



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution
of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF BIOMEDICINE

«AGREED»

Head of education program
«General medicine»



(signature) Khotimchenko Yu.S.
(Full name)
«09» of July 2019

«APPROVED»

Director of the Department of Clinical
Medicine





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(Full name)
«09» of July 2019

WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)

«Medical history, Bioethics, Deontology»

Education program

Specialty 31.05.01 «General medicine»

Form of study: full time

year 2, semester 3,4
lectures 36 hours
practical classes 54 hours
laboratory works not provided
total amount of in-classroom works 90 hours
independent self-work 90 hours
including preparation to exam 36 hours
control works ()
pass-fail exam year 2, semester 3
exam semester 4

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of fundamental and clinical medicine. Protocol No. 8, 09 of July 2019

Author: PhD Slabenko E.V.

ANNOTATION

The discipline "Medical history, bioethics, deontology" is purposed for students enrolled in the educational program 31.05.01 "General medicine", and included in the basic part of the curriculum. Discipline is implemented on 2nd year, 4rd semester.

Development of the working program of the discipline was made in accordance with the Federal state educational standard of higher education in the specialty 31.05.01 "General medicine", the curriculum of training in the specialty 31.05.01 "General medicine".

The total complexity of the discipline studying is 5 credits, 180 hours. The curriculum provides 36 hours of lectures, 54 hours of practical classes and independent self-work of the student (90 hours.). Overall in-class learning activity amounts to 90 hours. Pass-fail exam is in the 4rd semester.

The course program is based on the basic medical knowledge gained students:
ability to abstract thinking, analysis, synthesis (GC-1);
the ability to use basic philosophical knowledge to form a worldview (GC-2);
the ability to analyze the main stages and the laws of historical development of society to form civic position (GC-3)

The goal is to train a medical specialist who has learned deeply humanitarian basis of their profession, knowledge about socio-cultural context of both Russian and international values of medical activity, in which the regulation of human relations is subordinated to the task of preserving human health, as well as formation of moral consciousness of future doctors, introduction to the moral tradition of national medicine through direct transfer of moral experience from teachers to students.

Tasks:

* to teach students the historical and analytical approach in the objective assessment of medical, hygienic knowledge about human health and disease at various stages of human development;

* to study the laws and key issues of medicine in General, its characteristics and distinctive features at different stages of development;

* to study the emergence and development of specific medical, biological, hygienic and clinical areas;

* to study the moral basis (professional and personal) of medical activity;

• to teach how to regulate and resolve bioethics conflicts;

* to study the principles of behavior of medical personnel aimed at maximizing the usefulness of treatment and the elimination of unfavorable omissions in medical activities;

* to master the cultural experience of mankind, to determine the importance of the place of morality in public relations.

As a result of the study of this discipline, students form the following General cultural competence (elements of competence).

Code and the wording of competence	Stages of competence	
the readiness to work in a team, to perceive social, ethnic, religious and cultural differences tolerantly. (GCC - 8)	Knows	the Basic ethical documents of international and domestic professional medical associations and organizations
	Is able to	Competently and independently analyze and evaluate the socio-cultural situation in the world and Russia
	Possesses	Skills of public speech, moral and ethical reasoning in speeches, correct discussion, debate, dialogue and round tables

I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Module 1. Introduction. The origin of healing. Doctoring in a primitive society

Theme 1. Doctoring in the period of the formation, maturity and decomposition of primitive society

Lecture plan:

- Formation of primitive society and primitive healing, the formation of man in the process of labor. The first tools of labor. Development of abstract thinking and speech. The first burials of the dead (about 65 - 40 thousand years ago). Burials in the cave of Shanidar (territory of Iraq). The formation of social relations in the late paleanthropines (Neanderthal species).
- An early tribal community of hunters and fishermen (about 40 thousand years ago - around VII millennium BC).
- The appearance of professional ministers of the cult of healing, their activities. The witch doctor, his general and professional training, his position in society, the methods of psychological influence on the patient and society.
- The role of folk medicine in the development of national health systems in some developing countries. Folk healing is one of the sources of folk medicine.

Module 2. Doctoring in the countries of the Ancient East

Theme 2. Medicine in the slave society.

Lecture plan:

- Healing in the countries of ancient Mesopotamia (Sumer, Babylon and Assyria).
- Medicine in Ancient Egypt. Medicine in Ancient China.
- Medicine in Ancient India.
- Medicine in Ancient Greece and Ancient Rome.

Module 3. Medicine of the Middle Ages

Theme 3. Medicine of the early and classical Middle Ages

Lecture plan:

- Medicine in Byzantium (V-XV cc.) And its influence on the development of medicine in other countries. Origins and features of Byzantine culture and medicine. Sanitary facilities.
- Medicine in the Arab caliphates (VII-XII centuries.). Creation of libraries, pharmacies. The first civil hospitals, pharmacies. The role of the Arabic-speaking culture in preserving and transferring the scientific heritage of the ancient world to the peoples of Europe, Asia and Africa.
- Medicine of the peoples of Central Asia (X-XII centuries.). Formation of national states. Development of sciences. "Houses of Knowledge." Libraries, hospitals, medical schools. Abu-Ali-ibn-Sina (Avicenna).
- Medicine among the peoples of Western Europe.
- The period of the early (V - X centuries) and the classical (XI - XV centuries) of the Middle Ages.
- Origins of Western European culture. Scholasticism and medicine. Galenism in medieval medicine.
- The beginning of the sanitary organization (infirmaries, quarantines).

Theme 4. Medicine of the late medieval period (XV - XVII centuries.)

Lecture plan:

- Renaissance. The birth of capitalism. Medicine and art.
- The formation of anatomy as a science. Leonardo da Vinci is a great artist and anatomist. The formation of physiology as a science. Prerequisites for the development of the theory of blood circulation.
- Development of clinical medicine. Jatrochemistry: Paracelsus, G. Agricola. Development of pharmacies and pharmacy business.
- Training at the bedside of the patient.
- Medical Ethics of the Renaissance.

Module 4. Medicine of the New Time.

Theme 5. Medicine of the New Time (second half of the XVII - beginning of XX centuries).

