KHARKIV NATIONAL MEDICAL UNIVERSITY

The V Faculty on Training Foreign Students

Philosophy department

Medicine

Educational program for training specialists of the second (master's)

level of higher education, direction of training 22 “Health care”

Specialty 222 «Medicine»

SYLLABUS OF THE ACADEMIC DISCIPLINE

**Elective course**

**„BIOETICS”**

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| --- | --- | --- |
| The syllabus of the academic discipline was approved at a meeting of the Philosophy Department  Protocol # 12 of August 27, 2020  Head of Department  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ K.І. Karpenko (signature) (last name and initials)  August 27, 2020 |  | Approved at a meeting of the Methodical commission of KhNMU on the problems of humanitarian and socio-economic training  (title)  Protocol # 7 of August 27, 2020  Head  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ K.I. Karpenko (signature (last name and initials)  August 27, 2020 |

Kharkiv – 2020

**Developer:**  Prof. Karpenko K.I.

**Information about the teacher who teaches the discipline**

|  |  |
| --- | --- |
| Last name, first name, patronymic | Karpenko Kateryna Ivanivna |
| Scientific degree | Doctor of Philosophy Sciences |
| Academic status | Professor |
| Position | Head of the Department of Philosophy |
| Contact phone | +380679513549 |
| Email | ki.karpenko@knmu.edu.ua |
| Location of the department | Kharkiv, Pr. Nauky, 4, 3rd floor, room 118 |
| Contacts | work phone (057) 707-73-38,  електронна пошта: [kaf.5med.filosofii@knmu.edu.ua](mailto:kaf.5med.filosofii@knmu.edu.ua) |
| Schedule of classes | According to the schedule |
| Consultations / testing | Full-time: according to the schedule of works at the department / by prior arrangement  Online: on the Moodle platform, on the ZOOM platform according to the schedule  E-mail for operative contact concerning working off:  [workoff.philosophy@gmail.com](mailto:workoff.philosophy@gmail.com) |

**Discipline information**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of indicators Field of knowledge | direction of training, educational and qualification level | Characteristics of the discipline | |
|  |  | Full-time education | |
| Number of credits: 3 | Training direction:  22 "Health care"  (code and name) | Elective course | |
| Total number of hours 90 | Specialty 222 «Medicine»  (code and name) | Year of preparation: | |
| 4-th |  |
| **Semester** | |
| 7 or 8 | |
| **Lectures** | |
| Training hours:  classrooms – 30  self-learning – 60 | Education level:  master | 18 hours | **–** |
| **Practical** | |
| 12 hours | **–** |
| **Laboratory** | |
| **–** | **–** |
| **Self-learning** | |
| 60 hours | – |
| **Individual tasks:**– | |
| Type of control:credit | |

Educational program of higher education of Ukraine, second (master's) level, educational qualification awarded - master, field of knowledge - 22 Health care, specialty 222 "Medicine" is based on the Law of Ukraine "On Higher Education" and the resolution of the Cabinet of Ministers of Ukraine 01.02.2017 № 53 “On Amendments to the Resolution of the Cabinet of Ministers of Ukraine from 29.04.2015 № 266 », in accordance with the order of the Ministry of Education and Science of Ukraine from 01.06.2016 № 600« About the statement and introduction in action of Methodical recommendations concerning development of standards of higher education».

The subject of study of bioethics is the development of a system of values, rules and principles of regulation and resolution of ethically charged situations between society, man and the living environment in connection with the use of new technologies, in particular in medicine.

**The purpose of studying the discipline**

Formation of students' sense of responsibility for their activities to the scientific community and to all living things, to form a system of knowledge about moral and ethical problems that arise when using new technologies and approaches in medical and biological fields, the ability to assess probable risks.

**The main tasks**

**•** to promote students' acquisition of new theoretical knowledge in the field of basic international and national documents on research ethics;

• get acquainted with international and domestic documents, standard operating procedures for research ethics; •

to promote the implementation of biotic principles in students in conducting research;

•apply innovative teaching methods in the study of the discipline "Bioethics" with the use of team learning technologies, elements of interactive learning helps to improve students' ability to learn and more effectively master their practical skills in bioethics: design documents related to their research in accordance with the requirements ethical norms, drawing up the procedure for obtaining informed consent to participate in the master's research, drawing up an information sheet for the research participant.

