justice, Future People, and Natural Resources Conservation' in *Philosophy and Public Affairs*, Vol. 38 (2010), pp. 380-408.

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Clark Wolf, 'Population' in Dale Jamieson (ed.), *A Companion to Environmental Philosophy*, Blackwell, σελ. 362-376

David L. Rust, 'The Ethics of controlling population growth in the developing world' in *Intersect*, 3 (1), 2010

Bill McKibben, 'A special moment in History: The challenge of overpopulation and overconsumption' in *The Atlantic Monthly*, 1998, May

Garrett Hardin, 'The Tragedy of the Commons' in *Science*, 162, Dec. 1986, σελ. 1243-48

Clark Wolf, 'Population and the Environment' in Dale Jamieson (ed.) *A Companion to Environmental Philosophy*, Blackwell Publishing, 2001

Amartya Sen, 'Population: Delusion and Reality' in *New York Review of Books*, 41 (15), pp. 62-71.

Sarah Conly, *One Child: Do We Have a Right to More?* Oxford: Oxford University Press, 2016.

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Medicine		
<b>ACADEMIC UNIT</b>	Interinstitutional Master's Program "Bioethics"		
<b>LEVEL OF STUDIES</b>	Postgraduate		
<b>COURSE CODE</b>	<b>MED102</b>	<b>SEMESTER</b>	Second
<b>COURSE TITLE</b>	Bioethics and end of life		
<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>
<i>Lectures</i>		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="http://bioethics.fks.uoc.gr/">http://bioethics.fks.uoc.gr/</a>		

### 2 LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

#### Objective:

Introduction to Public Health and the organization of health services and familiarization with Bioethics issues related to public health and the management of health services.

#### Content:

- Historical overview and concepts of Public Health and the organization of health services
- The social, economic, environmental and behavioral health determinants and health indicators of the Greek population
- The models of health systems and the National Health System

- Primary, Secondary and Tertiary Health Care

Bioethics issues and:

- Determinants of the health of a population
- Outbreaks of infectious diseases
- Chronic diseases
- Principles of health promotion and prevention, care and rehabilitation
- Planning and management of health services (Primary, Secondary and Tertiary Health Care)
- Allocation of health resources and criteria and decision-making process

### 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...*

*.....*

- Decision-making.
- Teamwork.
- Working in an interdisciplinary environment.
- Respect for difference and multiculturalism.
- Production of free, creative, and inductive thinking.
- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Project planning and management.

### 3 SYLLABUS

Units:

- The determinants of health
- The health indicators
- Health systems models
- The health system of Greece and Primary Health Care
- Introduction to Bioethics in Public Health
- Bioethics and Determinants of Health
- Bioethics in Health Promotion Policies

#### 4 TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>▪ Distance learning.</li> <li>▪ Lectures using power point software.</li> <li>▪ Discussion with the students about their personal experiences in relation to health issues in the Greek context.</li> <li>▪ Case studies.</li> </ul>												
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>▪ Use of power point software.</li> <li>▪ Use of the e-class electronic platform to store educational material in digital format for easy access by students.</li> <li>▪ Using the same platform, and e-mails frequent communication with students for actions related to the educational process.</li> </ul>												
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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></p> <p><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></p>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>▪ Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>▪ Independent study</td> <td style="text-align: center;">40</td> </tr> <tr> <td>▪ Preparation of joint essay</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Presentation of essay</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	▪ Lectures	30	▪ Independent study	40	▪ Preparation of joint essay	40	Presentation of essay	40	Course total	150
<i>Activity</i>	<i>Semester workload</i>												
▪ Lectures	30												
▪ Independent study	40												
▪ Preparation of joint essay	40												
Presentation of essay	40												
Course total	150												
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>• The evaluation of the postgraduate students is based on a written essay carried out by an interdisciplinary team of students, followed by an oral public presentation using power point software.</li> <li>▪ Students are considered to have passed the course when their score is <math>\geq 5</math>.</li> <li>▪ Students are informed from the beginning of the semester about the assessment method.</li> </ul>												

#### 5 ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

(in Greek language)

- Ασπραδάκη Α.Α., Φιλαλήθης Α. (2017) Δημόσια Υγεία και Βιοηθική: Το έργο του επιδημιολόγου MervynSusser. ΒΙΟΗΘΙΚΑ 3 (1): 27-40.  
<https://doi.org/10.12681/bioeth.19864>
- Οικονόμου Χ. (Επιμ) 2013. Υγεία, Κοινωνία και Οικονομία: Ανισότιμες σχέσεις - Χάσματα ευζωίας. Αθήνα, Αλεξάνδρεια.
- Τούντας Γ. 2008 Υπηρεσίες Υγείας. Αθήνα, Βιβλιόπολις ΑΕΒΕ.

- Τούντας Γ. 2009 Κοινωνία και Υγεία. Αθήνα, Βιβλιόπολις ΑΕΒΕ.
- Τσινόρεμα Στ.- Λούης Κ., 2013. Εισαγωγή. Στο: Τσινόρεμα Στ. και Λούης Κ. (επιστημ. επιμ.), Θέματα Βιοηθικής. Ηράκλειο, Πανεπιστημιακές Εκδόσεις Κρήτης, σσ. 11-23.
- Φιλαλήθης Α, Φωτόπουλος Α, Τρομπούκης Κ. 2020. Δημόσια Υγεία – Κοινωνική Ιατρική. Η ιστορία και η σημειολογία του όρου. Αρχεία Ελληνικής Ιατρικής. 37:395–405 <https://www.mednet.gr/archives/2020-3/pdf/395.pdf>

(In English language)

- Barrettd.H., LeonardW., OrtmannL.W., DawsonA., SandezC., ReisA., BolanG. (eds). PublicHealthEthics: CasesSpanningthe Globe. Public Health Ethics Analysis 3. Selgelid M. J. (ed). Springer open. Springer International Publishing AG Switzerland. DOI10.1007/978-3-319-23847-0 <https://www.springer.com/gp/book/9783319238463>
- Childress JF, Faden RR, Gaare RD, Gostin LO, Kahn J, Bonnie RJ, Kass NE, Mastroianni AC, Moreno JD, Nieburg P., 2002. Public Health Ethics: Mapping the Terrain. Journal of Law, Medicine & Ethics. 30:170-178.
- Jennings B.,Kahn J., Mastroianni A., Parker L.S. (eds), 2003. Ethics and Public Health: Model Curriculum. Health Resources and Services Administration (HRSA) through the Association of Schools of Public Health (ASPH), the University of Minnesota Center for Bioethics and the Hastings Center <https://s3.amazonaws.com/aspph-wp-production/app/uploads/2014/02/EthicsCurriculum.pdf>
- Kahn J., Mastroianni A. The Implications of Public Health for Bioethics. In: Steinbock B (ed) The Oxford Handbook of Bioethics, New York, Oxford University Press Inc, 2007: 671-695.
- Nuffield Council on Bioethics, 2007. Public Health. Ethical Issues. <https://www.nuffieldbioethics.org/assets/pdfs/Public-health-ethical-issues.pdf>
- O’ Neill O, 2011. Broadening Bioethics: Clinical Ethics, Public Health and Global Health. Nuffield Council on Bioethics. Lecture. Royal Society of Arts. 1-15.
- RoseG. 2017. Η Στρατηγική της Προληπτικής Ιατρικής. Αθήνα, Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.
- VarkeyP. 2016.ΜαγοClinic Προληπτική Ιατρική Και Δημόσια Υγεία. Αθήνα, Γκότσης Κ & Σια Ε.Ε.

- Related academic journals:

- Public Health Ethics

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	School of Science and Engineering		
<b>ACADEMIC UNIT</b>	Post Graduate Programme in "Bioethics"		
<b>LEVEL OF STUDIES</b>	Post Graduate (2 <sup>nd</sup> level)		
<b>COURSE CODE</b>	<b>BIO102</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	BIOLOGY II: Ecology-Evolution, Biodiversity (C)		
<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>	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	special background, specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (Writing Reports/ essays in English)		
<b>COURSE WEBSITE (URL)</b>			

### 2 LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The objectives of the course are students' understanding of:

- the concepts that describe and the characteristics that govern biological systems on large spatio-temporal scales;
- the basic interactions of physicochemical factors and living components of ecosystems;
- the mechanisms and key factors that determine the distribution of organisms in space and time;
- the most important categories used to study ecology and biodiversity;
- the supply of goods and services from ecosystems and biodiversity;
- the concepts underlying the management of ecosystems and biological resources;
- the effects of human activities on the natural environment;
- impact analysis and prediction tools;
- the ethics of plants;
- differences in genetic modification and transgenic organisms;
- the methods of CRISPR technology and conventional ethical barriers to its use.

Upon successful completion of the course, students will be able to:

- Explain the basic concepts that describe the main ecological elements and processes;
- Summarize the similarities and differences of marine and terrestrial ecosystems;
- Assess anthropogenic impacts on terrestrial and marine ecosystems;
- Assess the quality of a scientific or other text that refers to terrestrial and marine ecosystems;
- Construct scientific arguments about why ecosystems matter;
- Discuss relevant studies published in scientific literature;
- Summarize the main factors affecting biodiversity in different ecosystems and assess their relative contribution in different environments;
- Identify the main factors that explain the variability in the composition of terrestrial and marine biological communities;
- Recognize the sources of anthropogenic disturbance to populations, biological communities and ecosystems;
- Recognize the spatial and temporal scales of different types of disturbance to ecosystems and biodiversity;
- Evaluate news about ocean events or Ecology in general. Read and interpret news articles;
- Analyze and evaluate scientific data to formulate a conclusion about ecological processes;
- Recognize the stages of Environmental Impact Assessment and design an Environmental Impact Study;
- Evaluate the positive and negative elements of an Environmental Impact Study and argue appropriately based on existing scientific knowledge.

