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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER  
PATRICE LUMUMBA  
RUDN University**

**Institute of Medicine**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

Bioethics

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course title

**Recommended by the Didactic Council for the Education Field of:**

31.05.03 Dentistry

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

Dentistry

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higher education programme profile/specialisation title

## 1. COURSE GOAL(s)

The goal of the course “Bioethics” is to equip students with the knowledge of 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. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “Bioethics” is aimed at the development of the following competences /competences in part: GC-5, GC-11, GPC-1, GPC-2.

*Table 2.1. List of competences that students acquire through the course study*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GC-5	Being able to analyze and take into account cultural diversity in the course of intercultural communication	GC-5.2. Analyzes the most important: ideological and value systems formed in the course of historical development; substantiates the relevance of their use in social and professional interaction.
		GC-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.
		GC-5.4. Ensuring the creation of a non-discriminatory communication environment when performing professional tasks.
GC-11	Being able to develop intolerant attitudes to corrupt behavior	GC-11.1. Using the anti-corruption regulatory framework, ethical standards of the doctor-patient (their legal representatives) relationship.
		GC-11.2. Using practical experience: communicating with patients (their legal representatives) in various situations.
		GC-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):	GPC-1.1. Observing bases of medical ethics and deontology; legal bases in healthcare; legal aspects of medical practice.
		GPC-1.2. Applies ethical norms and principles of medical ethics in the performance of their professional duties; knowledge of modern legislation in the field of healthcare in solving professional tasks; apply rules and norms of medical 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 analyze the results of their own professional activity to prevent professional errors.	GPC-2.1. Analyzing the causes of professional errors, therapeutic failures and conflict situations.
		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.

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-5	Being able to analyze and take into account cultural diversity in the	-	Philosophy, History (History of the Russian Federation, World history); History of

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Previous courses/modules*</b>	<b>Subsequent courses/modules*</b>
	course of intercultural communication		medicine; Foreign language
GC-11	Being able to develop intolerant attitudes to corrupt behavior	-	Law science
GPC-1	Being able to implement moral standards and legal regulations, ethical and deontological principals in professional activity	-	Introduction to specialty; History of medicine; Law; Organization of general patient care; Otorhinolaryngology; Pediatric dentistry; Orthodontics and children's prosthetics; Medical rehabilitation; Medical Elementology; Bioelements in medicine; Introductory practice; Practice on obtaining primary professional skills and abilities in the positions of secondary medical personnel (Assistant ward and procedural nurse); Assistant dentist (hygienist); Assistant dentist (therapist); Assistant dentist (orthopedist); Assistant dentist (pediatric)
GPC -2	Being able to analyze the results of their own professional activity to prevent professional errors.	-	Propaedeutics of dental diseases; Cariology and diseases of hard tissues of teeth; Endodontics; Gerontodentistry and diseases of the oral mucosa; Periodontics; Oral surgery; Maxillofacial and ghnatic surgery; Diseases of the head and neck; Pediatric dentistry; Orthodontics and children's prosthetics; Implantology and reconstructive surgery of the oral cavity; Modern endodontics; Aesthetic restoration of teeth; Assistant to a dentist (therapist); Assistant to a dentist (orthopedist); Assistant to a dentist (children's)

\* To be filled in according to the competence matrix of the higher education programme.

#### **4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES**

The total workload of the course “Bioethics” is 2 credits (72 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)\*

Type of academic activities		Total academic hours	Semesters/training modules
			3
<i>Contact academic hours</i>		51	51
<i>including:</i>			
Lectures (LC)		17	17
Lab work (LW)			
Seminars (workshops/tutorials) (S)		34	34
<i>Self-studies</i>		21	21
<i>Evaluation and assessment (exam/passing/failing grade)</i>		12	12
<b>Course workload</b>	academic hours	<b>72</b>	<b>72</b>
	credits	<b>2</b>	<b>2</b>