**Status and format of teaching the discipline**

The discipline is an elective course.

The format of teaching the discipline is mixed, with support on the Moodle and Zoom platforms. Teaching the discipline involves a combination of traditional forms of classroom learning with elements of e-learning, which uses special information, interactive technologies, online counseling, etc.

**Teaching methods**

According to the sources of knowledge, the following teaching methods are used: verbal - story, explanation; visual - presentation, illustration; practical - independent work, practical work. By the nature of the logic of cognition, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive. According to the level of independent mental activity, the following methods are used: problem-based, partial-search, research.

**Recommended reading**

1. Karpenko K. New Reproductive Technologies and Politics of Choice / Conference Proceedings / The Future of Education. Edited by Pixel. 3-rd Conference Edition, Florence, Italy, 13-14 June 2013. Lireriauniversitaria.it edizioni. – P.217-223.
2. Karpenko K. I. Strategic Changes in Reproductive Technologies Policy / K. I. Karpenko // Біоетика та біобезпека: мультидисциплінарні аспекти : матеріали науково- практичної конференції з міжнародною участю, присвяченої 105-річчю пам‘яті В. К. Високовича, Харків, 23–24 травня 2017 р. – Харків, 2017. – С. 20–21.
3. Karpenko K. The human body as a center in ethics debates / Здоров’я сучасної людини у духовно-соціальному та фізичному вимірі. Матеріали науково-практичної конференції з міжнародною участю студентів, молодих вчених та викладачів. – Харків: ХНМУ, 2013. – P. 70-71 / <http://repo.knmu.edu.ua/handle/123456789/4506>
4. Handbook of Global Bioethics/Ed. by Henk A. M. J. ten Have, Bert Gordijn. – N.-Y.-London: Springer, 2014.
5. Law and Ethics of Reproductive Medicine. Edited by Judit Sandor. – Center for Ethics and Law in Biomedicine. – Budapest, 2009.
6. The current state of bioethics education in the system of medical education in the CIS member countries: ana-lytical review / Ed. O.I.Kubar. — SPb.: Pasteur Institute, 2010. — 68p.
7. The top 10 ethical issues medical students should be taught / <https://www.ama-assn.org/education/accelerating-change-medical-education>
8. Top 5 ethical issues in medicine / <https://www.hippocraticpost.com/medico-legal/top-5-ethical-issues-in-medicine>
9. What is bioethics?Terminology: Medical Ethics, Bioethics, Medical Humanities / <https://hsd.luc.edu/bioethics/aboutus/whatisbioethics>

1. [FaisalAbuAbah](https://www.sciencedirect.com/science/article/pii/S1658361219301027" \l "!), [AbdulazizAlwan,](https://www.sciencedirect.com/science/article/pii/S1658361219301027#!) [YassarAl-Jahdali,](https://www.sciencedirect.com/science/article/pii/S1658361219301027#!) [AdnanAlShaikh,](https://www.sciencedirect.com/science/article/pii/S1658361219301027#!) [AbdullahAlharbi,](https://www.sciencedirect.com/science/article/pii/S1658361219301027#!) [HamdanAL-Jahdali](https://www.sciencedirect.com/science/article/pii/S1658361219301027#!). Common medical ethical issues faced by healthcare professionals in KSA / <https://www.sciencedirect.com/science/article/pii/S1658361219301027>
2. Approaching a medical dilemma as a medical student / <https://www.bma.org.uk/advice-and-support/ethics/medical-students/ethics-toolkit-for-medical-students/approaching-a-medical-dilemma>

**Interdisciplinary connections**

The discipline "Bioethics" has connections with such disciplines as "Philosophy", "Biology", "Biophysics", "Biochemistry", "Ethics", "Fundamentals of Christian ethics and morality". Prerequisites The study of the discipline involves prior mastering of subjects that give a basic idea of the dilemmas of scientific discoveries in the field of medical and biological sciences and specific historical boundaries of moral and ethical maturity of society in their application.

