



## EDITORIAL

### The teaching of Bioethics at medical school

Gaspar de Jesus Lopes Filho<sup>1,\*</sup> 

<sup>1</sup>Universidade Federal de São Paulo / Escola Paulista de Medicina

Published on 6 Mar 2021

The extraordinary technological development that occurred in the last fifty years, in which Medicine has evolved more than in the previous fifty centuries, has risen several questions of ethical nature. Since the second half of the last century, there has been a growing perception that doctors are increasingly distant from their patients, prioritizing, at most, the technical aspect of the profession. Bioethics emerged to help humanity act harmoniously despite environmental and behavioral changes arising from technological evolution.

From this understanding, it seems clear the need to promote the teaching of Bioethics in undergraduate medical courses. The promotion of moral and democratic competencies are the main objectives of any teaching program in Bioethics. However, it is not enough to train only morally competent people and capable of participating in democratic deliberations. Thus, the deontological aspects of Medical Ethics also need to be considered, and this learning must be present at all times in a course, transversely, interested in several disciplines that are part of the medical curriculum.

By examining the curriculum of the medical course, it is possible to propose some ethical content to be discussed according to the educational experiences that students will go through, proposing three "stages" for a teaching program in Bioethics:

- *1st and 2nd grades: Humanities in Medicine* (History, Philosophy, Literature and Arts explored by several methodologies in the search to improve students' humanistic training);

- *3rd and 4th grades: Bioethics* (ethics applied to discussions on moral conflicts that arise from emerging and persistent situations in the health field);

- *5th and 6th grades: Clinical Bioethics/Medical Ethics* (the starting point would be situations that have emerged from the students' assistance activities at the boarding school).

This proposal initiates the bioethical education of the student with the broader base of Humanities. Subsequently, ethics applied to health and boarding school is approached, students begin their interaction with professional ethics and its aspects of posture and deontology.

If Bioethics is taught to all grades of a medical course, the special attention that a medical school gives to its students' ethical-moral and humanistic training will become clear. The direct involvement of the school's governing bodies may even be felt in the teaching/learning environment, favoring morally desirable behaviors and, along this, the good use of the progress of knowledge, the understanding of the duty to favor its beneficial effects and limit its harmful effects.

\*Correspondence:

Addr.: Rua Original 156. Apt. 11. Sumarezinho. São Paulo, SP, Brazil | CEP: 05.435-050

Phone: +55 11 98417357

E-mail: [gasparlopes@uol.com.br](mailto:gasparlopes@uol.com.br)

<https://doi.org/10.21876/rcshci.v11i1.1109>

How to cite this article: Lopes Filho GJ. The teaching of Bioethics at medical school. Rev Cienc Saude. 2021;11(1):1.

<https://doi.org/10.21876/rcshci.v11i1.1109>

2236-3785/© 2021 Revista Ciências em Saúde. This is an open-access article distributed under a CC BY-NC-SA license (<https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en>)

