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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

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

COURSE SYLLABUS

Basics of professional Ethics

course title)

Recommended by the Didactic Council for the Education Field of

31.05.01 General Medicine

field of studies / speciality code and title

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

General Medicine

higher education programme profile/specialisation title

1. COURSE GOALS

The discipline "Basics of professional Ethics" is included in the program of the specialty "General Medicine" in the direction of 05.31.01 "General Medicine" and is studied in the 3rd semester of the 2nd year. The discipline is implemented by the Department of Ethics. The discipline consists of 9 sections and 11 topics and is aimed at studying the basic principles of biomedical ethics, moral problems and dilemmas that occur in the medical profession, as well as approaches to their solution.

The purpose of mastering the course is to familiarize students with the basic ethical approaches: deontological ethics, utilitarian ethics, etc., necessary to solve the moral problems and dilemmas that a professional and a scientist have to face; the formation of a professional consciousness of a medical professional, attitudes towards following the norms of interaction, cooperation, tolerance and skills of using ethical principles in communication with colleagues and patients; as well as familiarization with the ethical principles of conducting research in the field of medical and biological sciences.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The course of "Basics of professional Ethics" is aimed at the formation of the following competencies: UC-5, UC-6

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
UC-5	Being able to analyse and take into account cultural diversity in the course of intercultural communication (UC-5)	UK-5.3. Builds social professional interaction taking into account international legislation in the field of healthcare and the peculiarities of intercultural interaction.
UC-6	Is able to determine and implement the priorities of his own activities and ways to improve them based on self-assessment and lifelong education (UC-6)	UC-6.1. Evaluates its resources and their limits (personal, situational, temporary), uses them optimally for the successful completion of the assigned task; UC-6.2 Analyzes the results obtained in the course of its professional activity, carries out self-control and self-analysis of the process and results of professional activity, critically evaluates them, draws objective conclusions about its work, defends his point of view correctly.

3. COURSE IN HIGHER EDUCATION/ACADEMIC 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*
UC-5	Being able to analyse and take into account cultural diversity in the course of intercultural communication (UC-5)	Philosophy; The History of Russia; The foundations of Russian statehood; The History of Religions in Russia; Russian language and speech culture; Foreign language**; Foreign language (optional); Russian for international students.	History of medicine; Foreign language (optional); Russian for international students; Methods of teaching Russian as a foreign language; Basics of translation; Public health and healthcare, health economics; Socially significant projects in medicine.
UC-6	Is able to determine and implement the priorities of his own activities and ways to improve them based on self-assessment and lifelong education (UC-6)	Introduction to the specialty; Philosophy.	Public health and healthcare, health economics.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

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

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

Types of academic activities	TOTAL academic hours	Semester(s)			
		3			
Classroom learning, academic hours	34	34			
Includes:					
Lectures (LC)	0	0			
Lab work (LW)	0	0			
Seminars (workshops/tutorials) (S)	34	34			
<i>Self-studies, academic hours</i>	29	29			
<i>Evaluation and assessment (exam or pass/fail grading)</i>	9	9			
Общая трудоемкость дисциплины	academic hours	72	72		
	credits	2	2		

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Title of the unit Units' (themes') content	Topic content	Type of academic activities
Unit 1. Ethics: basic theories and concepts.	Theme 1.1 Ethical theory. The main approaches in ethical theory to solving applied problems are deontological, utilitarian, and ethical approaches to virtues.	S
	Theme 1.2 Types of ethics: professional and applied. Definitions of professional and applied ethics; types of applied ethics; relationships considered within the framework of professional ethics.	S
Unit 2. Modern biomedical ethics.	Theme 2.1 The transformation of medical ethics in the twentieth century. Traditional medical ethics, the basic principles of Hippocratic medical ethics: Non-maleficence; beneficence, justice, confidentiality, respect for life and health. The crisis of traditional medical ethics in the twentieth century. The principle of patient autonomy.	S
	Theme 2.2 Fundamentals of research ethics. Medical trials during the Second World War and the need to establish general principles of research ethics after 1945. Nuremberg Code (1947), The Declaration of Helsinki (1964). The human right to health protection as an inalienable human right.	S
Unit 3. Scientific ethics.	Theme 3.1 Scientific ethics. Sociology of scientific knowledge and ethical issues. Moral imperatives by R. Merton and their criticism. Modern ethical problems in the field of medical and biological sciences. The main violations of scientific ethics: falsification, fabrication, plagiarism, etc.	S
Unit 4. The moral status of embryos and fetuses: problems of medical interventions in human reproduction.	Theme 4.1 The moral status of embryos and fetuses: problems of medical interventions in human reproduction. The problem of abortion legalization: debates about the moral status of embryos	S