**Learning outcomes**

As a result of mastering the discipline "Bioethics" the student must demonstrate the following learning outcomes:

- know the moral guidelines of modern science (freedom and responsibility of the modern scientist, universal principles and moral values ​​of bioethics, moral and legal aspects of transplantation, oncology, euthanasia, ethical problems of manipulation of stem cells and cloning of human organs and tissues, categories of right to life and rights to protection of human health in basic human rights documents, features of the problem of iatrogenic in the implementation of bioethical rules of "informed consent" and "authenticity" with patients with dangerous infections, including HIV, the introduction of quarantine, involuntary hospitalization and treatment, identification of third parties; ethical dilemmas of vaccination, ethical and legal bases of regulation of biomedical research on humans and animals, ethical problems of using new genetic engineering technologies, risk criteria for the use of genetically modified organisms and genetically modified products;

- be able to navigate in modern issues of bioethics, use the concepts of "health", "disease" and "third state" as different modes of human life; the main factors of human health, in particular the roles of medicine and a healthy lifestyle as a personal choice, models of the relationship between doctor and patient and his relatives; types of patients by psychological response to the disease; the concepts of medical error and iatrogenic; prevent problems of stigma and discrimination due to illness; to use knowledge about the social component of dangerous infections, features of regulation of ethically difficult situations, during epidemics and work with patients with dangerous infections, related, in particular, to the individual's right to health care, implementation of the "principle of patient autonomy" and society's right to health care.

**The structure of the discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Names of sections of the discipline and themes | Number of hours | | | | | |
| Form of study (mixed:offline and online) | | | | | |
| totalо | Includding | | | | |
| Lec | Pr | Lab | Ind | Self-tr. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Discipline section 1 | | | | | | |
| *Topic 1.* Moral and ethical issues in the history of medicine and modern society. | 9 | 2 | 2 | – | – | 5 |
| Topic 2. The main prerequisites for the emergence of bioethics. Medical ethics and biomedical ethics. | 7 | 2 | – | – | – | 5 |
| *Topic 3.* Medical ethics, biomedical ethics, bioethics. | 6 | 1 | – | – | – | 5 |
| Topic 4. Subject, principles and range of problems of bioethics. Issues of humanization and humanization of medicine and higher medical education in Ukraine. | 9 | 1 | 2 | – | – | 6 |
| Together under section 1 | 31 | 6 | 4 | – | – | 21 |
| Discipline section 2 | | | | | | |
| Topic 5. Problems of the beginning and end of human life in the context of approaches to bioethics. | 8 | 1 | 2 | – | – | 5 |
| Topic 6. Ethical problems of the doctor's relationship, the health worker with the patient and his relatives. | 6 | 1 | – | – | – | 5 |
| Topic 7. Technology of medicine: stages, features and consequences. Bioethical aspects of blood transplantation and transfusiology, biomedical experiments and clinical trials. | 7 | 2 | – | – | – | 5 |
| Topic 8. The problem of "dangerous" knowledge in medicine in the light of bioethics | 10 | 2 | 2 | – | – | 6 |
| Together under section 2 | 31 | 6 | 4 | – | – | 21 |
| Discipline section 3 | | | | | | |
| Topic 9. Philosophical anthropology on the limits of consciousness management. Bioethics and psychiatry. | 8 | 2 | 2 | – | – | 4 |
| Topic 10. Ethical problems of genetic engineering. Eugenics and neo-eugenics. | 8 | 2 | 2 | – | – | 4 |
| Topic 11. Philosophical problems of euthanasia and socio-philosophical understanding of its essence. Alternatives to euthanasia. | 6 | 1 | – | – | – | 4 |
| Topic 12. Philosophy of sex in the context of new reproductive technologies. | 8 | 1 | – | – | – | 6 |
| Together under section 3 | 28 | 6 | 4 | – | – | 18 |
| Total hours of discipline | 90 | 18 | 12 | – | – | 60 |

