

*Federal State Autonomic Educational Institution of Higher Education  
«Peoples' Friendship University of Russia»»*

*Faculty of Humanities and Social Sciences*

Recommended ISSC

**SYLLABUS of the course:  
Bioethics**

Recommended for direction  
31.05.03 Dentistry

The direction “Dentistry”

## 1. Course Goals:

The purpose of this course is to introduce students to history of bioethics' development and theory of bioethics, to main disciplines bioethics contains: medical ethics, nurse's ethics, professional ethics, philosophical anthropology; for students to become familiar with ethics requirements of their future profession, following moral regulations in health services in communications with colleagues and patients. Students will acquire some skills helping them to solve moral problems in every day professional life of medical personal and introduce with ethical aspects of business in health care services. Students also should be able to use bioethical principles in research with human subjects and animals as well.

## 2. Place of the course in Basic Educational Program:

The course Bioethics refers to the mandatory part of block 1 of the curriculum.

Table 1 shows the previous and subsequent courses aimed at the formation of the competencies of the course in accordance with the matrix of competencies of OP HE.

### Previous and subsequent courses aimed at the formation of competencies

№ п/п	Code and title of the competence	Previous courses	Subsequent courses
<b>General universal competencies</b>			
1	UC-5. Being able to analyse and take into account cultural diversity in the course of intercultural communication.		Philosophy, History (History of the Russian Federation, World history); History of medicine
2	UC-11. Being able to develop intolerant attitudes to corrupt behaviour.		Law
<b>General professional competencies</b>			
3	GPC-1. Being able to implement moral standards and legal regulations, ethical and deontological principals in professional activity		
4	GPC-2. Being able to analyse the results of their own professional activity to prevent professional errors		Propaedeutics of dental diseases; Cariesology and diseases of hard tissues of teeth; Endodontics; Gerontostomatology and diseases of the oral mucosa; Periodontics; Local anesthesia and anesthesiology in dentistry; Oral surgery; Gnatology and functional diagnostics of the temporal mandibular joint; Dental prosthetics (simple prosthetics) forensic medicine;

			Prosthetics of dental rows (complex prosthetics)
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### 3. The Requirements to the Results of Learning the Discipline:

Process of learning the discipline focuses on development of following competencies:

Competence code	Name of the competence	Code and name of the competence achievement indicator
UC-5.	Being able to analyse and take into account cultural diversity in the course of intercultural communication.	UC-5.2. Analyzing the most important: ideological and value systems which were formed in the course of historical development; providing ground for the relevance of using them in the course of social and professional interaction.
		UC-5.3. Building social and professional communication taking into account the specificities of the main forms of scientific and religious consciousness, business and general culture of the representatives of other ethnic groups and confessions, various social groups.
		UC-5.4. Ensuring the creation of a non-discriminatory communication environment when performing professional tasks.
UC-11.	Being able to develop intolerant attitudes to corrupt behaviour.	UC-11.1. Using the anti-corruption regulatory framework, ethical standards of the doctor-patient (their legal representatives) relationship.
		UC-11.2. Using practical experience: communicating with patients (their legal representatives) in various situations.
		UC-11.3. Being able to correctly select a tactics for communicating with patients in various situations, including the cases when patients (their legal representatives) provoke a doctor to corrupt behaviour.
GPC-1.	Being able to implement moral standards and legal regulations, ethical and deontological principals in professional activity	GPC-1.1. Observing bases of medical ethics and deontology; legal bases in healthcare; legal aspects of medical practice.
		GPC-1.2. Applying ethical standards and principles of a medical worker's behaviour when performing their professional duties; being aware of the latest health legislation when solving professional problems; applying the rules and norms of the doctor's interaction with colleagues and patients (their legal representatives).
		GPC-1.3. Being experienced in solving standard professional tasks based on the ethical standards and deontological principles when interacting with colleagues and patients (their legal representatives); being aware of legal aspects of medical practice.
GPC-2.	Being able to analyse the results of their own	GPC-2.1. Analysing the causes of professional errors, therapeutic failures and conflict situations.

	professional activity to prevent professional errors	GPC-2.2. Providing scientific arguments for and implementing recommendations aimed at improving the medical and legal training of dentists, preventing professional errors, adverse outcomes and conflict situations.
		GPC-2.3. Assessing the effectiveness of preventive measures aimed at preventing professional errors, adverse outcomes and conflict situations in dentistry.