Lecture plan:

- Development of the basic directions of medicine in the era of modern times in Western Europe (II half of the XVII-XIX century.)
- Development of the basic directions of medicine in the epoch of capitalism: pathoanatomical, experimental, clinical, hygienic.
- The origin of the pathoanatomical direction. J. B. Morgagni.
- Development of the method of pathological anatomy in the activity of the French anatomist Xavier Bichat (1771-1802). K. Rokitansky.
- Further development of pathological anatomy in the works of the German scientist R. Virchow.
- Development of the experimental direction in medicine. The development of clinical medicine in the era of the formation and development of capitalist relations in Western Europe.
- Percussion and auscultation.
- The era of microbiology. The influence of microbiology on the development of medicine.
- L. Pasteur. R. Koch. Fighting infectious diseases.
- The doctrine of anesthesia. Introduction of etheric (1846) and chloroform anesthesia (1847).
- Development of dentistry. Opening of the first dental schools (Philadelphia, Baltimore).
- Discovery of the rays of K. Roentgen (1895), radioactivity. Electrocardiography (1903) and electroencephalography, electron microscopy, etc.
- Development of a hygienic direction in medicine.

Module 5. Medicine of the Newest Time.

Theme 6. The main achievements of medicine in the XX century.

Lecture plan:

- Influence of factors of scientific and technical progress on human health.
- Discovery of pathogens of many infectious and parasitic diseases.
- Creation and discovery of new drugs and the development of therapeutic methods of chemotherapy. Sulfonamides. Antibiotics. The discovery of blood groups. An artificial kidney. Discovery of the material substrate of the gene. Transplantation of tissues and organs. Artificial heart. The role of vitamins. Study of the role of endocrine glands and hormones. The state of pharmacy. Transplantation of vessels, tissues, organs
- Formation of new sciences in the XX century (cardiology, roentgenology, radiology, oncology, medical genetics, anesthesiology, etc.). Scientific and technological revolution in medicine. International cooperation in the field of health. History of the World Health Organization (April 7, 1948) WHO International Programs. Fighting especially dangerous diseases. Nobel Prizes in the field of medicine, physiology and related sciences.

Module 6. History of Russian medicine.

Theme 7. Medicine in Russia in the XVIII century and in the first half of the XIX century.

Lecture plan:

- The foundation of permanent military hospitals and the opening of the first hospital school in Moscow (1707). The role of N.Bidloo in the training of Russian doctors. Introduction of posts of city doctors and provincial doctors. Establishment of medical boards.
- The main achievements of Russian medicine in the 18th century, SG Zybelin. N.M. Maksimovich-Ambodik: "The Art of Obedience or the Science of Babic Affairs" Samoilovich is the founder of Russian epidemiology.

- Measures to combat epidemics in Russia: natural smallpox, plague, anthrax, the introduction of variolation. "Felled houses" in Moscow and St. Petersburg.
- The main features of the development of medicine in in the XVIII century.

Theme 8. Medicine in Russia in the second half of the XIX century and the beginning of the XX century.

Lecture plan:

- Modern possibilities of medicine.
- The emergence of zemstvo medicine (1864).
- Creation of a sanitary organization in Russia.
- Activities A.P. Dobroslavina in the Russian society of protection of public health.
- The beginning of the differentiation of hygiene and sanitation in individual sectors. The emergence and development of zemstvo medicine.
- Advances in theoretical medicine. Materialistic nervism is a new direction in medicine. THEM. Sechenov.
- I.P. Pavlov: The discovery of methods of conditioned reflexes. The award of I.P. Pavlov Nobel Prize in 1904
- Development of pharmacology in connection with the development of organic chemistry.
- Development of national clinical medicine:
- The development of surgery in the 19 - early 20 centuries.
- The development of therapy in Russia in the 19 - early 20 centuries.
- The development of pediatrics in Russia in the 19 - early 20th century.
- Development of narrow medical specialties in Russia.
- Development of epidemiology, bacteriology and clinic of infectious diseases in Russia. International recognition of the achievements of

domestic medicine. Development of microbiology. I.I. Mechnikov (1845-1916). Contribution to the creation of immunology. The founder of the theory of phagocytosis. Nobel Prize.

- Development of hygiene in Russia. Its social direction. F.F. Erisman, A.P. Dobroslavin.
- The development of public medicine in Russia. Features of the development of Russian medicine in the period between the revolutions of 1905 and 1917
- Development of dentistry.

Theme 9: Issues of medical ethics and deontology in the practice of a doctor (based on presentation materials).

Lecture-conference

- The plan of the lecture-conference: Students formulate questions within 5 minutes. Questions are passed on to the teacher.
- Themes of reports
 - Medical ethics in the modern world.
 - Medical ethics as part of a common morality.
 - Moral and ethical rules of the doctor's behavior and specificity of the medical profession of the society in which he lives and works.
- After speaking on pre-selected topics, discussion of the issues follows.

II. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE.

Section 1. Introduction. Doctoring in a primitive society

Lesson 1. History of medicine as a science and academic discipline.

(Introduction). Primitive society: the sources of empirical healing

Lesson plan:

1. The concept of "history of medicine".

2. Medicine: folk, traditional, scientific.
3. Sources of studying the history of medicine.
4. Define the characteristics of the period: sources, chronology, periodization.
5. Identify the features of primitive medicine. Stages of development.
6. Features of the formation of the initial medical concepts in primitive society. First medical skills.

Prepare the report:

1. The role of folk healing in the development of national health systems.
2. Origins of traditional and scientific medicine.
3. Folk healing in the sociolinguistic societies of Aborigines (on the example of Australia, Asia, America, Africa, Oceania).

Control questions:

1. To determine the importance of the history of medicine for the practical activities of medical workers.
2. Indicate the periodization and chronology of the world history of medicine.
3. How did the initial medical concepts form in a primitive society?
4. What first medical skills were formed in a primitive society?

Lesson 2. Primitive healing: stages of development. Features of medicine and medicine of the Ancient East.

Lesson plan:

1. The healing of the era of the community (2 mill - 40 000 years ago).
2. Doctoring the era of the primitive community (40 000-X 0000 BC).
3. The healing of the era of class formation (X-V millennium BC).
4. How did the collective healing and hygiene skills originate?
5. Comparative characteristics of civilizations of the Ancient East.
6. Healing in Ancient Mesopotamia.

Threads in Forum:

1. Wizard, his general and professional training. (Position in society, remedies and methods of psychological impact on the patient and society).

2. Medicine in Judea: religious canons and empirical experience.

Control questions:

1. How was the empirical experience of healing formed?
2. What is the cult healing component?
3. Indicate the first medical specialties.
4. What is a painful process?

Section 2. Doctoring in the countries of the Ancient East

Lesson 3. Healing in Ancient India

Lesson plan:

1. Characterize the typological features of sources on the history of healing ancient India.
2. What is the content side of sources on the history of healing ancient India?