	and fetuses, a utilitarian approach to the problem, abortion, and the doctor's beliefs. The use of assisted reproductive technologies, the concept of the patient's reproductive rights.	
Unit 5. The problem of interference with human nature. The moral justification for interfering with the human genome.	Theme 5.1 The problem of interference with human nature. The moral justification for interfering with the human genome. The current state of the debate about interference with the human genome (somatic cells and the germline). HIV treatment, the problem of separating therapy and improving human nature.	S
Unit 6. Death and dying: a modern perspective on euthanasia and palliative medicine.	Theme 6.1 Death and dying: a modern perspective on euthanasia and palliative medicine. Problems of palliative medicine. Types of euthanasia and doctor's religious beliefs. The slippery slope problem; palliative medicine and euthanasia in the healthcare systems of the countries.	S
Unit 7. Ethical aspects of human organ and tissue transplantation.	Theme 7.1 Ethical aspects of human organ and tissue transplantation. Ethical aspects of cadaver and living donor transplantation. The problem of the permissibility of selling organs from living donors. Recommendations of the World Medical Association, WHO and the United Nations.	S
Unit 8. The informed consent model: problematic situations.	Theme 8.1 The informed consent model: problematic situations. Voluntary informed consent and the limits of its application: minors, the disabled, patients with mental disorders. Coercion in medicine: hunger strikes; state of affect.	S
Unit 9. Experiments involving animals.	Theme 9.1 Experiments involving animals. Modern approaches to laboratory animals: the 3R concept.	S

* - 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 coursestudy (if necessary)

Seminar	An auditorium for lectures, seminars, individual consultations, ongoing monitoring and midterm assesment, 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. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

- 1) Neuenschwander Jane, Whelton Beverly J. A Study of Ethics for All Disciplines with Foundations in Humanity [Электронный ресурс] 2022. ISBN 9781527583733 URL: https://mega.rudn.ru/MegaPro/UserEntry?Action=Link_FindDoc&id=513719&idb=0
- 2) DeGracia D., Millum J. A theory of Bioethics. Cambridge University Press, 2021. URL: <https://directory.doabooks.org/handle/20.500.12854/90873>
- 3) Heston, Thomas F. (editor), Ray, Sujoy (editor) Bioethics in Medicine and Society. IntechOpen, 2021. URL: <https://directory.doabooks.org/handle/20.500.12854/131033>
- 4) Encyclopedia of Bioethics. Springer International Publishing Switzerland, 2016. URL: <https://rd.springer.com/referencework/10.1007/978-3-319-09483-0>

Additional readings:

- 1) 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>
- 2) Pulice, E. (2021). Professional Medical Ethics. In: Busatta, L., Casonato, C. (eds) Axiological Pluralism. Ius Gentium: Comparative Perspectives on Law and Justice, vol 92. Springer, Cham. https://doi.org/10.1007/978-3-030-78475-1_7
https://link.springer.com/chapter/10.1007/978-3-030-78475-1_7
- 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
- 6) Beauchamp T. L., Childress J.F. Principles of Biomedical Ethics. Oxford University Press, USA, 2008.
- 7) Report of the International Bioethics Committee of UNESCO (IBC). – URL: <http://unesdoc.unesco.org/images/0021/002194/219494E.pdf>

- 8) 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>
- 9) Sokol, Daniel K. Doing Clinical Ethics. – Springer, 2012.
- 10) Zorza V., Zorza R. A way to die: Living to the End. – URL:
<http://www.zorza.net/resources/waytodie/index.html>
- 11) National Bioethics Committees in Action. UNESCO, 2010. - URL:
<http://unesdoc.unesco.org/images/0018/001895/189548e.pdf>
- 12) Asia-Pacific Perspectives on Biotechnology and Bioethics. Bangkok: UNESCO Bangkok, 2008. - URL: <http://unesdoc.unesco.org/images/0016/001631/163169e.pdf>
- 13) Belgian Euthanasia Act. – URL:
<http://www.kuleuven.be/cbmer/viewpic.php?LAN=E&TABLE=DOCS&ID=23>

Internet sources:

- 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
 - 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

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/

*Learning toolkits for self- studies in the RUDN TUIS**

1. Methodological guidelines for students on the development of the course "Basics of professional Ethics";
2. Handouts (case studies, documents, etc).

* - all teaching materials for self-studies work are placed in accordance with the current procedure on the course page in the TUIS!

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

Assessment and Evaluation Toolkit of Competences that are expected to be acquired as a result are given in the Appendix to the "Basics of professional Ethics" 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, Department
of Ethics

position, department

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signature

Name

Head of the Department:

of Ethics

Department

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