**The content of the discipline**

**Section 1**

*Topic 1.* Moral and ethical issues in the history of medicine and modern society. Historical and philosophical traditions of understanding the living. Special angles of bioethical issues - unconscious living (decorticated patient). The problem of "living" in bioethics. Dimensions of the "human" in the bioethical plane. The role of concepts of experimental natural science in the attempt to explain the "biological" in man (C. Lombroso, F. Galton). Rational and existential dimensions of bioethics. The influence of rationalism in the seventeenth - eighteenth centuries. on the scientific and philosophical understanding of the living. Understanding the spatio-temporal dimension of the phenomenon of life. Bioethics in the scientific contexts of modernity (post-classical).

*Topic 2.* The main prerequisites for the emergence of bioethics. Medical ethics and biomedical ethics. Modern bioethics and its subject. Life and death as an eternal theme of the spiritual culture of mankind. Post-classical scientific ideals and values. Problems of modern philosophy of morality as a basis of general bioethics. Understanding the human right to autonomy and to life (historical retrospective of views). Ethics of animal protection: problems of vivisection. Fundamentals of ecological ethics: the tradition of spiritualization of nature and love for the living in ethical and philosophical thought (Skovoroda, Yurkevich, Vernadsky…) Status and prospects of bioethics development in Ukraine. The impact of bioethics on the efficiency of bodies and institutions of the health care system of Ukraine. Bioethical aspect of the fight against alcoholism. Tobacco addiction as a problem of bioethics. The problem of drug prevention and rehabilitation and resocialization of drug addicts. AIDS prevention and treatment of AIDS patients in the context of bioethics. Bioethics and social problems. Status and prospects of bioethics development in Ukraine. The impact of bioethics on the efficiency of bodies and institutions of the health care system of Ukraine Organizational measures for the implementation of bioethics in Ukraine. Activities of bioethics institutions in Ukraine. Cooperation with international organizations in the field of bioethics.

*Topic 3.* Medical ethics, biomedical ethics, bioethics. Historical perspectives of biomedicine development. Understanding of classical bioethics as a new scientific discipline (VR Potter). Changing the understanding of human nature: the impact on the transformation of modern medicine and on changing health care structures. Ethical definitions and principles in bioethics.

*Topic 4.* Subject, principles and range of problems of bioethics. Issues of humanization and humanization of medicine and higher medical education in Ukraine. The genesis of the idea of equality of human individuals. The dualism of the doctrines of natural equality and pre-established inequality of individuals as the basis of late ancient views (I - II centuries AD). Christian postulate of divine predestination (Augustine Aurelius). Sociocultural foundations of human existence: the basis of self-reproduction of mental stereotypes in genetic determinism.

**Section 2**

*Topic 5.* Problems of the beginning and end of human life in the context of approaches to bioethics. Modern understanding of the basic laws of human life: life, death, reproduction. The problem field of modern biomedicine as a biotic subject matter. Worldview priorities in the study of the "living" (post-classical stage). A practical dimension of the reality of the life-death problem. Pathological phenomena as a basis for the study of the principle of unfolding life. Ethics of reverence for life (A. Schweizer) as an ethical basis of modern bioethics. The historical significance of Kant's ethics for understanding bioethical problems: the idea of ​​morality in classical European ethics.

*Topic 6*. Ethical problems of the doctor's relationship, the health worker with the patient and his relatives. Foreshortenings of ethical and legal relations between doctor and patient. Fundamentals of medical ethics: systematization of general ethical provisions, the Hippocratic oath. Understanding the model of the health care system in bioethics. Characteristics of models of medical ethics: paternalistic, technical, collegial, contractual. General legal and ethical norms of medical activity: regulation of medical activity in Ancient Egypt, standardization of medicine in Ancient Babylon, public control of medical business in Ancient Greece, development of scientific and medical ideas in ancient Italy, regulation of doctor's duties, standards of professional offenses in Rome. . Understanding the philosophical and medical developments of the Great Arab Civilization as a source of Greco-Roman medical heritage. Features of philosophical and scientific understanding of medicine of the early Christian era. The status of naturalistic medicine in the Middle Ages and the understanding of human nature. General approaches to medical activities in Kiev Rus. Defining the role of the doctor as a private entrepreneur in the era of early capitalism.