**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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search, analysis and synthesis of data and information, using the necessary technologies
- Exercise criticism and self-criticism.
- Autonomous work
- Work in an international environment
- Work in an interdisciplinary environment
- Work in groups
- Decision making
- Generation of new research ideas
- Promotion of free, creative and inductive thinking.
- Adaptation to new situations
- Respect for the natural environment.
- Project planning and management
- Using arguments in public debate



### 3 SYLLABUS

#### Modules

1. Biodiversity and ecology: Definitions, value of biodiversity, extinctions, climate change, isolation and biodiversity, goods and services provided by ecosystems, dynamics of invasive species and impacts on biodiversity (NP, 6h)
2. Principles of evolution, populations and diversity, divergence, mutation, selection, mechanisms of generation and erosion of biodiversity, diversity within and between populations, relationship of biodiversity with genetics, when a system evolves. (ML, 6h)
3. Management of sensitive ecosystems, endemic and threatened species, legal status of the protection of natural habitats and species (PL, 3h)
4. Biology, Sociobiology and Bioethics (LZ, 3h)
5. Agricultural production and biodiversity, ethical consideration of the use of experimental plants, introduction to the relevant concepts (definition of wild type and domestication of plants, emphasis on endemic species of the Cretan ecosystem, difference of genetic modification from transgenic plants), discussion and clarification of gene editing as well as ethical considerations/barriers governing this innovative technology (Nobel Prize 2022). (AM 3h)
6. Marine ecosystems and biodiversity, comparison with terrestrial ones, food production, goods and services provided by aquatic ecosystems, pollution and other forms of anthropogenic disturbance, conflicts in the coastal zone (GC, 6h)
7. Environmental impact assessment (EIA): methodology, stages, ways of approach, the use of EIA as a tool for sustainability and connecting ecology-economy-politics, special topics (GC, 3h)
8. Stress, anxiety and well-being of production animals and experimental animals: Ethical dimension and scientific data. (MP, 3h)
9. Presentations of tasks in groups by the PES (all, 6h)

### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning and in person (tutorials)						
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Course organization and communication with students through specialized applications (such as Google classroom). Teaching with PowerPoint. Quiz at the end of lectures through specialized applications (such as Socrative)						
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;"><i>Activity</i></th> <th style="background-color: #d3d3d3;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lecture (total)</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Bibliography study and</td> <td style="text-align: right;">42</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lecture (total)	33	Bibliography study and	42
<i>Activity</i>	<i>Semester workload</i>						
Lecture (total)	33						
Bibliography study and	42						

<p><i>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></p> <p><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></p>	<table> <tr> <td>analysis</td> <td></td> </tr> <tr> <td>Study of books and teaching material</td> <td>35</td> </tr> <tr> <td>Presentations</td> <td>6</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Writing project reports</td> <td>32</td> </tr> <tr> <td><b>Course total</b></td> <td><b>150</b></td> </tr> </table>	analysis		Study of books and teaching material	35	Presentations	6	Exams	2	Writing project reports	32	<b>Course total</b>	<b>150</b>
analysis													
Study of books and teaching material	35												
Presentations	6												
Exams	2												
Writing project reports	32												
<b>Course total</b>	<b>150</b>												
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written exams using:</p> <ul style="list-style-type: none"> <li>• Multiple Choice Test,</li> <li>• Short Answer Questions,</li> <li>• Essay Development Questions,</li> <li>• Problem Solving Tests</li> </ul> <p>The evaluation criteria and methods are listed on the course website and are analyzed in the introductory course of each module</p>												

## 5 BIBLIOGRAPHY

- *Suggested bibliography:*

Kairer et al. *Marine Ecology*

- *Related academic journals:*

Related scientific journals including: Nature, Science, ICES Journal of Marine Science, Marine Ecology Progress Series, Mediterranean Marine Science. Environmental Impact Assessment Review, Hydrobiologia, J Plankton Research, Deep Sea Res I & II, Oceanography & Marine Biology Annual Review.

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Law		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>LAW101</b>	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	Law, Ethics and Bioethics		
<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>	
	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge, foundational for Bioethics		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (if requested)		
<b>COURSE WEBSITE (URL)</b>			

### 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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>		
<p>Upon successful completion of the course, the graduate students:</p> <ul style="list-style-type: none"> <li>- have gained conceptual understanding of fundamental ethical and legal categories, ethical and legal principles, and the relation between law, ethics and bioethics;</li> <li>- are able to identify and reconstruct complex ethical and legal issues and construct ways of ethical and legal reasoning.</li> </ul>		
<p><b>General Competences</b></p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                 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             </td> <td style="width: 50%; border: none;">                 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                  .....             </td> </tr> </table>	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	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 .....
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	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 .....	

Reconstruction and analysis of fundamental ethical and legal categories and principles

- Work in an interdisciplinary environment
- Generation of new research ideas
- Exercise of critical and self-critical thinking

### 3 SYLLABUS

**Objectives:** Students' acquaintance with the normative conditions of understanding legal regulations on bioethical matters: especially what is the meaning of regulating and judging matters connected with the value of life.

**Course description:** The course is divided in two parts:

**Part One: Theoretical foundation.** The first part is concerns the relation between law, morality and politics. Starting from the common conceptions that a non-specialist intuitively follows, the structural features of law and morality are analyzed. Legal positivism, which argues that law and morality are not necessarily interrelated, is refuted. The significance of moral considerations and valuations in the legislative and judicial process is emphasized and the basic moral and political parameters of law, such as autonomy, democracy, rights and justice, are examined.

**Outline of the lectures:** 1. Problems on the relation between law and morality. 2. Legislation: legitimacy issues. 3. Good and right. 4. The ethics of *bios* (*rational, personal life*). 5. Ethics of *bios* and democratic legislation.

**Part two: Practical dilemmas.** The second part concerns the legitimate intervention of the legislative power in bioethical matters. It is shown that, according to the moral and political principles which were examined in the first part, the demanded intervention of the legislative power is not legitimate when it is based merely on the opinion of the majority. It is only legitimate on the condition that it is required or is permissible for the *right reasons*, namely for the protection of liberties and political rights. Starting from the thesis that the issue in question does not require us to increase of our knowledge but to solve practical dilemmas, a rational and reasonable method for formulating the relevant problems is primarily pursued, so that the right formulation of the problems becomes a crucial part of the procedure for their solution.

**Outline of the lectures:** 1. The value of life. 1.1 Abortion. 1.2 Suicide and euthanasia. 2. Involuntary paternity. 3. Medical ethics. 3.1 The doctor's duty of sincerity: an absolute duty. 3.2 The human body: person and thing. 3.3 Reproductive cloning as therapeutic cloning. 3.4 The stem cells in biomedical research. 3.5 A right to genetic identity. 4. Genetic knowledge, genetic bad luck and justice. 5. Are there direct duties to animals?

### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed, distance learning & face to face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of slides/power point presentations. Communication through email. Use of publisher databases/electronic repositories of

	academic articles.										
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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></p> <p><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></p>	<table border="1"> <thead> <tr> <th><b>Activity</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>30</td> </tr> <tr> <td>Final essay writing</td> <td>40</td> </tr> <tr> <td><b>Course total</b></td> <td><b>100</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester workload</b>	Lectures	30	Study and analysis of bibliography	30	Final essay writing	40	<b>Course total</b>	<b>100</b>
	<b>Activity</b>	<b>Semester workload</b>									
Lectures	30										
Study and analysis of bibliography	30										
Final essay writing	40										
<b>Course total</b>	<b>100</b>										
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessed are the participation in discussion during classes and the quality of the final written essay.</p> <p>Assessment criteria are communicated to students at the beginning of the course.</p>										

## 5 BIBLIOGRAPHY

**Suggested bibliography:** Φίλιππος Βασιλόγιαννης, *Αυτονομία και βιοηθικός εξαναγκασμός: μια κριτική περιπτώσιολογία* (Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης, 2020). Allen Buchanan, Dan W. Brock, Norman Daniels και Daniel Wikler, *From Chance to Choice: Genetics & Justice* (Cambridge: Cambridge University Press, 2000). Ronald Dworkin, *Life's Dominion: An Argument about Abortion, Euthanasia, and Individual Freedom* (New York: Alfred A. Knopf, 1993). Παύλος Σούρλας, *Ρυθμίζοντας τα του βίου: ο νομοθέτης και η βιοηθική* (Ηράκλειο: ό. π.), *Όψεις του προσώπου: δοκίμια βιοηθικής* (Αθήνα: Ευρασία, 2022)

**Related academic journals:** *Ethics: An International Journal of Social, Political, and Legal Philosophy*, *Ισοπολιτεία: επιθεώρηση φιλοσοφίας δικαίου, πολιτικής φιλοσοφίας και ηθικής*, *Philosophy & Public Affairs*

***SECOND [SPRING] SEMESTER –ELECTIVE COURSES***

## COURSE OUTLINE

### 1 GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Interinstitutional Postgraduate Programme in Bioethics		
LEVEL OF STUDIES	7 (2 <sup>nd</sup> level, Graduate Studies)		
COURSE CODE	<b>PHIL104</b>	<b>SEMESTER</b>	<b>Spring (B )</b>
COURSE TITLE	Environmental Ethics		
<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>	
	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	special background		
<b>PREREQUISITE COURSES:</b>	Phil 101		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes, if requested		
<b>COURSE WEBSITE (URL)</b>			

### 2 LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

**By the end of the course students will:**

- be able to identify environmental issues and grasp the reasoning methodologies for analysing them;
- accordingly, gain a comprehensive understanding of fundamental categories and methodologies of classical and contemporary theoretical frameworks in environmental ethics;
  - grasp how to apply moral frameworks of reasoning to contemporary ethical challenges in environmental ethics;
- be able to present written work on key critical perspectives, in both analytical and evaluative ways, on various topics in environmental ethics;

- develop the ability to make informed and well-grounded arguments about the ethical dimensions of environmental problems in the public sphere.