After the course student should:

**Know:**

moral norms, rules and principles of professional medical behavior, patients' and medical advisers' rights, ethical background of modern medical legislation; responsibility, rights, social status of medical adviser; main ethical documents of domestic and international professional medical associations;

**Be able to:**

protect civil rights of medical advisers and patients of various age;

**Have skills:**

of narration of their point of view, analysis and logical thinking, harangue, moral argumentation, discussing and panel discussion; principles of medical ethics and deontology, skills of informing patients of various age groups and their relatives according to the rules of "informed consent".

**4. The volume of the course and types of academic work**

General labour intensity is 2 points of credit.

Format	Hours	Semester
		1
<b>Class hours (all)</b>	51	51
which includes:	-	-
Lectures	17	17
<i>Other hours:</i>		
<i>Practical classes (PS)</i>		
<i>Seminars (S)</i>	34	34
<i>Laboratory research (LR)</i>		
<b>Among them interactive format (IF)</b>	6	6
<b>Students' self-guided work (all)</b>	21	21
Among them:	-	-
Course project (work)		
Calculation and graphical work		
Report	6	6
Preparation and testing (Midterm Examination)		
<i>Other types of self-guided work</i>		

<b>General labour intensity (class hours)</b>	<b>72</b>	<b>72</b>
<b>General labour intensity (credit points)</b>	<b>2</b>	<b>2</b>

## 5. Contents of sectors of the course

### 5.1 Contents of sectors of the course

№ п/п	Title of the unit	Unit's content
1.	Ethics is philosophy science	Concept of morality and structure of moral thinking. Ethics is philosophy science. Ethics' types. Main categorical concepts of Morality. Applied ethics: its concept and structure.
2.	Bioethics: its status, range of problems	Concept of bioethics, its place in philosophy and science. Main models of medical ethics throughout the History. Main principles of bioethics.
3.	Modern biomedical ethics.	Main models of medical ethics throughout the History. Main principles of bioethics. Historical development of biomedical ethics. Medical ethics. General Issues. Hippocratic Oath and modern biomedical ethics. Rights and moral responsibility of medical personnel. Patients' rights. Ethics and epidemiology.
4.	Abortion. Ethical aspects of reproductive technology.	Moral problems of reproductive technologies. Genetic engineering. Medical ethics. General Issues. Hippocratic Oath and modern biomedical ethics. Rights and moral responsibility of medical personnel. Patients' rights.
5.	Ethical issues of biotechnology (cell studies, gene therapy, gene engineering, cloning).	Rights and moral responsibility of medical personnel. Patients' rights. Defining death. Dying, dementia, aging. Main principles of bioethics.
6.	Death and Dying. End of Human Life.	Defining death. Dying, dementia, aging. Main principles of bioethics. Medical ethics. General Issues. Hippocratic Oath and modern biomedical ethics. Rights and moral responsibility of medical personnel. Patients' rights.
7.	Organ transplantation	Main models of medical ethics throughout the History. Main principles of bioethics. Rights and moral responsibility of medical personnel. Patients' rights. Defining death. Dying, dementia, aging. Defining death. Dying, dementia, aging. Organ transplantation.
8.	Moral problems of physical and mental integrity of patient	Main models of medical ethics throughout the History. Medical ethics. General Issues. Hippocratic Oath and modern biomedical ethics. Rights and moral responsibility of medical personnel. Patients' rights. Defining death. Dying, dementia, aging. Defining death. Dying, dementia, aging. Mental medicine and antipsychiatry.
9.	Experiments involving Human being and	Research ethics. Animals' rights. Main principles of bioethics. Historical development of biomedical ethics.

	animals: legislative and moral background	International documents protecting humans and animal involved in the research.
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## 5.2. Units of the course and types of classes.