*Topic 7*. Technology of medicine: stages, features and consequences. Bioethical aspects of blood transplantation and transfusiology, biomedical experiments and clinical trials. Freedom of scientific creativity and ethical dimensions of science. The idea of ​​"cognitive values" in the concept of H. Lacey. Value of science. Practical-technological, socio-ideological and ethical problems of genetic engineering (GI).

*Topic 8*. The problem of "dangerous" knowledge in medicine in the light of bioethics. Ethical problems of surgical intervention. Blood transfusion as a special type of medical intervention and spectrum of therapeutic action (ethical and philosophical aspect). Biotic perspectives of formation of new standards of medicine. War as an inhumane phenomenon. The main motives against the death penalty. The influence of the media on the formation of bioethical thinking of the individual.

**Section 3**

*Topic 9.* Philosophical anthropology on the limits of consciousness management. Bioethics and psychiatry. Experimentation Mental health manipulation. Inconsistency of methods of contraception with the nature of the human person and his dignity. Value orientations of the latest biotechnology. Humanistic perspectives of GI. The influence of the development of GI technologies ("recombinant DNA" technology) on the understanding of living things. Philosophical understanding of ecological and anthropological consequences of "forced" adaptation to the environment of transgenic organisms. Theoretical dimension of GI (the basis of metaphysical needs of human existence). Axiological plane of human life and its continuation. Ethical component of scientific and cognitive activity. Instrumental value of GI and special perspectives of transgenic biotechnology. Understanding the prospects for the use of transgenic organisms in medicine.

*Topic 10.* Ethical problems of genetic engineering. Eugenics and neo-eugenics. Doctrinal level of research of genetic reductionism. The role of the substantial genetic principle in the first philosophical concepts of ancient China and India. Empirical basis of the postulate on the inheritance of traits of criminal behavior and the level of intelligence (C. Lombroso, F. Galton). Methods of quantitative assessment of genetic and socio-cultural factors of human personality. Understanding the consequences of the formation of the stereotype of "generic predetermination" in the natural sciences and humanities. Genetic reductionism as an element of spiritual culture. Research of anthropological qualities of individuals as an element of philosophical tradition. - T. Hobbes's theory of social contract, J.-J. Rousseau's treatise "On the Origin of Inequality", J. Rawls's "theory of justice", factors of "open future" in the concept of G. Jonas.

*Topic 11.* Philosophical problems of euthanasia and socio-philosophical understanding of its essence. Alternatives to euthanasia. The problem of euthanasia in the context of bioethics. An alternative to euthanasia is palliative care. Death as a social phenomenon. Euthanasia in terms of bioethics. Ethical assessment of euthanasia. Euthanasia and the right to life: the state of legislative regulation in Ukraine. Moral problems of suicide. Features of palliative therapy. Bioethical problems of resuscitation.

*Topic 12.* Philosophy of sex in the context of new reproductive technologies. Ways of HIV transmission. AIDS prevention and treatment of AIDS patients in the context of bioethics. Bioethics and social problems Defining the concept of "health" and the problem of disease in bioethics. Views on vaccination in the light of bioethics. Homeopathy and bioethics. Homosexuality as a problem of bioethics. Trans-sexualism and correction of sexual identification. Informed Consent and Human Classification of contraceptives and their evaluation in terms of bioethics.

**Discipline policy and values**

Syllabus and the process of teaching takes into account the possibility of fully attracting applicants for education with special educational needs. The Department of Philosophy is a space free from any discrimination, friendly to any person with special educational needs.

**Academic expectations. Course Requirements**

Students are expected to attend all lectures and classes. If they missed class, they need to work it off. The work off takes place online and/ or offline in accordance with the "Regulations on the procedure for working off classes by students of the Kharkiv National Medical University" and in accordance with the schedule for accepting work offs posted on the information stand of the department/ on the department page on the Moodle platform.

Writing tasks and homework must be completed in full and in time, if students have questions, they can contact the teacher personally or by e-mail, which the teacher will provide at the first class.