**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?*

- |   |   |
|---|---|
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i>  |
| <i>Adapting to new situations</i>   | <i>Respect for difference and multiculturalism</i>  |
| <i>Decision-making</i>  | <i>Respect for the natural environment</i>  |
| <i>Working independently</i>  | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Team work</i>  | <i>Criticism and self-criticism</i>   |
| <i>Working in an international environment</i>  | <i>Production of free, creative and inductive thinking</i>                                      |
| <i>Working in an interdisciplinary environment</i>  | <i>.....</i>  |
| <i>Production of new research ideas</i>   | <i>Others...</i>  |
|   | <i>.....</i>  |

- Analytical skills regarding the use of fundamental ethical categories, principles, frameworks for constructing rigorous justificatory arguments in environmental (Bio)ethics.
- Searching, analyzing and synthesizing data and information, including the use of appropriate technologies.
- Independent work.
- Group work.
- Work in an interdisciplinary environment, which is predominantly fostered by involvement with Bioethics.
- Generation of new research ideas in the field of ethical evaluation of agency regarding the environment.
- Exercise of critical and self-critical thinking.
- Promotion of free, creative and inductive thinking.

**3 SYLLABUS**

Environmental ethics is the normative study of human agency regarding its implications for non-human beings and the rest of nature; the critical study of ethical relationships between humans and non-human entities and the environment as a whole. The current course will undertake a close examination of the epistemological and normative issues as to whether and in what ways we are justified in claiming that we can establish moral relations with the non-human world. Particularly the following themes will be studied:

1. Introduction to basic categories and methodologies. The relation of environmental (bio)ethics to other fields of bioethics (clinical ethics & ethics of research). Methodological and practical affinities and differences.
2. Environmental theories:
  - (i) Classical normative theories and environmental ethics:



Agency-based (Kantian) Utilitarian Contractarian Virtue ethics
(ii) Realist, naturalistic, holistic theories. Intrinsic values in Nature
(a) Albert Schweitzer “will to live” (b) Land ethics (Aldo Leopold) (c) Deep Ecology (Arne Næss) (d) Social Ecology (Murray Bookchin) (e) Ecofeminisms (Karen Warren et. als.)
3. Agency and moral status. The debates regarding moral agency. Areas of concern: Animals, species, populations, non-living nature, abstract features of the environment, biodiversity and ecosystems. Why should we care about the environment?
4. Clarifying misconceptions and ambiguities regarding anthropocentrism”, “bio- or geo-centrism”, “speciesism”.
5. Extending moral standing: (a) Human Beings, b) Sentient Animals, c) Individual Living Organisms, d) Holistic Entities. The debates and the arguments.
6. Duties and rights. Duties regarding other living beings, populations, species or systems of living beings, ecosystems. What essentially defines moral relationships and on what justificatory grounds?
7. Concluding remarks regarding moral status and duties regarding non-human nature.

#### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed, distance learning & face to face										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of slides/power point presentations. Use of online platform/ e-learn to post articles. Communication through email. Use of publisher databases/electronic repositories of academic articles.										
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Final essay</td> <td style="text-align: center;">60</td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>100</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Study and analysis of bibliography	30	Final essay	60	<b>Course total</b>	<b>100</b>
<i>Activity</i>	<i>Semester workload</i>										
Lectures	30										
Study and analysis of bibliography	30										
Final essay	60										
<b>Course total</b>	<b>100</b>										

**STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure*

*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*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

Continuous assessment.

Assessment is based on the quality of structured argumentation, orally and in writing, participation in discussion during classes and the quality of the final written essay.

Assessment criteria are communicated to students at the beginning of the course.

Interactive participation during the classes including oral presentation of work, writing of final essay.

**5 ATTACHED BIBLIOGRAPHY**

- *Suggested bibliography:*

Bentham, J., 1789. *Introduction to the Principles of Morals and Legislation*, Oxford: Basil Blackwell, 1948.

Bookchin, Murray, 1990. *The Philosophy of Social Ecology*, Montreal: Black Rose Books.

Elliot, Robert, 1993. "Environmental Ethics" in Singer Peter (ed.), *A Companion to Ethics*, Oxford: Blackwell, 284-293.

Hume, D. (1751) 1998. *An Enquiry Concerning the Principles of Morals*, ed. T.L. Beauchamp, Oxford: Oxford University Press.

Kant, I., *Lectures on Ethics*, 1997. trans. P. Heath, eds. P. Heath and J.B. Schneewind, Cambridge: Cambridge University Press.

Korsgaard, Christine, , 2009. "Facing the Animal You See in the Mirror", *The Harvard Review of Philosophy*, vol. XVI:4-9

---, 2018. *Fellow Creatures: Our Obligations to the Other Animals*, Oxford: Oxford University Press.

Leopold, Aldo, 1949. *A Sand County Almanac*, Oxford: Oxford University Press.

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Naess, Arne, 1973. "The Shallow and the Deep, Long-Range Ecology Movement. A Summary", *Inquiry* 16: 95-100.

---, 1986. "The Deep Ecological Movement Some Philosophical Aspects", *Philosophical Inquiry* 8: 1-2.

O'Neill, Onora, 1997. "Environmental Values, Anthropocentrism and Speciesism", *Environmental Values* 6, No. 2: 127-142.

Regan, Tom, 1983. *The Case for Animal Rights*, London: Routledge and Kegan Paul.

---, 1985. "The Case for Animal Rights", in Singer Peter (ed.), *In Defense of Animals*, Oxford: Blackwell.

---, 2005. "Empty Cages: Animals Rights and Vivisection" , Cohen, Andrew I. & Wellman, Christopher (eds.), *Contemporary Debates in Applied Ethics*, Oxford: Blackwell.

Schweitzer, Albert, (translated by Naish, John), 1923. *Civilization and Ethics: the Philosophy of Civilization Part II*, London: A & C Black Ltd.

Singer, Peter, 1975. *Animal Liberation*, New York: Random House.

---, 1993. *Practical Ethics*, Cambridge: Cambridge University Press, 2nd edition.

---, 2007. "All Animals are Equal", in LaFollette, Hugh (ed.), *Ethics in Practice*, Oxford, Blackwell.

Warren, Karen J., 1990. "The Power and the Promise of Ecological Feminism", *Environmental Ethics* 12, 3: 124-126

--- (ed.), 1994. *Ecological Feminism*, London: Routledge.

Πυρίντσος, Στέργιος, 2013. «Οικολογία, διαχείριση και περιβαλλοντική ηθική», στο Στ. Τσινόρεμα & Κίτσος Λούης, *Θέματα Βιοηθικής*, Ηράκλειο:ΠΕΚ, 405-411.

Σταμάτης, Κώστας, 2013. *Φιλοσοφία και οικολογική ηθική*, Αθήνα:Νήσος.

Τσινόρεμα, Σταυρούλα 2013. «Φύση, βιοτεχνολογία και ηθική. Αρχές μιας σύγχρονης περιβαλλοντικής ηθικής», στο Στ. Τσινόρεμα & Κίτσος Λούης, *Θέματα Βιοηθικής*, Ηράκλειο: ΠΕΚ, 379-403.

- *Related academic journals: Selected articles from specialized journals relevant to specific themes.*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	LAW , UNIVERSITY OF ATHENS		
<b>SECTION</b>	PHILOSOPHY AND SOCIAL STUDIES (UNIVERSITY OF CRETE) Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>LAW 102</b>	<b>SEMESTER OF STUDY</b>	<b>B-SUMMER</b>
<b>COURSE TITLE</b>	PRIVATE AUTONOMY & CIVIL LAW		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded 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>
		3	4
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).			
<b>TYPE OF COURSE</b> <i>general background, special background, specialization, general knowledge, skills development</i>	GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	GENERAL KNOWLEDGE OF LAW & PHILOSOPHY Phil 101, Phil102		
<b>LANGUAGE OF TEACHING AND EXAMINATION:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes (if requested)		
<b>ELECTRONIC COURSE PAGE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.</i></p> <p><i>Consult Annex A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Learning Outcomes Writing Comprehensive Guide</i></li> </ul>
<p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> <li>➤ have acquired sound knowledge and understanding of bioethics issues arising in the field of Biomedicine and Biotechnology from the perspective of Civil Law;</li> <li>➤ have the ability to combine diverse areas of scientific knowledge, understand complex bioethical issues and relate them to rules of civil law;</li> <li>➤ be capable of formulating particular practical judgements, including specific reflection on bioethical problems related to the application of biomedicine and biotechnology;</li> <li>➤ have acquired the necessary learning skills and methodological tools in the field of scientific research that will allow them to pursue their studies in an independent and reflective way of thinking.</li> </ul>