№ п/п	Title of the discipline's unit	Lectures	Practical classes	Laboratory research	Seminars	Students' self-guided work	All hours
1.	Ethics is philosophical science	1			3	2	6
2.	Bioethics: its status, range of problems	2			3	2	6
3.	Modern biomedical ethics.	2			4	2	8
4.	Abortion. Ethical aspects of reproductive technology.	2			4	2	8
5.	Death and Dying. End of Human Life.	2			4	2	8
6.	Organ transplantation	2			4	2	8
7.	Moral problems of physical and mental integrity of patient	2			4	3	9
8.	Experiments involving Human being and animals: legislative and moral background	2			4	3	9
9.	Pharmaceutical ethics	2			4	3	9

## 6. Laboratory practice (not provided)

## 7. Practical classes (Seminars)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	1	ETHICS IS PHILOSOPHICAL SCIENCE	1
2.	2	BIOETHICS: ITS STATUS, RANGE OF PROBLEMS	2
3.	2	BIOETHICS: ITS STATUS, RANGE OF PROBLEMS. WMA DOCUMENTS, INTERNATIONAL STANDARDS	1
4.	3	MODERN BIOMEDICAL ETHICS. TRADITIONAL MEDICAL ETHICS	2
5.	3	MODERN BIOMEDICAL ETHICS. 2D PART OF XX CENTUARY	2
6.	3	MODERN BIOMEDICAL ETHICS. MORAL STANDARS IN DENTISTRY. FDI EXPERIENCE	2
7.	4	ABORTION. ETHICAL ASPECTS OF REPRODUCTIVE TECHNOLOGY.	2
8.	4	ABORTION. ETHICAL ASPECTS OF REPRODUCTIVE TECHNOLOGY.	2
9.		Midterm Examination	2
10.		Midterm Examination results: correction of errors	2

11.	5	DEATH AND DYING. END OF HUMAN LIFE. PALLIATIVE CARE	2
12.	5	DEATH AND DYING. END OF HUMAN LIFE. EUTHANASIA	2
13.	6	ORGAN TRANSPLANTATION	2
14.	6	ORGAN TRANSPLANTATION	2
15.	7	MORAL PROBLEMS OF PHISICAL AND MENTAL INTEGRITY OF PATIENT	2
16.	8	EXPERIMENTS INVOLVING HUMAN BEING AND ANIMALS: LEGISLATIVE AND MORAL BACKGROUND	2
17.	9	PHARMACEUTICAL ETHICS	2
18.		FINAL EXAMINATION	2

## 8. Material and technical support of the course:

For the implementation of the educational process student must have: 1) computer / tablet with Internet access (in the absence of their own, you can use RUDN University's computer classes and/or computers of RUDN University library); 2) Pen and notebook for notes.

## 9. Information support of the course:

a) Software: minimum requirements - Windows 2000 XP, MS Office 2003; Internet connection, corporate RUDN e-mail.

b) Internet resources:

- Электронно-библиотечная система РУДН – ЭБС РУДН <http://lib.rudn.ru/MegaPro/Web>
- ЭБС «Университетская библиотека онлайн» <http://www.biblioclub.ru>
- ЭБС Юрайт <http://www.biblio-online.ru>
- ЭБС «Консультант студента» [www.studentlibrary.ru](http://www.studentlibrary.ru)
- ЭБС «Лань» <http://e.lanbook.com/>

a. Bioethics. Edited By: Ruth Chadwick and Udo Schüklenk. ISSN: 1467-8519. On-line version (articles URL: [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8519/issues](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8519/issues))

b. Bioethics Digital Library of IUPUIScholarWorks. – URL: <https://scholarworks.iupui.edu/handle/1805/6>

c. The Penn Bioethics Journal. Archive of the journal - URL: <http://bioethicsjournal.com/fpast.html>

d. Bioethics Resources by National Institute of Health (NIH) - URL: <http://bioethics.od.nih.gov/>

e. Website which is maintained by editorial staff of The American Journal of Bioethics. - URL: <http://www.bioethics.net/>

f. Bioethics resources of UNESCO. UNESCO website. - URL: <http://www.unesco.org/new/en/social-and-human-sciences/themes/bioethics/publications/>

g. ScienceDirect (ESD), «FreedomCollection», "Cell Press" ИД "Elsevier" <https://www.sciencedirect.com/> Access by IP-addresses of RUDN University

## 10. Educational and methodological support of the course:

a) main literature:

- 1) Encyclopedia of Bioethics. Springer International Publishing Switzerland, 2016. URL: <https://rd.springer.com/referencework/10.1007/978-3-319-09483-0>