**Сlasses**

Active participation in the discussion is encouraged, students should be ready to understand in detail the material, ask questions, express their point of view, discuss. During the discussion, the following points are important:

- respect for colleagues,

- tolerance towards others and their experiences,

- sensitivity and impartiality,

- the ability to disagree with opinions, but respect the personality of the opponent,

- careful argumentation of your opinion and the courage to change your position under the influence of evidences,

- I statements, when a person avoids unnecessary generalizations, describes her/ his feelings and formulates her/ his wishes based on their own thoughts and emotions,

- acquaintance with primary sources is compulsory.

Creative approach in its various forms is encouraged. Students are expected to be interested in participating in Ukrainian and international conferences, competitions and other events.

**Labor protection**

During the first class of the course, the basic principles of labor protection will be explained by conducting appropriate instructions. It is expected that everyone should know where the emergency exit closest to the audience is, where the fire extinguisher is located, how to use it, etc.

**In-class behavior. Basic “dos and don'ts”**

It is important for students to follow the rules of proper behavior at the university. These rules are general for everyone, they also apply to the professors, lecturers and staff, and do not fundamentally differ from generally accepted norms.

During classes **it is allowed:**

- to leave the class for a short time, if necessary and with the permission of the teacher (also online)

- to drink soft drinks;

- to take pictures of presentation slides;

- to participate in the class actively (see Academic Expectations).

It is prohibited:

- to eat (this does not apply to persons whose special medical condition requires another, in this case medical confirmation is required)

- to smoke,

- to drink alcoholic and even low-alcohol drinks or drugs;

- to use obscene language or words that offend the honor and dignity of colleagues and faculty;

- to play gambling;

- to make harm to the material and technical base of the university (damage inventory, equipment; furniture, walls, floors, litter premises and territories)

- to make noise, shout or listen to loud music during the class.

**Plagiarism and academic integrity**

The Philosophy Department maintains zero tolerance for plagiarism. Students are expected to constantly raise their awareness of academic writing. The first classes will provide information on what to consider as plagiarism and how to properly conduct the scientific research. The use of electronic gadgets is allowed only for educational purposes and with the permission of the teacher.

**Procedure for informing about changes in the syllabus**

The teacher is obliged to inform the students about the changes made to the syllabus. The updated syllabus is posted on the official website of the university in accordance with the established procedure.

**Evaluation policy**

The control of current educational activity is carried out by the teacher of academic group at each practical session according to the following kinds of activity with use of certain evaluation criteria:

1. THE TEST:

***“excellent”*** is given for all correct answers;

***“good”*** is given for 75-99% of correct answers;

***“satisfactory”*** is given for 50-74% of correct answers;

***“unsatisfactory”*** is given if the student answered less than half of the questions correctly, or did not answer at all.

1. ORAL ANSWER:

***“excellent”*** is given for a complete, comprehensive answer to the main questions, as well as additional questions of the teacher. In so doing the student must demonstrate a deep knowledge of the basic theoretical material of the discipline, the ability to think logically and creatively, argue the main points, successfully illustrate them with examples from life or fiction, demonstrate the ability to defend their own point of view in solving problems, problem situations, based on this is a good command of the basic terminology of the discipline.

***“good”*** in general remains the same requirements as for the grade of “excellent”, with some answers is not sufficiently complete.

***“satisfactory”*** is set if the student has mastered the basic provisions of the course, has the necessary minimum of concepts, can use them in solving problems. At the same time vague answers to some basic and additional questions, and also reproductive thinking are possible.

***“unsatisfactory”*** is applied when the above requirements are not met.

1. PRESENTATION OF THE REPORT (ABSTRACT) IN THE CLASSROOM:

***“excellent”*** for the ability clearly convey the main provisions of the problem within the time provided (7-10 minutes), for answering questions from the audience, for the ability to attract their attention, as well as for the emotionally inspired context of the report and proper technical design in accordance with the requirements of scientific works.