### **General skills**

*Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?*

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

*Adapting to new situations*

*Decision-making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Generating new research ideas*

*Project planning and management*

*Respect for diversity and multiculturalism*

*Respect for the natural environment*

*Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*

*Exercise of criticism and self-criticism*

*Promoting free, creative and inductive thinking*

*.....*

*Other...*

*.....*

Working in an interdisciplinary environment

Generating new research ideas

Respect for diversity

Respect for the natural environment

Demonstrate social and ethical responsibility and sensitivity to gender issues

Development of critical thinking

Promoting free, creative and inductive thinking

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

- Constitution
- Convention of the OVIEDO
- Civil Code - Articles 1 (rule of law), 34-60 (natural person), 61-67, 70-72, 78, 108, 122 (legal persons), 127-158
- The place of animals in private law (Civil Code, Articles 947, 995, 1077, 639, 640, 924)
- The protection of animals as elements of the natural environment
- Right, Claim, Entitlement, Option, Obligation, Deed
- Natural person and private autonomy: capacity to act (Civil Code Articles 127-137), capacity to

impute (Civil Code Articles 915-918)

- Voluntary representation (Civil Code Articles 211, 212, 216, 216, 217)
- Legal representation systems: parental care of a minor (Civil Code Articles 1510, 1511, 1517, 1521-1531), guardianship of a minor (Civil Code Articles 1589-1595, 1611, 1613-1626); legal representation (Civil Code Articles 1666-1680), involuntary hospitalization (Civil Code Articles 1687-1688)
- Restrictions on Private Autonomy: Rules of Coercive Law (*Jus Cogens*) versus Rules of Endogenous Law (*Jus Dispositivum*), Invalidity (Civil Code Articles 158-161, 174, 178, 179), Deficient legal act due to error, fraud, threat (Civil Code Articles 140, 141, 147, 150-151)

#### 4 TEACHING and LEARNING METHODS – EVALUATION

<b>METHOD OF DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed. Face to face and distant learning	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	Use of ICT in teaching and communication with students	
<b>ORGANISATION OF TEACHING</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study &amp; Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i>  <i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	36
	Study & research of literature/judicial decisions	60
	Educational visits	4
	<b>Total Course</b>	<b>100</b>
<b>STUDENT ASSESSMENT</b> <i>Description of the evaluation process</i>  <i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i>  <i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i>	Evaluation in language Greek Oral examination	

#### 6. RECOMMENDED-BIBLIOGRAPHY

**- Suggested Bibliography:**

*Ap. Georgiadis, General Principles of Civil Law, 5<sup>th</sup> edition*

*Ap. Georgiadis, Family Law, 3<sup>rd</sup> edition*

*A.N. Koukoulis, Legal Position and Protection of Animals in the Civil Code and Special Laws, 2023*

**- Related scientific journals:**

"BIO - NOMIKA" electronic publication of the Laboratory for the Study of Medical Law and Bioethics of the Faculty of Law of the Aristotle University of Thessaloniki, *Chronicles of Private Law,*

## COURSE OUTLINE

## 1 GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Interinstitutional Postgraduate Programme in Bioethics		
LEVEL OF STUDIES	7 (2 <sup>nd</sup> level, Graduate Studies)		
COURSE CODE	<b>SOC103</b>	SEMESTER	B (Spring)
COURSE TITLE	Sociology and law of 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>
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (if requested)		
<b>COURSE WEBSITE (URL)</b>			

## 2 LEARNING OUTCOMES

**Learning outcomes**

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In this seminar, students through sociology, sociology of law and bioethics learn and familiarize themselves with the socio-political and bioethical dimensions of the phenomenon of human reproduction. Special attention is given to the following:

- Construction of gender reproductive identities and relationships
- Concept and experience of motherhood, fatherhood, parenthood
- Political and ideological dimensions of abortion
- Medicalization of reproduction and infertility
- Assisted reproduction
- Surrogacy

In addition, students familiarize themselves with the content and the bioethical implications of human assisted reproduction legislation and regulation

**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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information  
 Decision making  
 Autonomous work  
 Demonstration of social, moral responsibility and sensitivity to gender issues  
 Criticism and self-criticism  
 Promotion of free, creative and inductive thinking

**3 SYLLABUS**

Short-epigrammatic syllabus. (The syllabus is provided to the students at the first meeting of the semester and is available through the seminar’s page in moodle.)

Sociology, bioethics and assisted reproduction: The issues  
 Legislation and regulation of Assisted Reproduction  
 Gendered, embodied experience of reproduction-Motherhood, fatherhood, parenthood  
 'Value' of children  
 IVF Greece  
 Visualization of experience  
 Reproductive tourism (Cross-Border Reproductive Care [CBRC])  
 Uterine transplant

**4 TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed- Distance learning (75%)								
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of ICT in communication with students								
<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</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Activity</i></th> <th style="text-align: right;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: right;">18</td> </tr> <tr> <td>Student presentations</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Critical review essays</td> <td style="text-align: right;">72</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	18	Student presentations	10	Critical review essays	72
<i>Activity</i>	<i>Semester workload</i>								
Lectures	18								
Student presentations	10								
Critical review essays	72								



<p>visits, project, essay writing, artistic creativity, etc.</p> <p>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</p>	<p>Course total <span style="float: right;"><b>100</b></span></p>
<p><b>STUDENT PERFORMANCE EVALUATION</b> Description of the evaluation procedure</p> <p>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</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: Presentation of an article from the recommended bibliography during the lectures (20% of the total mark)</p> <p>Critical review essays (2) of articles from the recommended bibliography from two different topics (80% of the total score)</p> <p>The assessment method and criteria are included in the seminar outline and are explained orally in the first meeting of the seminar lecture.</p>

## 5 GENERAL BIBLIOGRAPHY

- Suggested bibliography (INDICATIVE per subject):

### **Sociology and Bioethics/Sociology of bioethics**

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- Baker, M. 2008. "Restructuring reproduction: International and national pressures." *Journal of Sociology* 44:65-81.
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### Additional bibliography

#### Fertility

- Bailey, A.K. 2009. "How personal is the political? Democratic revolution and fertility decline." *Journal of Family History* 34(4):407-425.
- Billingsley, S. Ferrarini, T. 2014. "Family policy and fertility intentions in 21 European Countries." *Journal of Marriage and Family* 76:428-445.
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- Varka-Adami, A. "L. 3089/2002 on medical assistance of human reproduction. A first approach." *Elliniki Dikaosyni* 44:1511-1518. [In Greek]
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## **Uterus transplant**

### *Uterus transplant-Main Bibliography*

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### *Bioethics-Special Issue Uterus Transplant*

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- Guntram L, Williams NJ. 2018. "Positioning uterus transplantation as a 'more ethical' alternative to surrogacy: Exploring symmetries between uterus transplantation and surrogacy through analysis of a Swedish government white paper." *Bioethics*. 32:509–518. <https://doi.org/10.1111/bioe.12469>
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Williams, N.J., Scott, R., Wilkinson, S. 2018. "The ethics of uterus transplantation-Editorial" *Bioethics*. 32:478-480. DOI: 10.1111/bioe.12530

-*Related academic journals:*

*International Journal of Feminist Approaches to Bioethics*

*Bioethics*

*Human Reproduction*

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Law NKUA		
<b>ACADEMIC UNIT</b>	Joint Graduate Programme in Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>SOC104</b>	<b>SEMESTER</b>	2 <sup>nd</sup> (Spring)
<b>COURSE TITLE</b>	SOCIAL CHALLENGES IN BIOMEDECINE AND MODELS OF ITS REGULATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</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>	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	SOC 101		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (and English)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 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>
<ol style="list-style-type: none"> <li>1. Familiarize students with contemporary issues in biomedical practices</li> <li>2. Acquire specialized knowledge of specific biomedical practices</li> <li>3. Sensibilizing students to contemporary, societal challenges of public health policies that affect them both nationally and globally (such as pandemic response, the use of animals for scientific purposes and the digitization of health ).</li> <li>4. Acquisition of research skills using quantitative and qualitative methods on contemporary biomedical issues to be regulated.</li> <li>5. Recognition of the value of addressing social issues rationally through critical reflection on them</li> <li>6. Activation of technological citizenship</li> </ol>

### 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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

- Recognition of the value of scientific knowledge and its limits
- Promotion of free, creative, and deductive thinking
- Cultivating democratic awareness
- Exercise of reflective criticism
- Demonstrate social, professional, and ethical responsibility and sensitivity to issues of social discrimination and injustice.

### 3 SYLLABUS

The course includes firstly the economic, political, social, and cultural dimensions and tensions of biomedical technologies (such as genetic modification and the digitization of health data), practices (such as transplantation and medically assisted reproduction) and public policies (such as the management of pandemics and ageing).

Secondly, it introduces students to the sociological analysis of medical expertise, the medical profession and its deontology. It sociologically examines bioethics as a field of interdisciplinary academic expertise, public debate, and a model of multi-level regulation of biomedicine through research and clinical committees. It develops normative and critical approaches to bioethics, models of public debate and participation in decision-making on biomedical applications and describes and evaluates the functioning of Bioethics Committees with reference to specific examples.

Thirdly, it focuses on biomedicine as scientific knowledge combined with applied technology that utilizes the human body and its products in each social context. It introduces the critical concepts of Biopower and Biopolitics (M. Foucault & N. Rose) as well as the feminist bioethical approach (ethics of care and relational autonomy) (Gastman C. & Tronto, J.) for students to understand the social issues at stake and become aware of the social choices concerning public policies for biotechnological innovations and research applications of biomedical sciences.

#### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance learning (75% ) face-to-face										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching,										
<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.  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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Activity</i></th> <th style="text-align: right;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Student study</td> <td style="text-align: right;">50</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>100</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	20	Essay writing	30	Student study	50	<b>Total</b>	<b>100</b>
<i>Activity</i>	<i>Semester workload</i>										
Lectures	20										
Essay writing	30										
Student study	50										
<b>Total</b>	<b>100</b>										
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Written examination</p> <p>Assessment criteria: questions from selected sections of the syllabus.</p> <p>Student preparation with instructions on how to organise studies (posted in e-class)</p>										

#### 5 ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>1. Tsinorema, Stavroula &amp; Louis, Kitsos, <i>Issues of bioethics . Life, Society and Nature in the Face of the Challenges of Life Sciences</i>, Heraklion, University of Crete Publications, 2013.</p> <p>2. Vasilogiannis, Philip, <i>Autonomy and Bioethical Coercion</i>, Heraklion, University Press of Crete, 2020.</p> <p>- <i>Related academic journals:</i></p> <p>Science and Society, Bioethica, Biosciences</p> <p>-</p>
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***THIRD [FALL] SEMESTER –REQUIRED COURSES***

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	LAW (UNIVERSITY OF ATHENS)		
<b>SECTION</b>	PHILOSOPHY AND SOCIAL STUDIES (UNIVERSITY OF CRETE), Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>LAW103</b>	<b>SEMESTER OF STUDY</b>	C- Fall
<b>COURSE TITLE</b>	BIOETHICS AND CIVIL LAW		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded 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>	
	3	4	
<i>Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).</i>			
<b>TYPE OF COURSE</b> <i>general background, special background, specialization, general knowledge, skills development</i>	GENERAL KNOWLEDGE SPECIALISATION		
<b>PREREQUISITE COURSES:</b>	GENERAL KNOWLEDGE OF LAW & PHILOSOPHY Phil 101, Phil 102, LAW101		
<b>LANGUAGE OF TEACHING AND EXAMINATION:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes (if requested)		
<b>ELECTRONIC COURSE PAGE (URL)</b>			

### 2 LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.</i></p> <p><i>Consult Annex A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Learning Outcomes Writing Comprehensive Guide</i></li> </ul>
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>➤ Have sound knowledge and understanding of bioethics issues arising in specific fields of Biomedicine and Biotechnology (Medical Assisted Reproduction, Transplantation, Clinical Research, Large Scale Data Management)</li> <li>➤ Have the ability to combine knowledge from diverse scientific fields, reconstruct complex bioethical issues and relate them to rules of civil law;</li> <li>➤ Formulate judgements, including critical reflection on bioethical problems, related to the application of biomedicine and biotechnology in specific fields (medical reproductive assistance, transplantation, clinical research, large-scale data management);</li> </ul>



- Critically approach legal and ethical issues of euthanasia;
- Possess the necessary learning skills and methodological tools in the field of scientific research that will allow them to pursue their studies in an independent and reflexive way.

#### **General skills**

*Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?*

<p><i>Search, analysis and synthesis of data and information, using the necessary technologies</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Generating new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Demonstrate social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise of criticism and self-criticism</i></p> <p><i>Promoting free, creative and inductive thinking</i></p> <p><i>.....</i></p> <p><i>Other...</i></p> <p><i>.....</i></p>
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Working in an interdisciplinary environment

Generating new research ideas

Respect for diversity

Respect for the natural environment

Demonstrate social and ethical responsibility and sensitivity to gender issues

Development of critical thinking

Promoting free, creative and inductive thinking

### **3 COURSE CONTENT**

Artificial insemination in human reproduction.

#### **I. General Conditions of admissibility**

##### **A. [Medical;] Necessity**

Judgment of the ECJ in *Dickson v UK* (4/12/2007)

##### **B. Need to prevent the transmission of a serious disease to the child**

Serious disease and prenatal/preimplantation genetic diagnosis

##### **Γ. The age of natural reproductive capacity**

Article 4 n. 3305/2005 : Fairness of the differentiation between men and women

##### **Δ. Prohibition of cloning**

##### **E. Prohibition of sex selection and sex-linked diseases**

#### **II. Consent to artificial insemination as specific consent to undergo a medical procedure**

- A. Which persons consent
- B. The time of consent
- Γ. The form of consent: written and exceptionally notarised
- B. Consent and information (Article 5 of Law 3305/2005)

### III. Special conditions of admissibility, especially in the surrogacy method

- A. Partial substitution v Full substitution: The ethical dimension
- B. Specific consent - persons involved
- C. Medical examination of the gestational carrier and psychological support of the interested parties: a critique of the legal regulation (Article 13 of Law 3305/2005)
- Δ. The contract between the persons concerned - in particular the obligations of the gestational carrier and the limits of the obligations from the point of view of human dignity
- E. Especially the question of the remuneration of the gestational carrier from a moral point of view: instrumentalisation v solidarity

### IV. Issues of kinship from heterologous artificial insemination

- A. The impermissibility of the infringement of the presumption of origin by marriage as a manifestation of the ethical principle of the prohibition of contradictory conduct
- B. The establishment of paternity by voluntary acknowledgement as an entrenchment of the ethical principle of the prohibition of contradictory conduct
- Γ. The foundation of maternity in the surrogacy method

### V. Surplus genetic material

- A. The nature of the genital material : thing v person
- B. The discussion of the beginning of human life: Is it relevant to the subject?

### VI. The anonymity of the donor of genetic material

- A. The extent of anonymity
- B. The relativisation of anonymity
- Γ. The overthrow of anonymity (?)

Consent: consent-consent-agreement-approval

Legal nature of consent

Consent in the Civil Code

Consent in the Oviedo Convention; prior information; persons incapable of consenting [minors; legally incompetent]

Consent in the Code of Medical Ethics (Law 3418/2005) - prior notification - persons unable to consent [minors - legally incompetent]

Consent and processing of personal data - GDPR 2016/679/EU

Consent and clinical trials - Regulation 536/2014/EU

Euthanasia - Discrimination: Manslaughter with intent (299 Pen. Code), Manslaughter with consent (300 Pen. Code), Assisted suicide (301 Pen. Code.) - The doctor before end-of-life decisions - The obligations of the doctor under the Code of Medical Ethics (Article 29) - Living wills - Consent: a necessary but not sufficient condition for the permissibility of euthanasia - Comparative review of the law (France, Belgium) - The debate before the Court of Human Rights: the ECHR judgment in Pretty v UK (29/7/2002).

## TEACHING and LEARNING METHODS - EVALUATION

<b>METHOD OF DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed. Face to face and distant learning	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	Use of ICT in teaching and communication with students	
<b>ORGANISATION OF TEACHING</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study &amp; Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i>  <i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	36
	Study & research of literature/judicial decisions	60
	Educational visits	4
	<b>100</b>	
<b>STUDENT ASSESSMENT</b> <i>Description of the evaluation process</i>  <i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i>  <i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i>	Evaluation in language Greek Oral examination	

## 4 RECOMMENDED-BIBLIOGRAPHY

### - Suggested Bibliography:

*Ap. Georgiadis, General Principles of Civil Law, 5<sup>th</sup> edition*

*Ap. Georgiadis, Family Law, 3<sup>rd</sup> edition*

*A.N. Koukoulis, Legal Position and Protection of Animals in the Civil Code and Special Laws, 2023*

*Βιδάλης/Παπαχρήστου, Ιατρική Δεοντολογία- Κατ' άρθρο ανάλυση του Νόμου 3418/2005, 2013*

### - Related scientific journals:

"BIO - NOMIKA" electronic publication of the Laboratory for the Study of Medical Law and Bioethics of the Faculty of Law of the Aristotle University of Thessaloniki, *Chronicles of Private Law, Applications of Civil Law, Legal Vima*

*Legal sources: Αστικός Κώδικας, Ν. 3305/2005, ΚΑΝΟΝΙΣΜΟΣ (ΕΕ) 2016/679 για την προστασία των φυσικών προσώπων έναντι της επεξεργασίας των δεδομένων προσωπικού χαρακτήρα και για την ελεύθερη κυκλοφορία των δεδομένων αυτών (GDPR), Ν. 3418/2005 (Κώδικας Ιατρικής Δεοντολογίας), ΚΑΝΟΝΙΣΜΟΣ (ΕΕ) αριθ. 536/2014 για τις κλινικές δοκιμές φαρμάκων που προορίζονται για τον άνθρωπο, Νομοθεσία για Δωρεά και μεταμόσχευση οργάνων.*

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Joint Postgraduate Programme in Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>SOC102</b>	<b>SEMESTER</b>	<b>C</b>
<b>COURSE TITLE</b>	Sociology and Bioethics II. Ethics Principles. Procedures and institutions of bioethics research ethics assessment		
<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>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>			

### 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>In the context of the seminar, students learn and familiarize themselves with:</p> <ul style="list-style-type: none"> <li>- the basic ethical principles of research in bioethics</li> <li>-the relevant legislative/regulatory framework of the EU and Greece</li> <li>- the institutional function of Research Ethics and Ethics Committees</li> </ul> <p>Further students practice in</p> <ul style="list-style-type: none"> <li>- the evaluation of ethics assessment of research</li> <li>- the preparation and submission of projects for ethics assessment</li> </ul>								
<p><b>General Competences</b></p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>							