Lesson 4. Healing in Ancient China

1. Why for thousands of years did China present a unique example of the stability of the national culture and, consequently, of traditional medicine?
2. Sources on the history of healing ancient China and Ancient China.

Section 3. Doctoring in the slave society

Lesson 5. Medicine of civilizations of the ancient Mediterranean. Healing in Ancient Greece and in the Roman state.

1. Features of the training of medical professionals in the Mediterranean.
2. Materialistic schools of Ancient Greece.
3. Approaches to the issues of medical affairs and healing in the Roman state.
4. Contribution of Ancient Greece and Rome in the development of public hygiene.

Themes of messages:

1. Traditional systems of medicine in China and India: a comparative characteristic.

2. Tibetan medicine as part of the cultural tradition of the peoples of Central Asia.

3. The main provisions of Hippocrates on the ethics of medical workers.

4. Outstanding doctors of the Roman Empire, their views on the nature of disease and healing.

Control questions:

1. Specify the features of training doctors; first medical specialties

2. What is the role and importance of the profession of a medical professional?

3. Expand the periodization of the development of medicine in ancient Greece.

4. Expand the periodization of the development of medicine in the Roman state.

Paper – work – 2 hours

Section 4. Healing in the Middle Ages

Lesson 6. Medicine of the Early and Classical Middle Ages: the stages of the formation of the scientific direction (V-XV centuries)

Lesson plan:

Medicine in Arabic-speaking caliphates (VII-XI centuries),

Medicine of the peoples of Central Asia (X-XII centuries.).

Medicine in the states of Southeast Asia (IV-XVII centuries.) (2 hours).

Lesson 7. Medicine in the Byzantine Empire (395 - 1453)

Lesson plan:

1. Factors influencing the peculiarities of the formation of Byzantine medicine;

2. Features of the organization of the hospital case, the way of transfer of medical knowledge

3. Medical traditions of antiquity.

4. The specifics of the organization of the hospital business, medical schools, the socio-legal status of the doctor and patient in Central Asia in the X-XII centuries.

5. Principles of traditional healing of Medieval China.

Control questions:

What was the continuity with the traditions of ancient medicine?

What are the peculiarities of combining the ways of contact of Byzantine science and religion in medical theory and practice?

3. Analyze the activities of the outstanding healers of the caliphates.

4. Describe the level of development of medical sciences. What is the House of Knowledge?

5. What does the canon of Tibetan medicine "Chzhud-shi" (VII century.) And commentary on it?

Lesson 8. Medicine in Western Europe during the early (V-X centuries) and Classical (XI-XV centuries) of the Middle Ages, the Renaissance

Lesson plan:

1. The origins of the Western European model of medicine,

2. The degree of continuity with the traditions of antiquity and the barbaric world.

3. Changes in medical education exemplified by the University of Padua (Italy).

Lesson 9. Medicine of the Late Middle Ages

Lesson plan:

1. The main features of the natural history of the Renaissance,

2. The influence of the successes of the natural sciences on the development of medical theory and practice.

Presentations on the achievements of medicine of the Renaissance.

Lesson 10. The development of medicine in in the XVIII century: the approval of experimental knowledge and clinical observation

Lesson plan:

1. Reorganization in the public administration of a medical case.
2. Reforms of Peter I in the field of public health.
3. Provincial reform of 1775 and its importance for medicine.

Abstracts:

1. Lomonosov in medicine
2. Achievements in the field of obstetrics.

Control questions:

1. How did the formation of internal diseases occur as an independent trend in Russian medicine?
2. How did the epidemiology develop in Russia?

Lesson 11. Medicine of the peoples of the American continent before and after the conquest.

Lesson plan:

1. Features of medicinal healing, the influence of religious views on healing,
2. Traditional rituals associated with healing,
3. Hygienic traditions of Mayan culture;
4. The experience of physician activity was associated in the Aztec state (XIII-XVI centuries).

Section 5. Domestic medicine

Lesson 12. Medicine in the Moscow State (XV - XVII centuries.)

Lesson plan:

1. The appearance of the first pharmacies and pharmacy gardens.
2. The origin of the elements of the state organization of medical affairs (Aptekarsky order).

3. The emergence of medical training institutions (First School of Medicine under the Aptekarsky Order).

4. The first doctors of medicine from the "natural-born Russians" (George of Drohobych, Francis Skorina, Peter Posnikov).

Abstracts:

1. Organization of medical service in the troops.
2. Fighting the epidemics in the Moscow state.
3. Sanitary measures in the cities of the Moscow State.
4. What are the characteristic features of the development of domestic medicine?

Lesson 13. Medicine of modern times: the biomedical direction (XVIII - early XX century.)

Lesson plan:

1. Characteristics of the era (1640 - 1918 gg.)
2. Development of biomedical disciplines.
3. The doctrine of internal diseases: the development of the clinical method.

Control questions:

1. What medical theories have developed and what laws were opened in the New Age period?
2. Describe the development of domestic anatomical studies.
3. What disciplines are distinguished as a result of differentiation of anatomy?
4. What was the reason for the development of surgery?
5. What discoveries are associated with the success of surgery?

Section 6. Medicine of modern times.

Lesson 14. Clinical medicine in Russia of the New Time (XVIII - early XX century.) (2 hours).

1. The emergence of public medicine in the New History.

2. Stages of development of national medicine and medical education (XVIII - XIX centuries.).

Control questions:

.What are the directions of the emergence of public medicine in the New History?

2. When the first Russian hospital and hospital school were opened, the Academy of Sciences in St. Petersburg, the Imperial Moscow University?

Session 7. The main aspects of the development of medicine The newest time (XX - the beginning of the XXI century)

Lesson 15. Medicine of Russia in the second half of the 19th century.

Lesson plan:

1. Advances in natural science and medicine in the XX century. International cooperation in the field of health

2. Formation of the principles of Soviet health.

3. Medicine at the present stage.

4. New features of Russian medicine of this period.

5. Development of microbiology and immunology.

Control questions:

1. What are the most important discoveries of the newest medicine you can name?

2. When the "Red Cross and Red Crescent" arose; World Health Organization, the movement "Doctors of the world for the prevention of nuclear war"?

3. Describe the main directions and successes of the development of experimental, clinical and preventive medicine and the organization of public health in modern Russia.