***“good”*** is placed when the above conditions are met, but when their volumes are not fully met.

***“satisfactory”*** is considered if the student demonstrates a purely reproductive approach to teaching the problem without elements of creativity, without proper design of the text of the abstract.

***“unsatisfactory”*** is placed in the case when the student is unable to present the abstract, does not have the material set out in it, as well as in the event that the abstract is not prepared at all.

1. WRITTEN ANSWER:

***“excellent”*** is considered a complete, comprehensive answer to the question, when the student must demonstrate not only a deep knowledge of the basic theoretical material of the discipline, but also the ability to think logically and creatively, argue the main points, based on good command of basic terminology.

***“good”*** – In general, the same requirements remain as for the assessment of “excellent” with insufficiently complete or correct answer to the question.

***“satisfactory”*** is given if the answer is unclear, insufficiently substantiated, incomplete or to a greater extent incorrect.

***“unsatisfactory”*** is placed when the answer is missing or incorrect.

1. ACTIVITY IN A PRACTICAL LESSON:

It is evaluated by incentive points in accordance with the participation in the discussion of questions, as well as taking into account the quality of the answers provided.

6. INDEPENDENT EXTRACURRICULAR WORK is evaluated during the current control of the topic in the relevant lesson, taking into account the following requirements:

- additionally prepared information on the topic of homework;

- acquaintance with primary sources;

- review of sources;

- preparation of presentation materials;

- work with regulatory sources;

- essay preparation;

- performance of creative tasks.

Every student has the right to appeal against the received grade, for which, first of all, he/she should turn to own teacher, and if necessary – to the head of the department, Professor Karpenko K.I. (main building, 3rd floor, room 117).

During the evaluation of the mastering of each educational topic of the discipline and the final lesson (FL) the student is given a grade on a national 4-point scale. The final score on the current educational activities (CEA) is defined as the arithmetic mean of the national grades for each lesson and FL, rounded to 2 decimal places and converted into a multi-point scale according to Table 1.

**Table 1. Conversion of the average score for current activities into a multi-point scale:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4-point scale | 200-point scale |  | 4-point scale | 200-point scale |  | 4-point scale | 200-point scale |
| 5 | 200 | 4.22-4,23 | 169 | 3.45-3,46 | 138 |
| 4.97-4,99 | 199 | 4.19-4,21 | 168 | 3.42-3,44 | 137 |
| 4.95-4,96 | 198 | 4.17-4,18 | 167 | 3.4-3,41 | 136 |
| 4.92-4,94 | 197 | 4.14-4,16 | 166 | 3.37-3,39 | 135 |
| 4.9-4,91 | 196 | 4.12-4,13 | 165 | 3.35-3,36 | 134 |
| 4.87-4,89 | 195 | 4.09-4,11 | 164 | 3.32-3,34 | 133 |
| 4.85-4,86 | 194 | 4.07-4,08 | 163 | 3.3-3,31 | 132 |
| 4.82-4,84 | 193 | 4.04-4,06 | 162 | 3.27-3,29 | 131 |
| 4.8-4,81 | 192 | 4.02-4,03 | 161 | 3.25-3,26 | 130 |
| 4.77-4,79 | 191 | 3.99-4,01 | 160 | 3.22-3,24 | 129 |
| 4.75-4,76 | 190 | 3.97-3,98 | 159 | 3.2-3,21 | 128 |
| 4.72-4,74 | 189 | 3.94-3,96 | 158 | 3.17-3,19 | 127 |
| 4.7-4,71 | 188 | 3.92-3,93 | 157 | 3.15-3,16 | 126 |
| 4.67-4,69 | 187 | 3.89-3,91 | 156 | 3.12-3,14 | 125 |
| 4.65-4,66 | 186 | 3.87-3,88 | 155 | 3.1-3,11 | 124 |
| 4.62-4,64 | 185 | 3.84-3,86 | 154 | 3.07-3,09 | 123 |
| 4.6-4,61 | 184 | 3.82-3,83 | 153 | 3.05-3,06 | 122 |
| 4.57-4,59 | 183 | 3.79-3,81 | 152 | 3.02-3,04 | 121 |
| 4.54-4,56 | 182 | 3.77-3,78 | 151 | 3-3,01 | 120 |
| 4.52-4,53 | 181 | 3.74-3,76 | 150 | **Less than 3** | **Not enough** |
| 4.5-4,51 | 180 | 3.72-3,73 | 149 |  |  |
| 4.47-4,49 | 179 | 3.7-3,71 | 148 |
| 4.45-4,46 | 178 | 3.67-3,69 | 147 |  |  |
| 4.42-4,44 | 177 | 3.65-3,66 | 146 |  |
| 4.4-4,41 | 176 | 3.62-3,64 | 145 |  |  |
| 4.37-4,39 | 175 | 3.6-3,61 | 144 |  |  |
| 4.35-4,36 | 174 | 3.57-3,59 | 143 |  |  |
| 4.32-4,34 | 173 | 3.55-3,56 | 142 |  |  |
| 4.3-4,31 | 172 | 3.52-3,54 | 141 |  |  |
| 4,27-4,29 | 171 | 3.5-3,51 | 140 |  |  |
| 4.24-4,26 | 170 | 3.47-3,49 | 139 |  |  |

