



DISCIPLINE SHEET

1. Data about the programme

1.1.	"CAROL DAVILA" UNIVERSITY OF MEDICINE AND PHARMACY
1.2.	FACULTY OF MEDICINE
1.3.	DEPARTMENT: CLINICAL DEPARTMENT 14 - ORTHOPAEDICS
1.4.	DISCIPLINE ETHICS AND ACADEMIC INTEGRITY
1.5.	DOMAIN OF STUDY: HEALTH – Sectorally regulated within the European Union
1.6.	STUDY CYCLE: LICENCE
1.7.	STUDY PROGRAME: MEDICINE – ENGLISH MODULE

2. Data about discipline

2.1.	Name of the discipline in the educational plan: „Ethics and Academic Integrity”				
2.2.	Discipline code: DCI11S2M				
2.3.	Discipline type (FD/SD/CD): CD				
2.4.	Discipline regimen (MD/OPD): MD				
2.5.	The holders of the course activities Assoc. Prof. Dr. Monica Licu Lecturer PhD Claudiu Gabriel Ionescu				
2.6.	The holder of the seminar activities : Lecturer Dr. Adriana Cotel Asst.Prof.D. Raluca Adam Asst.Prof. Ph.Ds. Iulia Irena Dayeh Asst.Prof.Ph.Ds. Smaranda Guțu				
2.7. Year of study	I	2.8. Semester	I	2.9. Type of assessment (E/C)	C

3. Total estimated time (hours/semester of didactic activity an self preparation/study

I. Academic training (teaching, practical application, assessment)						
3.1. Nr hours/week	2	From which:	3.2. lecture	1	3.3. seminary/ laboratory	1
3.4. Total hours of educational plan	28	From which:	3.5. lecture	14	3.6. seminary/ laboratory	14
Evaluation (nr. of hours) : 7						
II. Self preparation/study						
Time allocation						hours
Study of course materials, textbooks, books, study of the recommended minimal bibliography						12
Additional research in the library, research through the internet						1
Performing specific activities for preparing projects, laboratories, elaborating reviews or other tasks						4
Specific preparation activities for projects, laboratory work, assignments, and reports						10
Tutoring						1
Other activities						4
3.7. Total individual study hours						32
3.9. Total hours per semester (3.4.+ 3.7.)				60		

3.10. Number of credits	2
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4. Preconditions (where applicable)

4.1. of curriculum	-
4.2. of competences	-

5. Conditions (where applicable)

5.1. to conduct the lecture	PowerPoint presentations, use of multimedia systems, and projector
5.2. to conduct the seminar / laboratory	PowerPoint presentations, use of multimedia systems, and projector

6. Learning outcomes

Knowledge	Skills	Responsibility and autonomy
The student/graduate identifies, describes, and explains the fundamental principles of ethics, deontology, and academic integrity, as well as their applications in medical practice and research.	The student/graduate evaluates and applies ethical and deontological principles in medical decision-making, research, and academic activity.	The student/graduate plans, organizes, and decides on measures that respect ethical norms in all professional and academic aspects.

7. Course objectives (aligned with the learning outcomes)

7.1. General objective	The development of an integrated and applied understanding of the principles of ethics, deontology, and academic integrity, enabling students to form responsible, autonomous conduct in line with ethical norms in medical practice, academic activity, and scientific research.
7.2. Specific objectives	At the end of the course, the student will be able to: • Identify and describe the fundamental concepts of ethics, deontology, and academic integrity, and explain their relevance in medical and scientific contexts. • Analyze and evaluate complex ethical situations in medical practice, academia, and research, using appropriate conceptual and methodological tools. • Apply ethical and deontological principles in professional decision-making, in accordance with international standards and national regulations in the medical and academic fields. • Demonstrate the ability to formulate well-argued solutions to ethical dilemmas, integrating multidisciplinary perspectives and respecting human dignity. • Develop and implement practical measures to prevent violations of integrity norms and to promote a culture of honesty and responsibility in professional and educational settings. • Assume responsibility for ethical decisions and behaviors in professional and academic activity, cultivating personal autonomy and critical thinking.