4. What stages of development of physiology can you name?

5. What stages of development of morphology development can you name?

6. What stages of pathology development can you name?

Abstracts:

1. Development of zemstvo medicine.
2. Development of hygiene.
3. Development of urban medicine.

Lesson 16. Advances in medicine in Primorsky Krai.**Visualization.****III. EDUCATIONAL-METHODICAL SUPPORT FOR THE SELF-WORK OF THE TRAINING**

Educational and methodical support of independent work of students on the discipline "History of Medicine" is presented in Appendix 1 and includes:

schedule for performing independent work on the discipline, including approximate time limits for execution for each task;

the characteristics of assignments for independent work of students and methodological recommendations for their implementation;

requirements for the presentation and registration of the results of independent work;

criteria for evaluating the performance of independent work.

CONTROL OF ACHIEVING THE PURPOSES OF THE COURSE

№	Controlled modules / sections / topics of the discipline	Codes and stages of the formation of competencies		Evaluation tools – name	
				current control	interim certification
1	Module 1. Introduction. The origin of healing. Doctoring in a primitive society. Theme 1. Doctoring in the period of the formation, maturity and decomposition of primitive society	GC-3	He knows the historical medical terminology; Political events and tendencies towards the development of political life	Oral response GC-1, 2, 3	Credit Questions 5, 6, 75, 6, 7
			Can respect and respect the historical heritage and cultural traditions, assess the state's policy.	Test on the history of medicine 1-16	Test Questions 8, 9, 10
			speaks the basic concepts and laws of the world historical process, political culture.	Abstract -1-24 GC-1, 2, 3	Credit Questions 1, 2, 3, 4
2	Module 2. Doctoring in the countries of the Ancient East. Topic 1. Medicine in a slave society	GC-3	knows the historical medical terminology; Political events and tendencies towards the development of political life	Oral GC 2, 3, 4	Credit Questions 11, 12, 13
			Can respect and respect the historical heritage and cultural traditions, assess the state's policy	Test in the field of medical history 17-32	Credit Questions 14, 15, 16, 17
			He knows the basic concepts and laws of the world historical process, political culture	Report 25-39 GC-3, 4, 5	Credit Questions 18, 19, 20, 21
3	Module 3. Medicine of the Middle Ages Topic 1. Medicine of the early and classical Middle Ages. Topic 2. Medicine of the late medieval period (XV - XVII centuries.)	GC-8	Knows topical issues of medical biophysics	Oral report Theme - 4, 5, 6	Credit Questions 22, 23, 24, 25
			Is able to develop popular scientific activity on topical issues of medical biophysics	Test in the field of medical history 33-48	Credit Questions 26, 27, 28, 29
			Knows differences in medicine of different layers of society	Report – 40-64	Credit Questions 30, 31, 32, 33
4	Module 4. Medicine of the New Time	GC-8	Knows topical issues of medical biophysics	Oral report Theme -6, 7	Credit Questions 34, 35, 36, 37
			Is able to develop popular scientific activity on topical	Test in the field of	Credit Questions

			issues of medical biophysics	medical history 49-64	38, 39, 40, 41
			Knows differences in medicine of different layers of society	Report Theme 65-80	Credit Questions 42, 43, 44, 45
5	Module 5. Medicine of the Newest Time (second half of the XVII - early XX centuries.)	GC-3	Knows domestic scientists - biophysicists, doctors and other prominent figures	Oral report GC-6, 7, 8	Credit Questions 46, 47, 48, 49
			Is able to create educational and methodical manuals and developments on professional activity	Test in the field of medical history 65-80	Credit Questions 50, 51, 52, 53
			He has the ability and readiness to create educational and methodical manuals and developments in professional activity	Report presentation themes 81-125	Credit Questions 54, 55, 56, 57
6	Module 6. History of Russian medicine Topic 1 (7). Medicine in Russia in the XVIII century and the first half of the XIX century. Topic 2 (8). Medicine in Russia in the second half of the XIX century and the beginning of the XX century. Theme 3: Issues of medical ethics and deontology in the practice of a doctor	GC 3	Knows domestic scientists - biophysicists, doctors and other prominent figures	Oral GC-8-9	Credit Questions 58, 59, 60, 61
			Is able to create educational and methodical manuals and developments on professional activity	Test in the field of medical history 81-96	Credit Questions 62, 63, 64, 65
			He has the ability and readiness to create educational and methodical manuals and developments in professional activity	Presentation themes 126-147	Credit Questions 66, 67, 68, 69, 70

I. LIST OF EDUCATIONAL LITERATURE AND THE DATAWARE OF THE DISCIPLINE

The main literature (*electronic and print editions*)

1. An Illustrated History of Health and Fitness, from Pre-History to our Post-Modern World 2015 DOI <https://doi.org/10.1007/978-3-319-11671-6>
Copyright InformationSpringer International Publishing Switzerland 2015
Publisher NameSpringer, Cham eBook Packages [Humanities, Social Sciences](#)

and Law Print ISBN978-3-319-11670-9 Online ISBN978-3-319-11671-6
<https://link.springer.com/book/10.1007/978-3-319-11671-6#authorsandaffiliationsbook>

2. Improving Psychiatric Care for Older People DOI
<https://doi.org/10.1007/978-3-319-54813-5> Copyright InformationThe Editor(s)
(if applicable) and The Author(s) 2017 LicenseCC BY Publisher NamePalgrave
Macmillan, Cham eBook PackagesHistory Print ISBN978-3-319-54812-8
<https://link.springer.com/book/10.1007/978-3-319-54813-5#authorsandaffiliationsbook>

Further literature

(electronic and print editions)

1. The Institution of Science and the Science of Institutions 2014 DOI
<https://doi.org/10.1007/978-94-007-7407-0> Copyright InformationSpringer
Science+Business Media Dordrecht 2014 Publisher NameSpringer, Dordrecht
eBook PackagesHumanities, Social Sciences and Law Print ISBN978-94-007-
7406-3 Online ISBN978-94-007-7407-0
<https://link.springer.com/book/10.1007/978-94-007-7407-0#editorsandaffiliations>

VI. THE CONTROL OF THE ACHIEVEMENT OF THE OBJECTIVES OF THE COURSE

The following assessment tools are used for the current knowledge control:

Oral questioning

Interview

Written works

Essay

Control and methodical materials, as well as criteria and indicators which are necessary to assess knowledge, abilities, skills and describing the stages of forming of the competences during the process of acquiring educational program is presented in enclosure .