**Questions for the final class**

1. Basic principles of bioethics.

2. Bioethics as a new scientific discipline that combines biological and universal values.

3. The main prerequisites for the emergence of bioethics. Medical ethics and biomedical ethics.

4. Basic documents on bioethics of international organizations.

5. The main directions of bioethics.

6. Ethical and legal regulation of biomedical research.

7. Bioethical aspects and biosafety of research work: experiment and clinical research.

8. The concepts of "health", "disease" and "third state" as different modes of human life.

9. The main factors of human health as a personal choice.

10. Models of the relationship between doctor and patient and his relatives.

11. Types of patients by psychological response to the disease.

12. The concepts of medical error and iatrogenic.

13. Problems of stigma and discrimination due to illness.

14. Bioethical aspects of environmental ethics.

15. Modern environmental movements and public organizations: ethical and legal aspect. Values ​​"internal" and "external".

16. The main dilemmas of bioethics.

17. History of abortion legalization. Medical-ethical and legal assessment of artificial abortion.

18. Euthanasia. Forms of euthanasia (voluntary and involuntary, active and passive). Arguments "for" and "against" euthanasia.

19. Alternatives to euthanasia. Hospices. Providing routine and palliative care.

20. Human rights and the latest reproductive technologies, their assessment in the context of bioethics.

21. Animals in medical research. Principle 3R.

22. Problems and prospects of using genetic engineering and gene therapy in medicine. Strategies for gene therapy of hereditary human diseases ..

23. Basics of bioethical problems of HIV infection and other socially dangerous infections.

24. Fundamentals of bioethical problems of biopsychosocial medicine, psychology and psychiatry.

25. The right to life and the right to human health in basic human rights instruments.

26. Moral problems of human cloning. Reproductive and therapeutic cloning. Arguments "for" and "against" human cloning.

27. Legislation banning human reproductive cloning.

28. Bioethical aspects of blood transplantology and transfusiology, biomedical experiments and clinical trials.

29. Basic approaches to the creation of transgenic animals and plants. Advances in genetic engineering of animals and plants.

30. The main risk factors for genetic engineering for human health.

31. The concept of "risk" and "risk assessment". Genetic engineering risk assessment system.

32. The main risk factors for genetic engineering in closed systems and in the release of GMOs.

33. Approaches to the study of food safety of genetically modified products.

34. Bioethics and environmental risk assessment of GMO use.

35. Bioethics and legal regulation of biosafety of genetic engineering in the European Union, USA. National biosafety system of Ukraine.

36. Bioethical aspects of laboratory research. Biosafety of work with microorganisms. Biosafety of artificial reproduction of domestic animals.

37. Philosophy of sex and biotic problems of new reproductive technologies.

38. Transplantation of organs and tissues. Types of transplantation. Legal bases of the legislation on transplantation of human organs and tissues.

39. The role of scientists in shaping the ethical worldview in medicine.

40. Bioethical committees.

Head of the Philosophy Department, Prof. K.I. Karpenko