<i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
Search for, analysis and synthesis of data and information, Working independently Teamwork Decision making Criticism and self-criticism Project planning	

### 3 SYLLABUS

<p>Short-epigrammatic outline. (The detailed outline of the seminar is provided to students during the first meeting and is available through the seminar's page in the e-learn platform)</p> <ul style="list-style-type: none"> <li>• Ethics issues in bioethics research</li> <li>• Information procedures, informed consent</li> <li>• Vulnerable populations</li> <li>• Management of personal data</li> <li>• Privacy and confidentiality</li> <li>• Procedures of research ethics assessment</li> <li>• Research integrity - Responsibility/accountability of researchers</li> <li>• Clinical trials</li> <li>• Animal experimentation</li> </ul>
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### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed- On line and face to face										
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students										
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: right;">35</td> </tr> <tr> <td>Laboratory practice</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Essay writing</td> <td style="text-align: right;">70</td> </tr> <tr> <td style="text-align: right;"><b>Course total</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	35	Laboratory practice	45	Essay writing	70	<b>Course total</b>	<b>150</b>
<i>Activity</i>	<i>Semester workload</i>										
Lectures	35										
Laboratory practice	45										
Essay writing	70										
<b>Course total</b>	<b>150</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</i>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: Final written essay (100% of total grade)</p> <p>The method and criteria of evaluation are included in the seminar's syllabus and are explained to students in class during the first meeting.</p>										

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- Suggested bibliography:

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and Enhancing Ethical Review Processes.” *Journal of Academic Ethics*.  
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Paoletti, I. 2014. "Ethics and the social dimension of research activities." *Human Studies* 37:257-277. DOI 10.1007/s10746-013-9299-4.

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- Related academic journals:

*American Journal of Bioethics*

*International Journal of Feminist Approaches to Bioethics*

*Science and Engineering Ethics*

***THIRD [FALL] SEMESTER- ELECTIVE COURSES***

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Law, NKUA		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>LAW104</b>	<b>SEMESTER</b>	<b>3<sup>rd</sup> (Fall)</b>
<b>COURSE TITLE</b>	Introduction to Political Philosophy - Philosophical Foundations of the Constitution		
<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>
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge, foundational for Bioethics		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 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>Upon successful completion of the course, the graduate students:</p> <p>- are able to identify and reconstruct complex constitutional and political issues and construct ways of constitutional and political reasoning, particularly relevant to Bioethics.</p>												
<p><b>General Competences</b></p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>											
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>											
<i>Decision-making</i>	<i>Respect for the natural environment</i>											
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>											
<i>Team work</i>	<i>Criticism and self-criticism</i>											
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>											

Working in an interdisciplinary environment Production of new research ideas	..... Others... .....
<p>Reconstruction and analysis of fundamental constitutional and political arguments</p> <ul style="list-style-type: none"> <li>- Work in an interdisciplinary environment</li> <li>- Generation of new research ideas</li> <li>- Exercise of critical and self-critical thinking</li> </ul>	

### 3 SYLLABUS

<p><b>Objectives:</b> The acquaintance of students of a postgraduate programme in Bioethics with the main currents of political philosophy, as well as with the ethical background of public institutions.</p> <p><b>Course description:</b> The course is divided in two parts:</p> <p><b>Part One:</b> <i>Introduction to political philosophy.</i> The first part is about the basic distinction between pre-modern and modern political philosophy. The importance of this distinction for the conception and understanding of the institutions, as well as for the legitimacy of political power in a modern state, is especially highlighted.</p> <p><b>Outline of the lectures:</b> 1. Politics in the Greco-Roman world. 2. The turn of Thomas Hobbes. 3. Social contract theories. 4. Modern anti-liberalism.</p> <p><b>Part two:</b> <i>Philosophical Foundations of the Constitution.</i> The second part is about the question of the philosophical foundations of the constitution. It critically examines the basic ideas of constitutionalism, especially the foundation of the constitution in the context of the social contract theories, as well as the theoretical implications of such a foundation, and finally, the idea of the priority of liberties.</p> <p><b>Outline of the lectures:</b> 1. Constitutionalism. 2. Rawlsian <i>Theory of Justice</i> and constitution. 3. The priority of liberties. 4. Issues of constitutional interpretation.</p>
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### 4 TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Mixed, distance learning & face to face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of slides/power point presentations. Communication through email. Use of publisher databases/electronic repositories of academic articles.</p>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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></p> <p><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></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	20
	Study and analysis of bibliography	20
	Short essay & presentation	20
	Final essay writing	40
	Course total	100
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><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</i></p>	<p>Assessed are the participation in discussion and short presentations during classes and the quality of the final written essay. Assessment criteria are communicated to students at the beginning of the course.</p>	

*presentation, laboratory work, clinical examination of patient, art interpretation, other*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

## 5 ATTACHED BIBLIOGRAPHY

**Suggested bibliography:** Φίλιππος Βασιλόγιαννης, *Φιλοσοφία μετά John Rawls* (Εκδόσεις Ευρασία, 2021). John Rawls, *Political Liberalism* (Columbia University Press, 1993), *Lectures on the History of Political Philosophy* (Harvard University Press, 2007). Παύλος Σούρλας, *Δημοκρατία και αυτονομία: δοκίμια πολιτικής φιλοσοφίας* (Εκδόσεις Πόλις, 2017).

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Medicine		
<b>ACADEMIC UNIT</b>	Joint Postgraduate Programme in Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>MED103</b>	<b>SEMESTER</b>	<b>3</b>
<b>COURSE TITLE</b>	Elementary Neurobiology and Neuroethics		
<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	3	2	
Preparation and Critical Presentation of Research Topics		2	
		Total 4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 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 graduate students are introduced to the principles of nervous system organization and function and the emerging behavior.</p> <p>They can understand recent findings about the function of the nervous system and the neuroethical issues that arise from the application of new technologies that affect the nervous system and human behavior.</p> <p>The graduate students after successfully completing the course:</p> <ul style="list-style-type: none"> <li>• have an elementary knowledge about the function of the nervous system</li> <li>• can follow, over time, the construction of knowledge as it emerges from the findings of approaches whose capabilities evolve alongside technological</li> <li>• can evaluate neuroethical issues</li> <li>• independently define and critically analyze complex problems, substantiate conclusions, and</li> </ul>

conduct additional analysis by reviewing and evaluating additional literature.

### 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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

- Search, analysis and synthesis of data and information, using the necessary technologies.
- Autonomous work.
- Teamwork.
- Work in an interdisciplinary environment.
- Generation of new research ideas.
- Exercise criticism and self-criticism.
- Promotion of free, creative and inductive thinking.

### 3 SYLLABUS

1. Introduction to the problems of Neurobiology — Historical review — The first ethical issues
2. The functional unit of the nervous system is the neuron — Epistemological problems
3. Neural communication — How drugs that affect the nervous system work
4. Movement — How it is coded in the brain
5. Perception of the Environment — Vision
6. Memory and learning
7. Model presentation of an original research paper in the field of neuroethics

### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, synchronous distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<b>Use of Slides/films from a Computer.</b> <b>Use of an online platform to post the articles.</b> <b>Communication through the course website and email.</b> <b>Use of publisher databases/electronic repositories of scientific articles.</b>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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-</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Study and analysis of scientific literature	50
	Independent study	20

<i>directed study according to the principles of the ECTS</i>		
	Course total	<b>100</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language: Greek.</p> <p>The completeness of the presentations and the participation in the discussion during the lectures and during the presentation of the presented articles are evaluated. The evaluation criteria are explicitly mentioned in the Study Guide and are communicated to the students at the beginning of the Course.</p>	

## 5 BIBLIOGRAPHY

- *Suggested bibliography: Kandel E.R, Schwartz J.H, Jessell T.M. Νευροεπιστήμη και Συμπεριφορά. Πανεπιστημιακές Εκδόσεις Κρήτης, 2018.*  
*Clausen J. & Levy N. Handbook of Neuroethics, Springer 2015.*
  
- *Related academic journals: Research articles published in scientific journals in the wider field of neuroscience and neuroethics.*



## COURSE OUTLINE

### (6) GENERAL

<b>SCHOOL</b>	School of Medicine		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>MED104</b>	<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	History of Medicine and Medical Deontology		
<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>	
	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	special background, skills development		
<b>PREREQUISITE COURSES:</b>	MED101, MED1012		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (with special tuition in English)		
<b>COURSE WEBSITE (URL)</b>			

### (7) LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The achievement of learning outcomes at postgraduate level results from the introduction and familiarization of students to the most important historical events, persons, movements and philosophical currents that contributed to the development of medical science and health services. Students gain knowledge by combining lectures and visual materials with suggested reading material, recognizing the achievements of each historical period. At the same time, emphasis is placed upon understanding the historical developments that influenced culture, health policies, medical legislation, codification of the responsibility of medical procedures and the behavior of the physician towards the patient, his colleagues and his environment. This is followed by an analysis of the achievements of medicine and their connection with important figures who had been identified with them. Students are ultimately able to evaluate historical data and place it in the

context of both the past and modern medicine.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

At the end of teaching of the cognitive subject, students should have acquired the ability to apply knowledge and utilize it in mental and practical projects. Teamwork and working in an interdisciplinary environment are promoted. Students are included in a framework of respect for diversity and multiculturalism. Professional ethics and social justice are recommended. Students are able to synthesize information in order to understand contemporary data. Free and creative thinking and the ability to write scientific studies based on bioethics and the History of Medicine are promoted.