- 2) Steinbock B. The Oxford Handbook of Bioethics. Oxford University Press. 2007. 768 pp.
- 3) Sullivan S. Pecorino P. Ethics: online textbook. URL: [http://www.qcc.cuny.edu/SocialSciences/ppecorino/ETHICS\\_TEXT/default.htm](http://www.qcc.cuny.edu/SocialSciences/ppecorino/ETHICS_TEXT/default.htm)
- 4) Beauchamp T. L., Childress J.F. Principles of Biomedical Ethics. Oxford University Press, USA, 2008.
- 5) Sokol, Daniel K. Doing Clinical Ethics. – Springer, 2012.
- 6) Zorza V., Zorza R. A way to die: Living to the End. – URL: <http://www.zorza.net/resources/waytodie/index.html>

b) additional literature:

- 1) Report of the International Bioethics Committee of UNESCO (IBC). – URL: <http://unesdoc.unesco.org/images/0021/002194/219494E.pdf>
- 2) Deaths by medical end-of-life decision; age, cause of death. (Holland), Centraal Bureau voor de Statistiek, 11.2012. – URL: <http://statline.cbs.nl/StatWeb/publication/?VW=T&DM=SLen&PA=81655ENG&LA=en>
- 3) National Bioethics Committees in Action. UNESCO, 2010. - URL: <http://unesdoc.unesco.org/images/0018/001895/189548e.pdf>
- 4) Asia-Pacific Perspectives on Biotechnology and Bioethics. Bangkok: UNESCO Bangkok, 2008. - URL: <http://unesdoc.unesco.org/images/0016/001631/163169e.pdf>
- 5) Belgian Euthanasia Act. – URL: <http://www.kuleuven.be/cbmer/viewpic.php?LAN=E&TABLE=DOCS&ID=23>

**Information and referral database**

- 1) RUDN University's library <http://lib.rudn.ru/8>
- 2) Wiley Online Library (Bioethics journals) <https://onlinelibrary.wiley.com/>
- 3) Springer journals <https://rd.springer.com/>
- 4) Sciencedirect <https://www.sciencedirect.com/>
- 5) World Medical Association <https://www.wma.net/>
- 6) Global Network of WHO Collaborating Centres for Bioethics
- 7) [https://www.who.int/ethics/partnerships/global\\_network/en/](https://www.who.int/ethics/partnerships/global_network/en/)

**11. Methodical instructions for students on studying the course (module)**

**The course structure and homework.**

The course consists of the lectures and the seminars. The seminar format is discussing (understanding and critical evaluation of the cases). The students should answer all the theoretical questions and formulate their own opinion regarding with the discussed issues and cases.

There are two mid-term exams (written) and one final exam (written and oral). All the issues can be found on the teacher's webpage on the PFUR's portal. All the students should present the topic during the semester.

Before each seminar the students read the literature on the subject.

**Essay. Guide for students.**

The list of essays is given by the teacher at the beginning of semester. A student may choose the topic in the list or offer his/her own topic (and coordinate it with the teacher). Essay requirements: 1,5 interval, body size 14, 1-2 pages.



The essay consists of 3 parts. The first one includes the information about the topic, the second one – the author’s opinion and the third one includes the author’s arguments. A student should prove his opinion using ethical theories.

### **Presentations. Guide for students.**

The teacher provides students with presentation topics and materials (scientific articles). A student should retell the material and explain main notions of the topic, consider all biomedical issues and dilemmas. The presentation should not take more than 10 minutes. The teacher gives 2 or 3 presentation topics each seminar.

### **Case studies.**

- 1) Bioethics podcasts: <https://cbhd.org/audio/2014>
- 2) Kantian and Utilitarian approaches to Ethics 11 min.  
<http://www.youtube.com/watch?v=hb8gShHMP5M>
- 3) Designer babies (bioethics) 25 min. <http://www.youtube.com/watch?v=66kNOlwOcPI>
- 4) Ethics Cases on AMA Journal of Ethics: <http://journalofethics.ama-assn.org/site/cases.html>