The list of Internet resources:

Databases

- [PhilPapers](#), a comprehensive index and bibliography of philosophy maintained by the community of philosophers.
- [Philosopher's Index](#), an index of articles and books in Philosophy ([alternate link](#)).
- [Humanities Databases](#), a list of online databases available from Bobst library.
- [UMI ProQuest Digital Dissertations](#), an index of doctoral dissertations available

Web Sites

- Bioethical Issues
- Southern Cross Bioethics Institute
- Bioethics topics in the news
- USA Today
- Bioethics.net - Hot Topics
- Debatabase: A World of Great Debates
- Topics for debates; select HEALTH or SCIENCE.
- Pros and Cons of Controversial Issues
- Try the HEALTH and MEDICINE list of topics.

Online Encyclopedias

- [Dictionary of Philosophy of Mind](#)
- [The Internet Encyclopedia of Philosophy](#)
- [MIT Encyclopedia in Cognitive Sciences](#)
- [Routledge Encyclopedia of Philosophy](#)
- [The Stanford Encyclopedia of Philosophy](#)
- [The University of Alberta's Cognitive Science Dictionary](#)

Online Journals

1. [JSTOR](#), includes past issues of many journals, often back to the founding of the journal. JSTOR has excellent searching capabilities.
2. [Ingenta, includes current and many past issues of many journals and other periodic publications.](#)
3. [Blackwell Synergy](#), includes past and current issues of journals from Blackwell Publishing.
4. [Cambridge Journals Online](#), includes past and current issues of Cambridge University Press journals.
5. [Kluwer Online Journals](#), includes past and current issues of Kluwer journals.
6. [Oxford Journals](#), includes past and current issues of journals from Oxford University Press.
7. [Poiesis](#), includes past and current issues of many journals.
8. [Project Euclid](#), a collection of Mathematics and Logic journals, including [Bulletin of Symbolic Logic](#), [Journal of Symbolic Logic](#), and [Notre Dame Journal of Formal Logic](#).
9. [Project Muse](#), includes recent issues of several journals, such as [Philosophy and Public Affairs](#).
10. [Electronic Journals](#), a searchable list of online journals compiled by Bobst library.

11. [On-line Information about Journals in Philosophy and Related Disciplines](#), a comprehensive list of philosophy journals available online compiled by Peter Milne.

Links to Specific Journals

Analysis [Recent issues](#) [Back issues](#)

Aristotelian Society [Proceedings](#) (PAS) [Supplemental Volumes](#) (ASS)

Australasian Journal of Philosophy (AJP) [Recent issues](#)

British Journal for the Philosophy of Science (BJPS) [Recent issues](#) [Back issues](#)

Canadian Journal of Philosophy (CJP) [Recent issues](#)

Dialogue [Recent issues](#)

Erkenntnis [Recent issues](#)

Ethics [Recent issues](#) [Back issues](#)

Grazer philosophische Studien [Recent issues](#)

Journal of Medical Ethics [Recent and Back Issues](#)

Journal of Philosophical Logic (JPL) [Recent issues](#)

LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
Multimedia auditorium Vladivostok Russian island, Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)	Windows Seven enterprise SP3x64 Operating System Microsoft Office Professional Plus 2010 office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.); 7Zip 9.20 - free file archiver with a high degree of data compression; ABBYY FineReader 11 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.

In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs

VII. GUIDANCE ON THE DEVELOPMENT OF DISCIPLINE

1. Each Phase is presented as modules with related topics. Topics are taken in series using diverse teaching/learning methods.
2. A typical teaching-learning sessions for a module comprises the following steps:
3. Access the introductory lecture on the blog
4. Review the PowerPoint presentations online
5. Access and read other reference documents for the module
6. Take the examinations
7. Outline of Lecture sessions
8. A lecture unit will be uploaded on the bb for you to access. Audio and video downloads will also be available there.
9. You will be given time to work with the materials provided along with the topics
10. Practice tests will be administered at the end of each lecture unit for your self-assessment and revision.
11. A Tutor-marked tests (multiple choice) will be provided for each module
12. A list of suggested readings will be made available to you.
13. Additional instructions to facilitate learning may be provided by teachers

MATERIAL AND TECHNICAL MAINTENANCE OF DISCIPLINE

For practical work, as well as for the organization of independent work, students have access to the following laboratory equipment and specialized classrooms that meet the current sanitary and fire regulations, as well as safety requirements during training and scientific and industrial works:

Name of the equipped rooms and rooms for independent work	List of main equipment

<p>The computer class of the School of biomedical AUD. M723, 15 work placts</p>	<p>Screen, electrically 236*147 cm to trim the screen; Projector DLP technology, 3000 ANSI LM, WXGA with 1280x800 resolution, 2000:1 Mitsubishi EW330U; Subsystem of specialized mounting equipment course-2007 Tuarex; Subsystem of videocommunity: matrix switch DVI and DXP 44 DVI Pro advertising; extension cable DVI over twisted pair DVI 201 TX/RX advertising; Subsystem of audiocommentary and sound; speaker system for ceiling si 3ct LP Extron on from; digital audio processor DMP 44 LC the Extron; the extension for the controller control IPL T CR48; wireless LAN for students is provided with a system based on 802.11 a/b/g/N 2x2 MIMO(2SS) access points. Monoblock HP Loope 400 all-in-one 19.5 in (1600x900), core i3-4150t, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, and a DVD+ / -RW, GigEth, Wi-Fi and BT, the USB port of roses/MSE, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty</p>
<p>Multimedia audience</p>	<p>Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeconly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply</p>
<p>Reading rooms of the Scientific library of the University open access Fund (building a - 10)</p>	<p>Monoblock HP Loope 400 All-in-One 19.5 in (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW,GigEth,wifi,BT,usb kbd/mse,Win7Pro (64-bit)+Win8.1Pro(64-bit),1-1-1 Wty Speed Internet access 500 Mbps. Jobs for people with disabilities equipped with displays and Braille printers.; equipped with: portable reading devices flatbed texts, scanning and reading machines videovelocity with adjustable color spectrums; increasing electronic loops and ultrasonic marker</p>
<p>Accreditation-simulation center of the school of Biomedicine</p>	



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN
FEDERATION

Federal state autonomous educational institution of higher professional
education

**Far Eastern Federal University
(FEFU)**

SCHOOL OF BIOMEDICINE

**TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT
WORK OF STUDENTS**

for the course "Medical History, Bioethics, Deontology"

Direction of training 31.05.01- General Medicine

Mode of study: Full-time program

Vladivostok

2018

Schedule of realization independent work by discipline:

7-8 week	Writing essay	Checking the essay	3 hours
12 – 13 week	Writing essay	Checking the essay	3 hours
16 – 18 week	Writing essay	Checking the essay	3 hours

Independent work by the course « Medical History and Bioethics » provides three basic types of independent work: preparations for the practical exercises, summarizing lectures, writing essay.