### (8) SYLLABUS

#### Lectures

1. The medicine of the primitive man. From the morals of the Priest-healer to the patron gods of Medicine & Medicine of the ancient peoples.
2. The practice of medicine in the Minoan, Mycenaean and Homeric periods. The medical-philosophical principles of the Pre-Hippocratic philosophers and the foundation of rational thought in medicine. From the Asclepieia to the founding of modern hospitals: similarities, differences and concerns.
3. Medicine, Deontology and Ethics in the Hippocratic Collection. The Hippocratic oath and its evolution over time. Physician-patient relationship from ancient times to the present day.
4. Plato and Aristotle. Medicine-Ethics-Philosophy.
5. Alexandrian medicine and the introduction of anatomical studies. Bioethical issues.
6. Bioethical provisions in the Legislation and Ethics of the Early and Late Hellenistic Period in the Hellenic area.
7. Greco-Roman medicine and Galen's Moral-Ethical doctrine. From Galenic preparations to today's polypharmacy.
8. The practice of medicine in Byzantium & Medical liability. Theurgical Medicine and today's concept of miracle.
9. Bioethical provisions in the Medical Legislation and Ethics of the Byzantine period.
10. Arab-Islamic medicine and the preservation of medical knowledge during the Middle Ages & Maimonides and the "physician's prayer".
11. Medical-philosophical positions of the main representatives of Scholastic

Philosophy: Roger Vakonas, Thomas Aquinas, Albertus the Great.

12. The first Schools of Medicine and the Foundation of Universities in Western Europe. Ethics and Deontology in the Academic field.

13. The practice of medicine in the Middle Ages and the Inquisition & Free expression and censorship in the practice of medicine in the past and today.

14. Medicine in the Renaissance and the systematization of scientific knowledge and experiments & Scientific truth and metaphysics.

15. The 18th century, the century of modern philosophy for the development of medicine. The return of the ethics of the ancient Greece.

16. The 19th century and the Medical revolution & Humanistic medicine. The development of technology.

17. Euthanasia and Eugenics: Ethical Dilemmas and Legal Implications.

18. Medical Ethics-Medical Confidentiality-Bioethics in modern medicine and medical technology.

19. The 20th century, the great discoveries and the reflections: The evolution of assisted reproduction through time, contemporary challenges, reflections-ethical and ethical extension.

20. Does the Embryo have a soul? Bio-Ethical considerations and discussion.

## (9) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance learning and face to face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>		
<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.  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	22
	Study of bibliography	38
	Homework	40
	<b>Course total</b>	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	written work, essays/reports	

## (10) BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> <li>1. Arturo Castiglioni. <i>A History of Medicine</i>. Routledge, Milton Park, 2019.</li> <li>2. Ioannis Laskaratos. <i>History of Medicine</i>. Pashalidis, Athens, 2004.</li> <li>3. Dominic Wilkinson, Jonathan Herring, Julian Savulescu. <i>Medical Ethics and Law</i>. Elsevier, Amsterdam, 2019.</li> </ol> <p>- Related academic journals:</p> <ol style="list-style-type: none"> <li>1. <i>Acta medico-historica Adriatica</i></li> <li>2. <i>Vesalius</i></li> </ol>
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## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	Interinstitutional Master's Program "Bioethics"		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>MED105</b>	<b>SEMESTER</b>	Fall (3 <sup>rd</sup> )
<b>COURSE TITLE</b>	Bioethics and end of life issues		
<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>	
<i>Lectures</i>	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised		
<b>PREREQUISITE COURSES:</b>	MED101, MED 102		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 2 LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <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 familiarize postgraduate students with clinical bioethical issues at the end of human life. After studying the educational material, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the different supportive needs of patients requiring palliative care.</li> <li>▪ Explain the causes and diagnosis of brain death.</li> <li>▪ Distinguish the concepts of "empathy" and "compassion" in patient care.</li> <li>▪ Discuss issues related to autonomous end-of-life decision making and advance directives.</li> <li>▪ Develop the different decision models and the possible conflicts between doctor and family.</li> <li>▪ Recognize the important role of the caregiver in the patient's care in the final stage of life.</li> <li>▪ Describe effective communication techniques for breaking bad news.</li> <li>▪ Explain the Greek legislation governing organ transplantation.</li> <li>▪ Organize a care plan based on the individualized needs of end of life cancer patients and their caregivers.</li> <li>▪ Analyse and evaluate the care of end of life dementia patients.</li> </ul>

- Describe the reasons for admitting older people to aged care facilities and the services offered.

**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?*

- |   |   |
|---|---|
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i>  |
| <i>Adapting to new situations</i>   | <i>Respect for difference and multiculturalism</i>  |
| <i>Decision-making</i>  | <i>Respect for the natural environment</i>  |
| <i>Working independently</i>  | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Team work</i>  | <i>Criticism and self-criticism</i>   |
| <i>Working in an international environment</i>  | <i>Production of free, creative and inductive thinking</i>                                      |
| <i>Working in an interdisciplinary environment</i>  | .....   |
| <i>Production of new research ideas</i>   | <i>Others...</i>  |
|   | .....   |

- Decision-making.
- Teamwork.
- Working in an interdisciplinary environment.
- Respect for difference and multiculturalism.
- Production of free, creative, and inductive thinking.
- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Project planning and management.

**3 SYLLABUS**

**Courses**

- Palliative care of end of life patients.
- Brain death and organ transplantation: Decisions and Ethical Dilemmas in the Intensive Care Unit.
- Terminally ill patients: Loss, bereavement, and management.
- Care of terminally ill children.
- Autonomy in the face of death: cross-cultural perceptions.
- End-stage dementia: approaches to end-of-life care.
- Healthy aging and elderly care units.
- Caring for caregivers of the terminally ill.

**4 TEACHING and LEARNING METHODS - EVALUATION**

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>Distance learning and individual tutorials face to face</li> <li>Lectures using power point software.</li> <li>Discussion with the students about their personal experiences in relation to health issues in the Greek context.</li> <li>Case studies.</li> </ul>
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>Use of power point software.</li> <li>Use of the e-class/elearn electronic platform to store educational material in digital format for easy access by students.</li> <li>Using the same platform, and e-mails frequent communication with students for actions related to the educational process.</li> </ul>

<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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></p> <p><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></p>	<b>Activity</b>	<b>Semester workload</b>
	▪ Lectures	25
	▪ Independent study	45
	▪ Preparation, exams	30
	Course total	100
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>▪ Students are evaluated through written final exams that include multiple choice and short answer questions to a significant extent.</li> <li>▪ Students are considered to have passed the course when their score is <math>\geq 5</math>.</li> <li>▪ Students are informed from the beginning of the semester about the assessment method and have access to their final tests, if requested.</li> </ul>	

## 5 BIBLIOGRAPHY

### - Suggested bibliography:

(in Greek language)

- Γκοβίνα Ο, Κωνσταντινίδης Θ, (2019). Βασικές αρχές ογκολογικής νοσηλευτικής και ανακουφιστικής φροντίδας. Εκδόσεις Broken Hill Publishers.
- Ηγουμενίδης Μ, (2020). Βασική Βιοηθική. Εκδόσεις Broken Hill Publishers.
- Τσινόμερα Σ, Λουής Κ, (Επιμ) (2013). Θέματα Βιοηθικής. Πανεπιστημιακές Εκδόσεις Κρήτης.
- Faull C, Caestecker S, Nicholson A, Black F, (2017). Εγχειρίδιο ανακουφιστικής φροντίδας. Εκδόσεις Broken Hill Publishers.
- Educational material from each teacher

(In English language)

- Ferrell BR, Coyle N, Paice JA, (2015). Oxford textbook of palliative nursing. Oxford university press.
- Matzo M, Witt Sherman D (eds) (2010). Palliative care nursing. Quality care to the end of life. Springer Publishing Company.
- University of Minnesota, Center for Bioethics (2005). End of Life Care: An Ethical Overview. Available from: [https://www.ahc.umn.edu/img/assets/26104/End\\_of\\_Life.pdf](https://www.ahc.umn.edu/img/assets/26104/End_of_Life.pdf)

### - Related academic journals:

- European Journal of Palliative Care.
- Journal of Hospice and Palliative Nursing
- BMJ Supportive & Palliative Care

## COURSE OUTLINE

### 1 GENERAL

<b>SCHOOL</b>	Medicine		
<b>ACADEMIC UNIT</b>	Interinstitutional Postgraduate Programme Bioethics		
<b>LEVEL OF STUDIES</b>	7 (2 <sup>nd</sup> level, Graduate Studies)		
<b>COURSE CODE</b>	<b>MED106</b>	<b>SEMESTER</b>	Third (Fall)
<b>COURSE TITLE</b>	From clinical practice guidelines to Precision Medicine		
<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>	
	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>	MED 101 MED102		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 2 LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*



Students will learn the following:

1. How international guidelines and the standard followed by the European Respiratory Society are established.
2. How meta-analyses are carried out; students will be asked in groups to carry out meta-analyses on current issues in Pulmonology.
3. The role of randomised clinical trials and the role of bioethics.
4. What is the role of patients in international guidelines and why their participation is necessary.
5. The concept of precision medicine and patient-centred care in chronic respiratory diseases
6. The concept of frailty and the role of caregivers.
7. Holistic care.
8. The role of climate change and environmental pollution.