### **Questions for discussing:**

- 1) What is ethics? What is its object?
- 2) What kind of moral categories do you know?
- 3) What is objectivism (idealism)? What is relativism in morality?
- 4) Explain the difference between the categorical imperative and the rule of “the golden mean”.
- 5) What is tolerance? Is it possible to be tolerant if a person is objectivist in morality?
- 6) What is bioethics? What kind of problems does it solve?
- 7) What are principles of traditional ethics of physicians (according to the Hippocrates’s Oath)?
- 8) What is World Medical Association? Define the notion of “autonomy of a patient” – the textbook, pp 72-88.
- 9) What are principles of modern bioethics?
- 10) What well-known international documents regulate experiments involving humans? (title, date). Main principles of research ethics in the field of medicine and biology.
- 11) What are Nathanson’s arguments against legal abortions (“Silent Scream”)?
- 12) List arguments of Planned Parenthood for abortion. Which of medical facts contradict “Silent scream” according the report?  
[http://www.plannedparenthood.org/files/PPFA/Facts\\_Speak\\_Louder\\_than\\_the\\_Silent\\_Scream\\_03-02.pdf](http://www.plannedparenthood.org/files/PPFA/Facts_Speak_Louder_than_the_Silent_Scream_03-02.pdf)
- 13) Describe main types of health care systems.
- 14) What kind of methods are used by WHO and National organizations of EU to make tobacco less popular among the EU population?
- 15) What ethical principles (norms) should be respected during HIV trials?
- 16) Arguments “pro” & “contra” abortion. The textbook pp 395-416.
- 17) Moral status of human embryo. Mention types of use of embryonic stem cells. What diseases stem cells research will help to cure in the nearest future?
- 18) 4 main views of moral status of human embryo. What are defects of interest view? Which of the views is right in your opinion?
- 19) Which limits should be in the field of usage of human embryos?
- 20) What is reproductive / therapeutic cloning? Arguments for banning both forms of cloning.
- 21) Potential benefits and risks (adverse response) of pharmacogenomics. Pp. 536-547 the textbook
- 22) What is US Orphan Drug Act about?

- 23) Give definitions to 1. informed consent; 2. presumed consent in the field of organ transplantation.
- 24) Who may donate organs? What are risks of living-donors?
- 25) Main rights of mentally ill persons.

### **Midterm and final assessments**

Midterm and final examinations consist of 2 parts: multiple-choice test (quizzes) and short questions and definitions. There are 2 or 3 variants. Students are given a form with the test and the questions. All forms should be completed within 40 minutes.

## **12. Assessment tools for midterm assessments (module)**

### **«Bioethics»**

1. The method aimed at providing worthy dying for incurably ill people, according to which dying is considered as the natural and understandable phase of human life with its independent value and importance.
  - 1) Eugenics
  - 2) Palliative medicine
  - 3) Transplantology
  - 4) Autopsy
  - 5) Euthanasia
  
2. The Ancient Greece gave the world
  - 1) Avicenna's Canon of Medicine
  - 2) "The Labyrinth of Errant Physicians" by Paracelsus
  - 3) The oath of Hippocrates
  - 4) The New Organon by F. Bacon
  - 5) Percival's Medical Ethics
  
3. Active euthanasia is permitted on constitutional grounds in
  - 1) Ancient Greece
  - 2) Ancient India
  - 3) Middle Ages in Europe
  - 4) The modern Netherlands
  - 5) Germany
  
4. When did the legalization of abortion on request originally take place
  - 1) the late eighties of the 20th century
  - 2) the end of the 18th century
  - 3) in 1883
  - 4) in 1920
  - 5) in 1948
  
5. Palliative treatment and the hospice with dying patients are described in
  - 1) "A way to Die. Living to the End" by R. Zorza and V. Zorza
  - 2) Hippocrates' "Oath"
  - 3) "On the Fabric of the Human Body" by Vesalius

- 4) "Hereditary Genius" by Galton
  - 5) "Medico-Philosophical Treatise on Mental Alienation or Mania" by Pinel
6. The performance of abortions in the United States of America
- 1) was legalized in 1973
  - 2) was legalized in 1920.
  - 3) is forbidden
  - 4) Only therapeutic abortions and abortions for social indications are permitted
  - 5) Only therapeutic abortions are permitted
7. Active euthanasia is
- 1) The doctor directly participates in carrying out euthanasia (drug introduction)
  - 2) The doctor switches-off the devices supporting vital activities of the patient, artificial water supply and food delivery stops
  - 3) The person commits suicide either autonomously or through the help of another unqualified person
  - 4) The person is deprived of life against his/her will (T4 Euthanasia Programme)
  - 5) The person is deprived of life by his wish
8. The first stage of a "lethal" diagnosis perception, according to E. Kubler-Ross, is called
- 1) Denial (rejection)
  - 2) Anger
  - 3) Bargaining
  - 4) Depression
  - 5) Acceptance
9. Countries which allowed active euthanasia are
- 1) the Russian Federation, the USA, the Netherlands
  - 2) France, Germany, Belgium
  - 3) the European Union, Nigeria
  - 4) Netherlands, Belgium, some states of the USA
  - 5) Zurich, India
10. Euthanasia is allowed ONLY for people residing in the country in
- 1) the USA
  - 2) Belgium
  - 3) Luxemburg
  - 4) Australia
  - 5) Zurich, Switzerland
11. In which country homosexual partners (married couple) may have children due to the technology of surrogate motherhood?
- 1) Some states of the USA
  - 2) The Russian Federation
  - 3) India
  - 4) China