8. Contents

8.1. Lecture	Teaching methods	Observations
Course 1. Ethics: The Fundamentals, Moral development - between psychology, morality and culture	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	2h
Course 2. Critical thinking and its role in applying ethical principles, Doctor's morality	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 3. Basic medical ethical principles, Personality system and values	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 4. Creating an ethical organizational culture process, Moral emotions and their role in ethical conduct	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 5. Ethical and moral values in the academic environment with respect to the medical system/organizations, Values and leadership	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Course 6. Ethics and decision making, Digital Ethics	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required

Course 7. Best practices of medical and academic professionalism, Ethical challenges in academic communication	Exposition Examples Synthesizing knowledge Guided discovery Case study analysis Audio-visual methods Conversation Explaining	Video projector required
Recent Bibliography: 1. Licu, M. et al., (2022). <i>Etică și integritate academică – note de curs</i>. București. Editura Universitară “Carol Davila,,. 2. Ioan, B.G. (2018). <i>Etică și integritate academică – ghid de bune practici</i>. Iași: Ed. Gr.T. Popa. 3. <i>L'urgence de l'intégrité académique.(2021)</i>. Caen: EMS Editions. 4. Smith, A. (2017). <i>Teoria sentimentelor morale</i>. București: Publica. 5. Stephen, L. (2012). <i>The Science of Ethics</i>. Cambridge: Cambridge University Press. 6. Ștefan, E.E. (2021). <i>Etică și integritate academică</i>. București: Prouniversitaria. 7. Tostain, M. (1999). <i>Psychologie, morale et culture. L'évolution de la morale de l'enfance à l'age adulte</i>. Grenoble: Presse Universitaires de Grenoble. 8. Vrasti, R. (2024). <i>Introducere în filosofia medicală</i>. ArtPress. 9. Zwitter, M. (2019). <i>Medical Ethics in Clinical Practice</i>. Springer Cham 10. Wheeler, R. (2022). <i>Oxford Handbook of Medical Ethics and Law</i>. Oxford University Press		
8.2. Laboratory/ practical lesson	Teaching methods	Observations
LP 1. Ethics: The Fundamentals, Moral development - between psychology, morality and culture	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities	2h MJI (Moral Judgement Interview)
LP 2. Critical thinking and its role in applying ethical principles, Doctor's morality	Debates on: academic freedom, personal autonomy, justice and fairness, conflicts of interest, incompatibilities, equal opportunities, merit, professionalism, honesty and intellectual fairness, transparency, accountability, respect and tolerance, Case studies	
LP 3. Basic medical ethical principles, Personality system and values	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities Q&A	

LP 4. Creating an ethical organizational culture process, Moral emotions and their role in ethical conduct	Q&A Explaining Debate Presentations Debate - moral emotions vs. emotions vs. feelings	
LP 5. Ethical and moral values in the academic environment with respect to the medical system/organizations, Values and leadership	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities	
LP 6 . Ethics and decision making, Digital Ethics	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities Medical simulation	
LP 7. Best practices of medical and academic professionalism, Ethical challenges in academic communication	Conversation Case studies Audio-visual methods Synthesizing knowledge Explaining Debate Presentations Group activities	

Recent bibliography:

Ionescu, C.G., Ciuperca, E.M., Cotel, A. et al. Personal values clusters and their associations to social media behaviors and psychological well-being. *BMC Psychol* 12, 545 (2024). <https://doi.org/10.1186/s40359-024-02046-4>

Ionescu CG, Licu M. Are TikTok Algorithms Influencing Users' Self-Perceived Identities and Personal Values? A Mini Review. *Social Sciences*. 2023; 12(8):465. <https://doi.org/10.3390/socsci12080465>

Weidener, L., & Fischer, M. (2023). Teaching AI Ethics in Medical Education: A Scoping Review of Current Literature and Practices. *Perspectives on medical education*, 12(1), 399–410. <https://doi.org/10.5334/pme.954>

Doyal, A. S., Sender, D., Nanda, M., & Serrano, R. A. (2023). ChatGPT and Artificial Intelligence in Medical Writing: Concerns and Ethical Considerations. *Cureus*, 15(8), e43292. <https://doi.org/10.7759/cureus.43292>

Ellaway, R. H., Coral, J., Topps, D., & Topps, M. (2015). Exploring digital professionalism. *Medical teacher*, 37(9), 844–849. <https://doi.org/10.3109/0142159X.2015.1044956>

Ghorashi, N., Ismail, A., Ghosh, P., Sidawy, A., & Javan, R. (2023). AI-Powered Chatbots in Medical Education: Potential Applications and Implications. *Cureus*, 15(8), e43271. <https://doi.org/10.7759/cureus.43271>

Katznelson, G., & Gerke, S. (2021). The need for health AI ethics in medical school education. *Advances in health sciences education : theory and practice*, 26(4), 1447–1458. <https://doi.org/10.1007/s10459-021-10040-3>

Gibbs, J. C. (2019). *Moral Development and Reality: Beyond the Theories of Kohlberg, Hoffman, and Haidt* (3rd ed.). Oxford University Press.