Studying privately students have to prepare assignments for the workshops, read the assigned literature and supplementary sources of information. They have to be able to argue, to prove and to reject different statements on the subject.

To facilitate seminar discussion each week you will have to write short (no more than one double-spaced page) summaries of the assigned readings plus questions for discussion (questions of clarification are also welcome) and submit them in printed form before the start of the first session of the week.

Each student has to give presentations at section meetings, make abstracts of original texts, take part in discussions, and prepare multimedia presentations.

Themes for individual work

1. Biomedical ethics and medical law: the problem of mutual relations.
2. Biomedical ethics as a form of professional protection of the physician's personality.
3. Biomedical research in animals: moral and ethical problems.
4. Physician F.P. Haas: "Hasten to do good."
5. Hedonism, cynicism, pragmatism and utilitarianism: a comparative characteristic.

6. Informed consent: from procedure to doctrine.
7. The use of stem cells in medicine: problems and prospects.
8. Historical types of ethical theory and bioethics.
9. History and logic of eugenics.
10. Clinical dental ethics.
11. Criteria of death: moral problems.
12. Abortion, sterilization and contraception as problems of bioethics.
13. Medicine and features of demographic processes in Russia.
14. Mercy. The problem of the bounds of compulsory charity in medicine.
15. Patient-patient model.
16. Palliative care and hospice movement.
17. Paternalism and modern models of the relationship between the doctor and the patient.
18. The concept of duty in the moral philosophy of Kant
19. The principle of autonomy and the right to voluntary euthanasia
20. The utility principle in utilitarianism.
21. The problem of bioethics in bioethics.
22. The problem of justice in medicine and health.
23. "Damned questions" in "Notes of the doctor" V.V. Veresaeva.
24. Knight of medical ethics - V.A. Manassein.
25. Death as a "stage of life". Experience of palliative treatment.
26. Modern problems of medicine of health
27. The ratio of "biological" and "social" in the death of a person.
28. AIDS: moral and ethical issues.
29. Thanatological ethics and problems of euthanasia.
30. Nature and main types of ethical conflicts.

31. The value conflict of generations in the ethical regulation of medical activities.
32. Ethics of awe before the life of A. Schweitzer.
33. Ethics of genetics.
34. Ethics of life-sustaining treatment: actual problems, ethical limits.
35. Ethical and legal issues of medical and biological experiment involving human.
36. Ethical and legal doctrine of informed consent.
37. Ethical committees: goals, tasks and powers.
38. Ethical aspects of the interaction of domestic health care with the pharmaceutical business at the present stage
39. Ethical codes in medicine (the "Nuremberg Code", the Council of Europe Convention on Human Rights and Biomedicine).
40. Ethical issues and human rights in psychiatry.
41. Ethical problems of the beginning of human life: the problem of the status of the embryo.
42. Ethical problems of new "conception technologies" (in vitro fertilization, cloning).
43. Ethical problems of rendering medical aid to drug addicts.
44. Ethical problems of prenatal diagnosis.
45. Ethical problems of transplantology and xenotransplantation.

Assessment criteria:

- Students should have an effective thesis (an argument);
- Express their thesis clearly and succinctly;
- Give clearly structured answers and progress in a logical manner;

- Show profound understanding of the subject;
- Show knowledge of primary and secondary texts and the Course Reader;
- Demonstrate good academic writing skills;
- Critical thinking;
- Some degree of originality;



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Assessment Fund

for the course "Medical History, Bioethics, Deontology"

Direction of training 31.05.01- General Medicine

Mode of study: Full-time program

Vladivostok

2018

Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Code and the wording of competence	Stages of competence	
the readiness to work in a team, to perceive social, ethnic, religious and cultural differences tolerantly. (GCC - 8)	Knows	the Basic ethical documents of international and domestic professional medical associations and organizations
	Is able to	Competently and independently analyze and evaluate the socio-cultural situation in the world and Russia
	Possesses	Skills of public speech, moral and ethical reasoning in speeches, correct discussion, debate, dialogue and round tables

CONTROL OF ACHIEVING THE PURPOSES OF THE COURSE

№	Controlled modules / sections / topics of the discipline	Codes and stages of the formation of competencies	Evaluation tools – name		
			current control	interim certification	
1	Module 1. Introduction. The origin of healing. Doctoring in a primitive society. Theme 1. Doctoring in the period of the formation, maturity and decomposition of primitive society	GCC -8	He knows the historical medical terminology; Political events and tendencies towards the development of political life	Oral response GC-1, 2, 3	Credit Questions 5, 6, 75, 6, 7
			Can respect and respect the historical heritage and cultural traditions, assess the state's policy.	Test on the history of medicine 1-16	Test Questions 8, 9, 10
			speaks the basic concepts and laws of the world historical process, political culture.	Abstract -1-24 GC-1, 2, 3	Credit Questions 1, 2, 3, 4
2	Module 2. Doctoring in the countries of the Ancient East. Topic 1. Medicine in a slave society	GCC -8	knows the historical medical terminology; Political events and tendencies towards the development of political life	Oral GC 2, 3, 4	Credit Questions 11, 12, 13
			Can respect and respect the historical heritage and cultural traditions, assess the state's policy	Test in the field of medical history 17-32	Credit Questions 14, 15, 16, 17
			He knows the basic concepts and laws of the world historical process, political culture	Report 25-39 GC-3, 4, 5	Credit Questions 18, 19, 20, 21
3	Module 3. Medicine of	GCC -8	Knows topical issues of medical	Oral report	Credit