5) Nigeria

12. Totipotency is

- 1) the ability of an individual cell to develop into limited types of cells
- 2) the ability of an individual cell to develop into all types of cells
- 3) the ability of an individual cell to form a complete human being

13. Gastrulation is

- 1) a process of dividing into two (or more) potential organisms
- 2) a fertilization
- 3) a pre-embryo

14. According to Judaism an embryo is

- 1) a human being
- 2) a human being (but only if an impregnation took place in woman's body, not in vitro (assisted fertilization))
- 3) cells, biomaterial

15. The first successful transplantation occurred in

- 1) 1905
- 2) 1967
- 3) 1954

16. The Human Genome international project was completed in

- 1) 1980s
- 2) 1994
- 3) 1947
- 4) 1970s
- 5) 2003

17. Surrogate motherhood on a commercial basis is allowed in

- 1) the Russian Federation, some states of the USA
- 2) Germany, Italy
- 3) Australia, New Zealand
- 4) the South African Republic, the UK
- 5) Saudi Arabia, Iran

18. When abortions were legalized in the UK?

- 1) In 1920
- 2) In 1861
- 3) In 1967
- 4) In 2003
- 5) In 1975

19. Why B. Nathanson changed his mind and claimed that abortions should be forbidden? He found out that

- 1) men could not influence on women's decisions
- 2) a fetus had ability to feel pain during an abortion
- 3) a fetus was a human being according Christianity
- 4) Legal abortions were not saved
- 5) Abortion violated human rights

20. Violent euthanasia is the state policy directed against those who are recognized as the economic "burden for the society" in

- 1) Ancient Greece
- 2) Ancient India
- 3) Middle Ages in Europe
- 4) The modern Netherlands
- 5) Nazi Germany (1933-1945)

The tests usually contain from 15 to 30 multiple choice questions, including open questions, such as definitions of terms or case studies.

### Essay.

The list of essays is given by the teacher at the beginning of semester. A student may choose the topic in the list or offer his/her own topic (and coordinate it with the teacher). Essay requirements: 1,5 interval, body size 14, 1-2 pages.

Write the essay on one of the topics. The volume of the essay is 1-2 pages, Times New Roman, 12, interval – 1,5. The essay must contain your own opinion and minimum 2 arguments proving your viewpoint.

- 1) Is abortion legal in your country? Do you agree with the law and why?
- 2) The future of reproductive cloning.
- 3) Human Enhancement: playing God or a breakthrough in the medical technology?
- 4) Which international laws do regulate experiments involving 1) human beings; 2) animals?  
Is it possible to follow the laws in almost all countries worldwide?
- 5) Surrogate motherhood: pro and contra?
- 6) Ethical problems of active euthanasia in Europe (the example of the Netherlands and Belgium).
- 7) Co-parenting in practice: future families.
- 8) Rights of mentally ill in Russia/ USA (other options are possible).
- 9) Why is the principle of informed consent approved in medical practice in the second half of the 20th century?

Essay evaluation criteria:

The use of argumentations in the essay. The student is required to express his / her own opinion on the presented moral dilemmas, as well as to provide at least 2 arguments in favor of his / her opinion, based on ethical theory and/or international recommendations.

