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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:**

**31.05.01 General Medicine**

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field of studies / speciality code and title

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

**General Medicine**

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higher education programme profile/specialisation title

2023-2024

## 1. COURSE GOAL(s)

The goal of the course “Bioethics” is to equip students with 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: General universal competences- UC-5, General Professional Competences- GPC-1.

*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>
UC-5	Being able to analyze 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

Competence code	Competence descriptor	Competence formation indicators (within this course)
		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
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).

Competence code	Competence descriptor	Competence formation indicators (within this course)
		<p>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;</p>

### 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*
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UC-5	Being able to analyze and take into account cultural diversity in the course of intercultural communication	Philosophy; History (History of Russia, General history); Foreign language; Latin language; Russian language and speech culture; Rhetoric; Psychology of ethnic conflict	Pathological anatomy, clinical pathological anatomy.
GPC-1	Being able to implement moral standards and legal regulations, ethical and deontological principals in professional activity	Law; Biochemistry; Anatomy; Introduction to Nutrition science	General Surgery; Forensic Medicine; Otorhinolaryngology; Faculty surgery; Occupational diseases; Sectional course; Medical Elementology; Urology Oncology, radiation therapy; Endoscopic urology

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

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

The total workload of the discipline "Histology, embryology, cytology" is equal to 2 credits.

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
		4
Classroom learning , <i>ac.h.</i>	36	36
Including:		
Lectures (LC)	18	18
Lab work (LW)		
Seminars (workshops/tutorials) (S)	18	18
Self-studies, academic hours		
Evaluation and assessment (exam or pass/fail grading)		
<b>Course workload</b>	academic hours	<b>72</b>
	credits	<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	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.	LC, S
<b>Module 2</b> 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.	LC, S
<b>Module 3</b> Modern biomedicaethics.	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.	LC, S
<b>Module 4</b> 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.	LC, S
<b>Module 5</b> 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.	LC, S
<b>Module 6</b> 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	LC, S
<b>Module 7</b> 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	LC, S

Course module title	Course module contents (topics)	Academic activities types
	transplantation.	
<b>Module 8</b> 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.	LC, S
<b>Module 9</b> Experiments involving Human being and animals: legislative and moral background	Research ethics. Animals' rights. Main principles of bioethics. Historical development of biomedical ethics. International documents protecting humans and animal involved in the research.	LC, S

## 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)
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of pcs), a board (screen) and technical means of multimedia presentations.	List of specialised software installed on computers for mastering the discipline

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

*Main readings:*

### **Electronic full-text materials:**

- 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>

*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) 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>

***Internet (based) sources***

- 1. Electronic libraries with access for RUDN students:
  - Electronic library network of RUDN – ELN RUDN <http://lib.rudn.ru/MegaPro/Web>
  - ELN «University Library online» <http://www.biblioclub.ru>
  - ELN Urait <http://www.biblio-online.ru>
  - ELN «Student Advisor» [www.studentlibrary.ru](http://www.studentlibrary.ru)
  - ELN «Lan» <http://e.lanbook.com/>
- 2. Databases and search engines:
  - electronic fund of legal and regulatory and technical documentation <http://docs.cntd.ru/>
  - search system Yandex <https://www.yandex.ru/>
  - search system Google <https://www.google.ru/>
  - abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

*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 (UC-5, GPC-1) 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 the Department of  
Ethics

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position, department

\_\_\_\_\_

signature

Savvina O.V.

\_\_\_\_\_

name and surname

### HEAD of the Department: of Ethics

\_\_\_\_\_

name of department

\_\_\_\_\_

signature

Tsvyk V.A.

\_\_\_\_\_

name and surname

### HEAD of the Higher Education Program: First Deputy Director of MI for Academic Affairs

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position, department

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signature

Iv.V.Radysh

\_\_\_\_\_

name and surname