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
<b>Module 1.</b> Ethics is philosophy science	<b>Topic 1.1</b> Ethics is philosophy science	LC, S
	<b>Topic 1.2</b> Professional Ethics	LC, S
<b>Module 2.</b> Bioethics: its status, range of problems. Main notions of Bioethics and Ethics.	<b>Topic 2.1</b> Bioethics: its status, range of problems	LC, S
	<b>Topic 2.2</b> World Medical Association and its documents	LC, S
<b>Module 3.</b> Modern biomedical ethics.	<b>Topic 3.1</b> Modern biomedical ethics.	LC, S
<b>Module 4.</b> Abortion. Ethical problems of reproduction technologies.	<b>Topic 4.1</b> Abortion. Ethical problems of reproduction technologies.	LC, S
<b>Module 5.</b> Ethical problems of Gene Engineering	<b>Topic 5.1</b> Gene Engineering (Humans)	LC, S
	<b>Topic 1.2</b> GMO plants and animals.	LC, S
<b>Module 6.</b> Death and Dying. End of Human Life.	<b>Topic 6.1</b> Death and Dying. Palliative medicine. End of Human Life.	LC, S
<b>Module 7.</b> Organ transplantation	<b>Topic 7.1</b> Organ transplantation	LC, S
<b>Module 8.</b> Moral problems of physical and mental integrity of patient	<b>Topic 8.1</b> Moral problems of physical and mental integrity of patient	LC, S
<b>Module 9.</b> Experiments involving Human being and	<b>Topic 9.1</b> Experiments involving Human being and animals: legislative	LC, S

animals: legislative and moral background	and moral background	
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\* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	An auditorium for lectures, seminars, individual consultations, ongoing monitoring and midterm assessment, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector.	Specialized furniture; whiteboard; portable multimedia projector.
Self-studies	Classroom for self-studies work (can be used for seminars and consultations), equipped with a set of specialized furniture; whiteboard.	Specialized furniture; whiteboard.

## 7. RECOMMENDED SOURCES FOR COURSE STUDIES

### *Main readings:*

- 1) Encyclopedia of Bioethics. Springer International Publishing Switzerland, 2016. **URL:** <https://rd.springer.com/referencework/10.1007/978-3-319-09483-0>
- 2) Born Well: Prenatal Genetics and the Future of Having Children, ed. by Megan A. Allyse, Marsha Michie. Springer Nature Switzerland AG, 2022. URL: <https://doi.org/10.1007/978-3-030-82536-2>
- 3) Dictionary of Global Bioethics, Henk ten Have, Maria do Céu Patrão Neves, Springer Nature Switzerland AG 2021.
- 4) Steinbock B. The Oxford Handbook of Bioethics. Oxford University Press. 2007. 768 pp.
- 5) 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)
- 6) Beauchamp T. L., Childress J.F. Principles of Biomedical Ethics. Oxford University Press, USA, 2008.

### *Additional readings:*

- 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) Sokol, Daniel K. Doing Clinical Ethics. – Springer, 2012.
- 4) Zorza V., Zorza R. A way to die: Living to the End. – URL:  
<http://www.zorza.net/resources/waytodie/index.html>
- 5) National Bioethics Committees in Action. UNESCO, 2010. - URL:  
<http://unesdoc.unesco.org/images/0018/001895/189548e.pdf>
- 6) Asia-Pacific Perspectives on Biotechnology and Bioethics. Bangkok: UNESCO Bangkok, 2008. - URL: <http://unesdoc.unesco.org/images/0016/001631/163169e.pdf>
- 7) Belgian Euthanasia Act. – URL:  
<http://www.kuleuven.be/cbmer/viewpic.php?LAN=E&TABLE=DOCS&ID=23>

*Internet sources:*

4. 1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
  5. - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
  6. - EL "University Library Online" <http://www.biblioclub.ru>
  7. - EL "Yurayt" <http://www.biblio-online.ru>
  8. - EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
  9. - EL "Lan" <http://e.lanbook.com/>
  10. - EL "Trinity Bridge"
- 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

**Databases and search engines**

- 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/)

*Training toolkit for self- studies to master the course \*:*

1. The set of lectures on the course “Bioethics”

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (GC-5, GC-11, GPC-1, GPC-2.) upon the course study completion are specified in the Appendix to the course syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

### **DEVELOPERS:**

Associate Professor of the

Department of Ethics

\_\_\_\_\_  
position, department

\_\_\_\_\_  
signature

Savinna O.V.

\_\_\_\_\_  
name and surname

Head of the department of Ethics

\_\_\_\_\_  
position, department

\_\_\_\_\_  
signature

Tsvyk V.A.

\_\_\_\_\_  
name and surname

### **HEAD OF EDUCATIONAL DEPARTMENT:**

of Ethics

\_\_\_\_\_  
name of department

\_\_\_\_\_  
signature

Tsvyk V.A.

\_\_\_\_\_  
name and surname

### **HEAD**

### **OF HIGHER EDUCATION PROGRAMME:**

First deputy director of Medical

Institute for academic affairs

\_\_\_\_\_  
position, department

\_\_\_\_\_  
signature

S.N. Razumova

\_\_\_\_\_  
name and surname