Criteria	Points (maximum 5 points)
The thesis is clear	1
Minimum 2 arguments are provided	1
The use of ethical theory (utilitarianism, evolutionary ethics, etc.)	2

**Final assessment questions.**

- 1) What is objectivism (idealism)? What is relativism in morality?
- 2) Explain the difference between the categorical imperative and the rule of “the golden mean”.
- 3) What is bioethics? Describe range of issues of the discipline.
- 4) What are principles of traditional ethics of physicians (according to the Hippocrates’s Oath)?
- 5) What is World Medical Association? Define the notion of “autonomy of a patient”.
- 6) What are principles of modern bioethics?
- 7) What well-known international documents regulate experiments involving humans? (title, date). Main principles of research ethics in the field of biomedical science.
- 8) The reasons for abortion legalization in Europe, the UK and the USA.
- 9) What are B. Nathanson’s arguments against legal abortions (according to his movie “Silent Scream”)?
- 10) Define the notion “designer babies”.
- 11) What methods are used by WHO and National organizations of EU to make tobacco less popular among the EU population?
- 12) What ethical principles (norms) should be respected during HIV trials?
- 13) Moral status of human embryo. 4 main views on the moral status of embryo. Advantages and disadvantages of embryonic stem cell research.
- 14) What is reproductive / therapeutic cloning? Moral dilemmas of both types of cloning.
- 15) Give definitions to 1. informed consent; 2. presumed consent in the field of organ transplantation.
- 16) 3 types of donors of organs.
- 17) Palliative medicine and its ethical aspects.
- 18) Types of euthanasia. Which countries have legalized active euthanasia?
- 19) Main rights of mentally ill patients.
- 20) What is 3Rs concept? Which international documents regulate trials involving animals?

**Presentation topics (reports).**

- 1) Utilitarianism: the definition, pros & cons. <http://plato.stanford.edu/entries/utilitarianism-history/>
- 2) Types of applied ethics <http://www.iep.utm.edu/ap-ethic/>
- 3) What is Global Health? Who is (organizations, governments...) responsible for global health? the textbook pp. 696-704; What are global diseases?704-709(718)
- 4) Protective Provisions for Research Participants <http://www.wma.net/en/30publications/20journal/pdf/wmj201302.pdf> pp 68-72
- 5) That is the right to health? - International Covenant on Economic, Social and Cultural Rights (article 12), <http://www.unhcr-centraleurope.org/pdf/resources/legal-documents/international-refugee-law/international-covenant-on-economic-social-and-cultural-rights-1966.html>; 2.2 pp. 17-21 IOM report [http://www.ohchr.org/Documents/Issues/Migration/WHO\\_IOM\\_UNOHCHRPublication.pdf](http://www.ohchr.org/Documents/Issues/Migration/WHO_IOM_UNOHCHRPublication.pdf)
- 6) Recourses allocation in Health Care. The link: <http://www.intechopen.com/download/get/type/pdfs/id/24274> (pp. 1-4 till §5).

- 7) Doctors and drug companies relationship: ethical problems. The link <http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1000359>
- 8) Market in Human Research Participants. The link <http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.0030330>
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- 12) What is scientific ethics and its implications on abortions? Download the article
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- 15) Alternatives to Embryonic Stem Cell Research URL: <http://cbhd.org/content/update-frontlines-alternatives-embryonic-stem-cell-research>
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- 17) Aging of society and treatment goals. The textbook pp. 304-324.
- 18) Palliative care in rural settings. The link. <http://www.biomedcentral.com/1472-684X/8/15>
- 19) Why Disability Rights Movements Do Not Support Euthanasia: Safeguards Broken Beyond Repair URL: <http://www.independentliving.org/docs5/Wolbringeuthanasia.html>
- 20) Organ donation and presumed consent of children and mentally ill persons. URL: <http://www.biomedcentral.com/1472-6939/9/8>
- 21) Is it worth to use Psychiatric Drugs?
- 22) Peter Breggin, MD Interview on Psychiatric Drugs Part I URL: <http://www.youtube.com/watch?v=3lXUOm5PiQ>; Peter Breggin, MD Interview on Psychiatric Drugs Part II URL: <http://www.youtube.com/watch?v=WJNMBR2zRX8>

## 12.1 Score-rating system (SRS) assessment of students ' knowledge of the course

In the assessment of the studying outcomes a score-rating system (SRS) and ECTS evaluation are used.

Points are accumulated by students in the process of training sessions, ongoing monitoring of progress and assessments during each semester. Academic course is considered mastered if the student scored more than 50% of the possible number of points. The maximum score for the course during one semester is 100 points, regardless of its volume.

A student does not receive these credits if he / she gains less than 51 points (out of 100 possible) for each semester during his / her studies, working with the teacher and independently.

The total amount of points that a student receives at the end of the semester consists of:

1. current academic performance for the semester (thematic tests, control assessments, work in the classroom, scientific reports, essays);
2. mid-term monitoring;
3. credit for the semester.