	the Middle Ages Topic 1. Medicine of the early and classical Middle Ages. Topic 2. Medicine of the late medieval period (XV - XVII centuries.)		biophysics	Theme - 4, 5, 6	Questions 22, 23, 24, 25
			Is able to develop popular scientific activity on topical issues of medical biophysics	Test in the field of medical history 33-48	Credit Questions 26, 27, 28, 29
			Knows differences in medicine of different layers of society	Report – 40-64	Credit Questions 30, 31, 32, 33
4	Module 4. Medicine of the New Time	GCC -8	Knows topical issues of medical biophysics	Oral report Theme -6, 7	Credit Questions 34, 35, 36, 37
			Is able to develop popular scientific activity on topical issues of medical biophysics	Test in the field of medical history 49-64	Credit Questions 38, 39, 40, 41
			Knows differences in medicine of different layers of society	Report Theme 65-80	Credit Questions 42, 43, 44, 45
5	Module 5. Medicine of the Newest Time (second half of the XVII - early XX centuries.)	GCC -8	Knows domestic scientists - biophysicists, doctors and other prominent figures	Oral report GC-6, 7, 8	Credit Questions 46, 47, 48, 49
			Is able to create educational and methodical manuals and developments on professional activity	Test in the field of medical history 65-80	Credit Questions 50, 51, 52, 53
			He has the ability and readiness to create educational and methodical manuals and developments in professional activity	Report presentation themes 81-125	Credit Questions 54, 55, 56, 57
6	Module 6. History of Russian medicine Topic 1 (7). Medicine in Russia in the XVIII century and the first half of the XIX century. Topic 2 (8). Medicine in Russia in the second half of the XIX century and the beginning of the XX century. Theme 3: Issues of	GCC -8	Knows domestic scientists - biophysicists, doctors and other prominent figures	Oral GC-8-9	Credit Questions 58, 59, 60, 61
			Is able to create educational and methodical manuals and developments on professional activity	Test in the field of medical history 81-96	Credit Questions 62, 63, 64, 65
			He has the ability and readiness to create educational and methodical manuals and	Presentation themes 126-147	Credit Questions 66, 67, 68,

medical ethics and deontology in the practice of a doctor		developments in professional activity		69, 70
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Assessment scale of the competence level

Code and formulation of the competence	The stages of forming the competence		Criteria	Indicators
the readiness to work in a team, to perceive social, ethnic, religious and cultural differences tolerantly. (GCC -8)	Knows	Basic ethical documents of international and domestic professional medical associations and organizations	Knowledge of Basic ethical documents of international and domestic professional medical associations and organizations	Structured and formed knowledge of Basic ethical documents of international and domestic professional medical associations and organizations
	Is able to	Competently and independently analyze and evaluate the socio-cultural situation in the world and Russia	Ability of competently and independently analyze and evaluate the socio-cultural situation in the world and Russia	Show the competent and independent analyzing and evaluation of the socio-cultural situation in the world and Russia
	Possesses	Public speech, moral and ethical reasoning in speeches, correct discussion, debate, dialogue and round tables	Skills of public speech, moral and ethical reasoning in speeches, correct discussion, debate, dialogue and round tables	Skills of freely to have a public speech, moral and ethical reasoning in speeches, correct discussion, debate, dialogue and round tables

Current certification of students.

For this discipline uses the following assessment tools:

oral questioning (OQ):

interview (OQ-1)

written works (WW):

essay (WW-3)

<http://study.com/academy/exam/topic/basic-concepts-of-bioethics.html>

<http://www.bioeyes.org/teachers/activities/advanced/bioethics.pdf>

<https://quizlet.com/2723869/bioethics-exam-flash-cards/>

Tests and assessment

Sample Tests

Questions and Answers

1. What principle best applies for euthanasia?

- A. *Beneficence*
- B. *Non-maleficence*
- C. *Justice*
- D. *Autonomy*

2. On what year does the state of Oregon passed a law on euthanasia?

- A. *1995*
- B. *1996*
- C. *1997*
- D. *2002*

3. True on Belgian Act of Euthanasia:

- A. *In assisted suicide, the patient self administers medication that was prescribed by a physician.*
- B. *"Physicians must report all prescriptions that they write for lethal medications."*
- C. *The patient's primary physician and a consultant are required to confirm diagnosis of a terminal condition.*
- D. *The patient is in a medically futile condition and of constant and unbearable physical or mental suffering.*

4. "Death cannot be dignified"

- A. *Socrates*
- B. *P. Welby*
- C. *Terri Schiavo*
- D. *Epicurius*
- E. *Heidegger*

5. "Death is freedom from the body"

- A. *Heidegger*
- B. *Epicurius*
- C. *Socrates*
- D. *Terri Schiavo*
- E. *P. Welby*

6. Which of the following describes euthanasia?

- A. *Is believing that in certain cases there is totally no hope for improvement from an incapacitating condition.*
- B. *Do not slow down nor speed up the onset of death.*

- C. Does not intervene with the patient's life.*
- D. Ending the life of a person to relieve pain or suffering.*

7. In Netherlands:

- A. The Euthansia Act was passed to regulate ending of life by a physician.*
- B. The primary physician must also inform the patient of all feasible alternatives.*
- C. Patient must be of legal age.*
- D. Request should be voluntary.*

8. A state wherein a human organism has irreversibly lost his/her capacity of consciousness.

- A. Brain Death*
- B. Persistent Vegetative State*
- C. Cortical Death*
- D. Comatose*

9. "Euthanasia is not a dignified death"

- A. P. Welby*
- B. Socrates*
- C. Heidegger*
- D. Jacques Pohier*
- E. Epicurius*

Autonomy is often invoked as guide for decision making when patient lacks decision making capacity and has no advance directive.

- A. TRUE*
- B. FALSE*

"Theoretical approaches are not useful in the clinical setting if they are impossible to carry out"

- A. Sulmasy & Sugarman*
- B. Alexia Torke*
- C. Rebecca Dresser*
- D. Karen Quinlan*
- E. Heidegger*

The ethical principle of respect for persons is a broader concept than autonomy.

- A. "FALSE"*
- B. TRUE*

13. The process of recounting the patient's life can build a common purpose and understanding among surrogates and health care providers.

- A. "TRUE"*
- B. FALSE*

14. One disadvantage of substituted judgment is that it does not consider the autonomy of the patient.

A. *FALSE* B. *TRUE* C. *Not Significant*

15. The narrative approach to surrogate decision making is lengthy and does not consider patient as an individual or as a member of a unique set of relationship.

A. *TRUE*
B. *FALSE*

16. "The sick person in a vegetative state, awaiting recovery or a natural end, still has the right to basic health care and the prevention of complications related to his confinement to bed", came from??

A. *Evangelium Vitae*
B. *Islamic View on PVS*
C. *Letter of Pope John Paul II*
D. *Declaration on Euthanasia*

17. Piergiorgio Welby is an Italian. TRUE or FALSE?

18. Only those that are living are the ones who can die?

A. *TRUE* B. *FALSE*

19. One must obtain a prescription for a lethal medication.

A. *Oregon*
B. *Netherlands*
C. *Luxembourg*
D. *Belgium*

20. Result of a study showed that there is residual language recognition observed in brain death.

A. *FALSE* B. *TRUE*

21. The central guiding principle to medical decision making?

A. *Autonomy*
B. *Substituted Judgment*
C. *Self-determination*
D. *Individual Liberty*

22. Re-imagining the rationale for end-of-life decision making may give us a more accurate, more honest, and ultimately more useful framework for making complete decisions.