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Analysis and synthesis of data and information, with the use of the necessary technology  
 Showing social, professional and ethical responsibility  
 Working independently  
 Team work  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking

## 3 SYLLABUS

### 1. Clinical Practice Guidelines

The European Respiratory Society (ERS) contributes to the coordination of activities in respiratory medicine across Europe by producing guidelines for European and developing joint documents with other major associations and/or international scientific societies. Clinical practice guidelines are documents that include recommendations, strategies or information to help physicians and/or other healthcare practitioners and patients make decisions about appropriate measures of care for specific clinical circumstances. The ERS are devoted to produce top-quality information and requires that all guidelines are evidence-based and follow strict methodology. In order to ensure the highest quality of its official scientific documents, European Respiratory Society (ERS) has adopted a strict methodological process.

In the first lectures, we will discuss how we develop Clinical Practice Guidelines, according to the recently published **ERS Handbook for Clinical Practice Guidelines** which is the Society's official methodological guidance. It specifies the roles and duties of all Task Force members, as well as all the methodological steps that need to be followed during the development of the guideline. ERS commends this Handbook when drawing up proposals for new ERS guidelines, and throughout the

entire guideline development process.

The ERS methodology for Task Forces aiming to develop Statements and Technical Standards is detailed in the Task Force guidance. The lectures will be given by ERS senior methodologists, Prof Katerina Antoniou and Research Lecturer, at the University of Manchester, Dr Alexander Mathioudakis, methodologist and Respiratory Clinician.

Content Generic and comprehensive information about Clinical Practice Guidelines • Institute of Medicine (IOM) • AGREE II instrument • How to produce top quality ERS Guidelines Resources for Systematic Reviews • Cochrane Handbook for Systematic Reviews • Cochrane training • Review Manager The GRADE approach • GRADE working group • Guideline Development Tool (GDT) • GRADE Online Learning Modules

## 2. Patient involvement:

ERS recognises that the involvement of patients in Task Forces is valuable, and we work very closely with the European Lung Foundation (ELF) to ensure that patient perspectives are represented in ERS guidelines.

-Why involve patients?

- ☑ Ensure that guidelines address key issues of concern to patients that may be overlooked by healthcare professionals.
- ☑ Highlight areas where the patient's perspective differs from health professionals.
- ☑ Underpin guidelines with patient experience.
- ☑ Provide input from individuals across Europe to increase the transferability of guidelines to different settings.
- ☑ Ensure that patients will support the outcomes of the guidelines.
- ☑ Disseminate the guidelines more widely, including to patient groups.

Lectures will also be delivered by Greek and international Patients' groups with their experiences in different Task forces and Guidelines Groups.

3. Metaanalysis methodology will be also discussed with lectures and also with examples by the students within working groups. Some of them could be also published by the students.
4. Clinical Trials: from animal models to phase 3 trials in respiratory medicine. Examples of new drugs and their development- Bioethical issues- patients involvement
5. The primary and secondary outcomes in clinical trials
  - A. Chronic obstructive diseases
  - B. Idiopathic Pulmonary Fibrosis
6. Patients' reported outcomes – the role of patients and their importance in drug development

7. Digital Medicine and home non-invasive tools to monitor respiratory diseases
8. Telemedicine and Respiratory medicine
9. Climate change and respiratory medicine
10. The emerging role of air pollution and lung diseases
11. The patient centered medicine in 2024 ; the role of comorbidome
12. The role of genetics in the diagnostic approach of Pulmonary Fibrosis
13. The role of palliative care in respiratory medicine
14. Quality of life issues
15. Frailty
16. Compassion and empathy in respiratory medicine
17. Real world data and their use; their importance in Medicine

#### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Mixed	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT in teaching and communication with students. Use of publisher databases/electronic repositories of scientific articles.	
<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.  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	30
	Study and analysis of bibliography	50
	Essay writing	20
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>		

<p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language: Greek.</p> <p>Participation in the discussion during the lectures and during the presentation of required articles, as well as the quality of essay writing will be evaluated.</p> <p>The evaluation criteria are explicitly mentioned in the Study Guide and are communicated to the students at the beginning of the course.</p>
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## 5 BIBLIOGRAPHY

*- Suggested bibliography:*

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[Idiopathic Pulmonary Fibrosis \(an Update\) and Progressive Pulmonary Fibrosis in Adults: An Official ATS/ERS/JRS/ALAT Clinical Practice Guideline.](#)

Raghu G, Remy-Jardin M, Richeldi L, Thomson CC, Inoue Y, Johkoh T, Kreuter M, Lynch DA, Maher TM, Martinez FJ, Molina-Molina M, Myers JL, Nicholson AG, Ryerson CJ, Strek ME, Troy LK, Wijisenbeek M, Mammen MJ, Hossain T, Bissell BD, Herman DD, Hon SM, Kheir F, Khor YH, Macrea M, Antoniou KM, Bouros D, Buendia-Roldan I, Caro F, Crestani B, Ho L, Morisset J, Olson AL, Podolanczuk A, Poletti V, Selman M, Ewing T, Jones S, Knight SL, Ghazipura M, Wilson KC. *Am J Respir Crit Care Med.* 2022

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[- Frailty and chronic respiratory disease: the need for a multidisciplinary care model.](#) Symvoulakis EK, Kamekis A, Drakonaki E, Mastrodemou S, Ryerson CJ, Antoniou K. *Sarcoidosis Vasc Diffuse Lung Dis.* 2021

-Cochrane Handbook for Systematic Reviews It provides guidance to authors for the preparation of

Cochrane Intervention reviews. It is also a useful guide for non-Cochrane systematic reviews.  
<http://handbook.cochrane.org/>

-GRADE working group Grading of Recommendations Assessment, Development and Evaluation (GRADE) homepage <http://gradeworkinggroup.org/> • Guideline Development Tool (GDT) It follows GRADE approach and formerly GRADEpro. GDT is an easy to use all-in-one web solution for summarizing and presenting information for health care decision making. It supports creating concise summary tables for systematic reviews as well as facilitates development of clinical practice guidelines. Statistical data can be imported directly from Review Manager. <https://gradepro.org/> • GRADE Online Learning Modules These online learning modules are designed to help guideline developers and authors of systematic reviews learn how to use the GRADE approach to grade the evidence in systematic reviews, to create Summary of Findings Tables and GRADE Evidence Profiles, and move from evidence to making recommendations. <https://cebgrade.mcmaster.ca/>

- Links to main GRADE articles British Medical Journal <http://www.bmj.com/content/336/7650/924>  
Journal of Clinical Epidemiology series  
<http://www.sciencedirect.com/science/article/pii/S0895435610003306>

## COURSE OUTLINE

### 1 GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Interinstitutional Postgraduate Programme in Bioethics		
LEVEL OF STUDIES	7 (2 <sup>nd</sup> level, Graduate Studies)		
COURSE CODE	<b>PHIL104A</b>	SEMESTER	C (Fall)
COURSE TITLE	Environmental Ethics II		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
<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>	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	special background		
<i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:	Phil 101		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and English if required)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

### 2 LEARNING OUTCOMES

#### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon successful completion of the course, the students will be able to:

- understand and explain how significant classical & contemporary ethical theories apply to specific environmental issues;
- acquire analytical skills necessary for the conceptual reconstruction and communication of contemporary complex environmental problems;
- understand, specifically, how normative argumentation in environmental ethics is relevant to meeting environmental challenges;
- appreciate the range of perspectives on human responsibility regarding the environment and enable critical thinking and writing about them, including judging and arbitrating among competing views about environmental facts, orientations and perspectives.

- communicate coherently, rationally and effectively, one's own moral perspective on crucial environmental issues, orally and in writing.

#### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

- Analytical skills regarding the understanding and meeting of practical problems and challenges in contemporary environmental (bio)ethics.
- Searching, analyzing and synthesizing data and information, including the use of appropriate technologies.
- Independent work.
- Group work.
- Work in an interdisciplinary environment, which is predominantly fostered by involvement with Bioethics.
- Generation of new research ideas in the field of ethical evaluation of agency regarding the environment.
- Exercise of critical and self-critical thinking.
- Promotion of free, creative and inductive thinking.

### 3 SYLLABUS

The course is structured around a strongly applied component. A substantial portion of it focuses on engaging students in the application of major environmental theories in practice. After a brief introduction to key moral theories, specific contemporary environmental debates are discussed and assessed. Alternative ethical approaches to specific environmental issues are studied and applied. Special areas of study include:

- (i) Animal welfare
- (ii) Climate crisis
- (iii) Biodiversity
- (iv) Agriculture and sustainability
- (v) Food ethics, population and consumption
- (vi) Environmental pollution and human development
- (vii) Geoengineering and technological advancements regarding human environmental interventions
- (viii) Health and the environment
- (ix) Future generations. Sustainable futures.

#### 4 TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Distance learning & face to face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of slides/power point presentations. Use of online platform/ e-learn to post articles. Use of publisher databases/electronic repositories of academic articles.	
<p><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></p> <p><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></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Study and analysis of bibliography	30
	Final essay	60
Course total	<b>100</b>	
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Continuous assessment.</p> <p>Assessment is based on the quality of structured argumentation, orally and in writing, participation in discussion during classes and the quality of the final written essay.</p> <p>Assessment criteria are communicated to students at the beginning of the course.</p> <p>Interactive participation during the classes including oral presentation of work, writing of final essay.</p>	

#### 5 BIBLIOGRAPHY

*- Suggested bibliography:*

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- *Related academic journals: Selected articles from specialized journals relevant to specific themes.*