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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

31.05.03 Dentistry

course title

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

Dentistry

field of studies / speciality code and title

1. COURSE GOAL(s)

The discipline "Basics of professional Ethics" is included in the program of the specialty "Dentistry" in the direction of 05.31.03 "Dentistry" and is studied in the 1st semester of the 1st 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 goal of 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

Mastering the course (module) "Basics of professional Ethics" is aimed at the development of the following competences /competences in part: GC-11, GC-5

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-11	is able to form an intolerant attitude towards manifestations of extremism, terrorism, and corrupt behavior and to counteract them in his professional activities (GC-11)	GC-11.1. Uses the regulatory framework for combating corruption; ethical standards of the relationship between a doctor and a patient (his legal representatives). GC-11.2 Uses practical experience: communicating with patients (their legal representatives) in various situations.
GC-5	is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (GC-5)	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 Builds social and professional interaction taking into account the characteristics of the main forms of scientific and religious consciousness, business and general culture of representatives of other ethnic groups and confessions, various social groups.

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-11	Is able to form an intolerant attitude towards manifestations of extremism, terrorism, and corrupt behavior and to counteract them in his professional activities (GC-11)		Legal studies;
GC-5	Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (GC-5)		The history of Russia; Philosophy; The History of Religions in Russia; Foreign language (professional level) **; History of medicine.

* 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 “Basics of professional Ethics” 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			
		1			
Contact academic hours (total) ac.h.	51	51			
Including:					
Lectures (LC)	17	17			
Lab work (LW)	-	-			
Seminars (workshops/tutorials) (S)	34	34			
<i>Self-studies</i>	15	15			
<i>Evaluation and assessment (exam/passing/failing grade)</i>	6	6			
Total course workload	academic hours	72	72		
	credits	2	2		

* To be filled in regarding the higher education programme correspondence training mode.

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Unit 1. Ethics: basic theories and concepts.	Theme 1.1 Ethical theory.	LC, S
	Theme 1.2 Types of ethics: professional and applied.	LC, S
Unit 2. Modern biomedical ethics.	Theme 2.1 The transformation of medical ethics in the twentieth century.	LC, S
	Theme 2.2 Fundamentals of research ethics.	LC, S
Unit 3. Scientific ethics.	Theme 3.1 Scientific ethics. Sociology of scientific knowledge and ethical issues.	LC, 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.	LC, S
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.	LC, 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.	LC, S
Unit 7. Ethical aspects of human organ and tissue transplantation.	Theme 7.1 Ethical aspects of human organ and tissue transplantation.	LC, S
Unit 8. The informed consent model: problematic situations.	Theme 8.1 The informed consent model: problematic situations.	LC, S
Unit 9. Experiments involving animals.	Theme 9.1 Experiments involving animals.	LC, 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

		course study (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) 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
- 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) Dictionary of Global Bioethics, Henk ten Have, Maria do Céu Patrão Neves, Springer Nature Switzerland AG 2021.
- 3) Steinbock B. The Oxford Handbook of Bioethics. Oxford University Press. 2007. 768 pp.
- 4) Sullivan S. Pecorino P. Ethics: online textbook. URL: http://www.qcc.cuny.edu/SocialSciences/ppecorino/ETHICS_TEXT/default.htm
- 5) Beauchamp T. L., Childress J.F. Principles of Biomedical Ethics. Oxford University Press, USA, 2008.
- 6) Report of the International Bioethics Committee of UNESCO (IBC). – URL: <http://unesdoc.unesco.org/images/0021/002194/219494E.pdf>
- 7) 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>

- 8) Sokol, Daniel K. Doing Clinical Ethics. – Springer, 2012.
- 9) Zorza V., Zorza R. A way to die: Living to the End. – URL: <http://www.zorza.net/resources/waytodie/index.html>
- 10) National Bioethics Committees in Action. UNESCO, 2010. - URL: <http://unesdoc.unesco.org/images/0018/001895/189548e.pdf>
- 11) Asia-Pacific Perspectives on Biotechnology and Bioethics. Bangkok: UNESCO Bangkok, 2008. - URL: <http://unesdoc.unesco.org/images/0016/001631/163169e.pdf>
- 12) 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) Scencedirect <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

Evaluation materials and point-rating system* for assessing the level of competence formation (GC-11, GC-6) based on the results of mastering the discipline «Basics of professional Ethics» are presented in the Appendix to this Work Program of the discipline.

* 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 Ethics

position, department

signature

O.V. Savvina

name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

of Ethics

name of department

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V.A. Tsvyk

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HEAD OF HIGHER EDUCATION PROGRAMME:

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S.N. Razumova

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