Held, V. (2020). *The Ethics of Care: Personal, Political, and Global* (Updated ed.). Oxford University Press.

Bertram Gallant, T. (2022). Academic Integrity in the 21st Century: A Teaching and Learning Imperative. *Journal of Academic Ethics*, 20(1), 1-15.

Pelto-Piri, V., Engström, K. & Engström, I. The ethical landscape of professional care in everyday practice as

perceived by staff: A qualitative content analysis of ethical diaries written by staff in child and adolescent psychiatric in-patient care. *Child Adolesc Psychiatry Ment Health* 6, 18 (2012). <https://doi.org/10.1186/1753-2000-6-18>

Alilyyani, B., Wong, C. A., & Cummings, G. (2018). Antecedents, mediators, and outcomes of authentic leadership in healthcare: A systematic review. *International journal of nursing studies*, 83, 34-64.

Damodaran, A., Shulruf, B., & Jones, P. (2017). Trust and risk: a model for medical education. *Medical education*, 51(9), 892-902.

Manson, H. M. (2012). The development of the CoRE-Values framework as an aid to ethical decision-making. *Medical Teacher*, 34(4), e258-e268.

McDevitt, R., Giapponi, C., & Tromley, C. (2007). A model of ethical decision making: The integration of process and content. *Journal of Business ethics*, 73, 219-229.

Frey, B. S., & Oberholzer-Gee, F. (1997). The cost of price incentives: An empirical analysis of motivation crowding-out. *The American economic review*, 87(4), 746-755.

Alilyyani, B., Wong, C. A., & Cummings, G. (2018). Antecedents, mediators, and outcomes of authentic leadership in healthcare: A systematic review. *International journal of nursing studies*, 83, 34-64.

Damodaran, A., Shulruf, B., & Jones, P. (2017). Trust and risk: a model for medical education. *Medical education*, 51(9), 892-902.

Gardner, W. L., Coglisier, C. C., Davis, K. M., & Dickens, M. P. (2011). Authentic leadership: A review of the literature and research agenda. *The leadership quarterly*, 22(6), 1120-1145.

Hannah, S. T., Avolio, B. J., & Walumbwa, F. O. (2011). Relationships between authentic leadership, moral courage, and ethical and pro-social behaviors. *Business Ethics Quarterly*, 21(4), 555-578.

Frey, B. S., & Oberholzer-Gee, F. (1997). The cost of price incentives: An empirical analysis of motivation crowding-out. *The American economic review*, 87(4), 746-755.

Holm, S. (2022). What is the foundation of medical ethics—common morality, professional norms, or moral philosophy?. *Cambridge quarterly of healthcare ethics*, 31(2), 192-198.

Masferrer, A. (Ed.). (2021). *Criminal Law and Morality in the Age of Consent: Interdisciplinary Perspectives* (Vol. 84). Springer Nature.

Snyder, J. E., & Gauthier, C. C. (2008). *Evidence-based medical ethics: cases for practice-based learning*. Springer Science & Business Media.

9. Evaluation

Type of activity	9.1. Evaluation criteria	9.2. Evaluation methods	9.3. Percentage in the final grade
9.4. Lecture	Knowledge of concepts and theories in the field studied and the ability to correlate them	Multiple choice exam (25 questions with 4 choices, with only one correct - 30 min., 10 correct answers - mark 5)	90%
9.5. Seminary/ practical activity	Ability to defend an ethical viewpoint on academic integrity Ability to apply theoretical and practical models in individual applications	Develop a structured group project that examines academic issues from the perspective of principles of ethical conduct (case studies), focusing on a case study or other topic in the field of academic ethics and written according to the rules and requirements for academic writing detailed in the course.	10%

9.6. Minimum performance standard

- Obtain a minimum grade of 5 in the final written assessment;
- Minimum 75% attendance;
- Correct understanding of the basic concepts of each topic.
- Knowing the main theories and paradigms associated with academic ethics and integrity.
- Designing research objectives and methods specific to ethical conduct.

Date of completion :**Signature of the course holder****Signature of the laboratory
holder****Date of approval by the
Department Council:****Signature of the Department Director**