Table. 2. Distribution of points per semester and calculation of the final grade.

Code of the controlled competence or its part	UNIT	№	THEME	First midterm exam (written)	Second midterm exam (written)	Final exam (written)	Attendance	Active work in class	Interactive studies	Points of the theme	Points of the unit
YK-5; YK-11; ОПК-1	1) Ethics is philosophy science	1	Ethics is philosophy science				1	1,5		2,5	5
		2	Professional Ethics				1	1,5		2,5	
YK-5; YK-11; ОПК-1; ОПК-2	2) Bioethics : its status, range of problems. Main notions of Bioethics and Ethics.	3	Bioethics: its status, range of problems				1	1,5	2,5	5	22,5
		4	World Medical Association and its documents	15			1	1,5		17,5	
YK-5; YK-11; ОПК-1; ОПК-2	3) Modern biomedical ethics.	5	Modern biomedical ethics.				2	3	2,5	7,5	7,5
YK-5; YK-11; ОПК-1	4) Abortion. Ethical problems of reproduction technologies.	6	Abortion. Ethical problems of reproduction technologies.				2	3	2,5	7,5	7,5



YK-5; YK-11; ОПК-1	5) Ethical problems of Gene Engineering	7	Gene Engineering (Humans)				1	1,5		2,5	7,5
		8	GMO plants and animals.				1	1,5	2,5	5	
YK-5; YK-11; ОПК-1	6) Death and Dying. End of Human Life.	9	Death and Dying. Palliative medicine. End of Human Life.		15		2	3	2,5		22,5
YK-5; YK-11; ОПК-1	7) Organ transplantation	10	Organ transplantation				2	3	2,5		7,5
YK-5; YK-11; ОПК-1; ОПК-2	8) Moral problems of physical and mental integrity of patient	11	Moral problems of physical and mental integrity of patient				2	3			5
YK-5; YK-11; ОПК-1; ОПК-2	9) Experiments involving Human being and animals: legislative and moral background	12	Experiments involving Human being and animals: legislative and moral background			10	2	3			15
	All			15	15	10	18	27	15	100	100

### Grade criterion

Table. 3. Final grade according to the table is put down in the certificate

Points of the SRS	Traditional grades of the RF	Points for converting into the grades	Grades	Grades ECTS
86 - 100	5	95 - 100	5+	A
		86 - 94	5	B
69 - 85	4	69 - 85	4	C

51 - 68	3	61 - 68	3+	D
		51 - 60	3	E
0 - 50	2	31 - 50	2+	FX
		0 - 30	2	F

### Grades description

**A ("Excellent")** - the theoretical content of the course is mastered completely, without gaps, the necessary practical skills with the mastered material are formed, all the provided tasks are completed, the quality of their performance is estimated by the number of points close to the maximum.

**B ("Very good")** - the theoretical content of the course is fully mastered, without gaps, the necessary practical skills with the mastered material mainly all educational tasks provided by the training program are formed, the quality of most of them is estimated by the number of points close to the maximum.

**C ("Good")** - the theoretical content of the course is fully mastered, without gaps, some practical skills with the mastered material are not formed enough, all the training tasks provided by the training program are completed, the quality of none of them is not estimated by the minimum number of points, some types of tasks are performed with errors.

**D ("Satisfactory")** - the theoretical content of the course is partially mastered, but the gaps are not significant, the necessary practical skills of care with the mastered material are mainly formed, most of the training tasks provided by the training program are completed, some of the completed tasks may contain errors.

**E ("Mediocre")** - the theoretical content of the course is partially mastered, some practical skills are not formed, many of the training tasks provided by the training program are not completed, or the quality of some of them is estimated by the number of points close to the minimum.

**FX ("Conditionally unsatisfactory")** - the theoretical content of the course is partially mastered, the necessary practical skills are not formed, most of the training tasks provided by the training program are not completed or the quality of their performance is estimated by the number of points close to the minimum; with additional independent work on the course material, it is possible to improve the quality of the training tasks.

**F ("Certainly unsatisfactory")** - the theoretical content of the course is not mastered, the necessary practical skills are not formed, all completed training tasks contain significant errors, additional independent work on the material of the course will not lead to any significant improvement in the quality of training tasks.

The program is compiled in accordance with the requirements of the Federal State Educational Standard for Higher Education.

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