A. *FALSE* B. *TRUE*

23. Death is also the end of personal relations.

- A. *Always true!*
- B. *"Sometimes"*
- C. *Not always true!*
- D. *Maybe*
- E. *NO!*

24. "Death is something you look forward"

- A. *Jacques Pohier*
- B. *Piergiogio Welby*
- C. *Heidegger*
- D. *Socrates*
- E. *Epicurius*

Quizzes:

Explain the statements

Can ethics keep pace with modern technology?

How can we ensure that scientific research is for everyone's benefit?

Why do medicine and health care require a high standard of ethics?

What theories help health care professionals make difficult ethical decisions?

Who should decide what is in a patient's best interests?

Can we achieve justice in health care?

Compare and contrast morality and law ?

What is Morality?

Compare and contrast Ethical utilitarianism and Ethical Egoism

Analyze the fundamental nature of being. Introduce new distinctions

Gendered agendas – feminist approaches

To care or not to care?

What is Culture and religion for medical personal? Our attitude.

What is Clinical ethics ?

The clinical relationship – a conspiracy against the laity?

What is Life before birth ?
What is Transplantation and regenerative medicine ?
What is Mental health ?
What is The end of life? Discuss about definitions
What is transplantation After death ?
What is Research ethics and Research integrity?
What is Research and the future ?
What is Justice and Public health ethics ?
What is Fair access and the paradox of health care ?

Assessment criteria:

Students should have an effective thesis (an argument);
Express their thesis clearly and succinctly;
Give clearly structured answers and progress in a logical manner;
Show profound understanding on the subject;
Show knowledge of primary and secondary texts and the Course Reader;
Demonstrate good academic writing skills;
Critical thinking;
Some degree of originality;

Assignments for practical training lessons and laboratory-based work.

Studying privately students have to prepare assignments for the workshops, read the assigned literature and supplementary sources of information. They have to be able to argue, to prove and to reject different statements on the subject.

Each student has to give presentations at section meetings, make abstracts of original texts, take part in discussions, and prepare multimedia presentations.

To practice the above-listed skills and pass the course, students will be required to attend most of the lessons and are encouraged to participate actively.

Except for the topics in the first week, students are also expected to read the assigned texts for each workshop in advance, and bring in a written form (about 1 page long) summary of the main argument of the text assigned for that lesson as well as questions and comments with regard to stand point taken in the text.

For the written assignments, students will identify the main question addressed by the author and the main argument to that question.

The questions and comments should focus on: What are the main strengths and weaknesses of the author's approach? And why?

To facilitate workshop discussion each week you will have to write short (no more than one double-spaced page) summaries of the assigned readings plus questions for discussion (questions of clarification are also welcome) and submit them in printed form before the start of the first session of the week.

The quality of the summaries you write is essential for successful completion of the course. They should be well organized, concise, state the main point(s) of the author(s) and show that you have carefully read and reflect upon the text.

Students will be expected to attend all classes and to actively participate in class discussions. Participation in lectures and discussion will be reflected in the final grade (20%). A requirement of the course is that students complete the required reading each week. There will be two methods of examination: four mid-term tests (40%) and closed book written examination at the end of the course (40%).

Essay topics:

Explain why you think bioethics are or are not important. In other words, what is the purpose of an individual or society developing a system of beliefs and policies with regard to bioethics? How might such a system help a person or society function? What are some of the potential pitfalls?

Analyze what is meant by the three principles of autonomy, beneficence, and justice in bioethics. How did these principles come to be identified and why are they important? Give at least one example of how each principle might play out in a bioethics situation.

What is the difference between beneficence and non-maleficence? Why is it or is it not important to draw this distinction when articulating a bioethics stance? Write a persuasive essay convincing your reader with specific examples that this difference either does or does not matter.

Explain the principle of human dignity as it relates to bioethics. What are some of the philosophical issues and beliefs that help you understand what human dignity means? Why might this principle be an important one in specific situations? How does it relate to other principles in bioethics?

Essay subjects

Animal cloning.

Are humans the only beings capable of experiencing fear and pain? If so,

how do we as humans prepare ourselves to carry what could be questionable experiments knowing what they will do to another living being? Do we merely distance ourselves from compassion? Do we justify it as this other being wouldn't understand the significance what is about to happen and the possible end result?

If we are not the only beings capable of experiencing fear and pain do

we continue on with such procedures anyways? Does it matter if these other beings can or can't feel and experience pain and fear? Do the ends truly justify the means?

Abortion and where does life begin.

Euthanasia.

Manipulating genes and the body through medical and scientific means to achieve something beyond its normal capabilities.

The administering of medical services to those who can't afford them or when resources and such are limited.

Body part replacement.

Morally what is a human being's place in interfering with the nature's course in longevity and human genetics?

Stem cells.

Religion's role in medical and biological concerns.

Assessment criteria for oral and written assignments:

The student should:

have an effective thesis (an argument);

Express their thesis clearly and succinctly;

Give clearly structured answers and progress in a logical manner;

Show profound understanding on the subject;

Show knowledge primary and secondary texts and the Course Reader;

Demonstrate good academic writing skills;

Critical thinking;

Some degree of originality;

Rubric for written assignments:

Content

Outstanding: 18-20 points

Good: 14-17 points

Average: 11-13 points

Poor: 0-10 points

The content of the answer (mini-essay) will be evaluated on the basis of:

Adequate attention to all portions of the question;

Relevance to classroom practice;

Justification of ideas;

Clear argument with appropriate examples;

Thoughtful references to authoritative sources;

B. Writing (format, structure, language, spelling)

5 points

Well organized; carefully reasoned;

Good sense of unity, clarity and coherence;

Varied and appropriate word usage;

Developed sentence structure;

Few, if any, grammatical or spelling errors;

3-4 points

Essay is organized; but not carefully reasoned;

Adequate unity, clarity and coherence;

Appropriate word usage;

Minimal grammatical and spelling errors;

0-2 points

Poorly organized; bad logic, superfluous ideas;

Little unity, clarity and coherence;

Poor word usage;

Numerous grammatical and spelling errors;