PRIVATE HIGHER EDUCATIONAL INSTITUTION
"INTERNATIONAL ACADEMY OF ECOLOGY AND MEDICINE"
Department of internal medicine with a course in psychiatry and narcology

WORKING PROGRAM
EDUCATIONAL DISCIPLINE

" Fundamentals of bioethics and biosafety "

LEVEL OF HIGHER EDUCATION Second (master's) level
DEGREE OF HIGHER EDUCATION Master
FIELD OF KNOWLEDGE 22 Health care
SPECIALTY 222 Medicine

Reviewed and approved
at the meeting of the Academic Council
Protocol No. 1, dated August 01, 2016

Kiev 2016

Work program in the discipline " **Infectious diseases** " for the training of students of the second (master's) higher education level of higher education in specialty 222 Medicine.

Introduction

The program on the educational discipline " Fundamentals of bioethics and biosafety " is compiled in accordance with the educational and professional program for training specialists of the second (master's) level of specialty 222 Medicine, fields of knowledge 22 Health care, the Law of Ukraine "On Higher Education" dated 07.01.2014 No. 1556- VII (Article 13, Clause 7), the provision "On the organization of the educational process at the International Academy of Ecology and Medicine", methodological recommendations approved by the Central Methodical Office of Higher Medical Education of the Ministry of Health of Ukraine regarding the development of programs of educational disciplines in accordance to industry standards of higher education. The discipline "Fundamentals of bioethics and biosafety" belongs to the Professional training section of the training plan for students of higher education of the second educational (master's) level.

Description of the academic discipline

<table>
<tr><td rowspan="2">Name of indicators</td><td rowspan="2">Field of knowledge, specialty. level of higher education</td><td>Characteristics of the academic discipline</td></tr>
<tr><td>full-time education</td></tr>
<tr><td>of credits is 1.5</td><td>Branch of knowledge:
22 Healthcare</td><td></td></tr>
<tr><td>Sections - 1</td><td rowspan="4">Specialty:
222 Medicine</td><td>Year of preparation:</td></tr>
<tr><td>Content sections - 1</td><td>1st</td></tr>
<tr><td></td><td>Semester</td></tr>
<tr><td>of hours is 45</td><td>1st</td></tr>
<tr><td rowspan="6"></td><td rowspan="6">Educational level:
master</td><td>Lectures</td></tr>
<tr><td>10 hours</td></tr>
<tr><td>Seminars</td></tr>
<tr><td>10 hours</td></tr>
<tr><td>Independent (individual) work</td></tr>
<tr><td>25 hours</td></tr>
<tr><td colspan="2"></td><td>Type of control: current and final control</td></tr>
</table>

The subject of study of the academic discipline is a set of controversial ethical issues that can be identified in the process of medical practice, during the performance of biomedical research and experiments, or in the case of a combination of these types of professional activity.

Interdisciplinary connections : the most important feature of the interdisciplinary nature of "Bioethics and Biosafety" is its connection with medicine (with all medical disciplines) and biology.

The purpose and tasks of the educational discipline:

1.1. **The purpose** of teaching the educational discipline "Fundamentals of bioethics and biosafety":

- formation of knowledge about the moral side of human activity in medicine and biology;
- formation of knowledge about the preservation by living organisms of their biological essence, biological qualities, prevention of large-scale loss of biological integrity;
- formation of knowledge about legislative documents that protect the individual, society and humanity as a whole from unwanted and harmful consequences of the introduction into practice of new medical and biological technologies;
- fostering a deep conviction in the necessity of unwavering adherence to ethical moral norms, rules and principles in one's practical activities;
- formation of the ability to evaluate the latest achievements of biology and medicine from the point of view of determining the degree of their danger to man and society today and in the future.

1.2. The main objectives of studying the discipline " Fundamentals of bioethics and biosafety " are:

- knowledge of laws, principles and rules regulating the professional behavior of medical workers and researchers, which contribute to the safety of the use of new medical technologies and prevent harm to a person, his offspring, all humanity and the biosphere as a whole;
- formation of respect for the life and dignity of healthy and sick people, whose interests should always be valued higher than the interests of science or society;
- formation of the ability to identify and analyze conflict situations arising at the intersection of medicine, biology, philosophy, and jurisprudence, as well as to determine specific ways of their resolution;
- formation of the foundations of the ability to use new ethical principles (i.e. noostics) to prevent a global ecological crisis, essentially a noosphere crisis, which can take on a catastrophic and irreversible nature.

1. 3 . Competences and learning outcomes, the formation of which helps discipline " Fundamentals of bioethics and biosafety " .

According to the requirements of the Standard of Higher Education, the discipline " Fundamentals of Bioethics and Biosafety " ensures that students acquire the following ***competencies:***

Know:

- the moral side of human activity in medicine and biology;
- legislative documents that protect the individual, society and humanity as a whole from the undesirable and harmful consequences of the introduction of new medical and biological technologies into practice;
- main concepts, theories, ethical principles serving as a general framework for the proper interpretation and analysis of moral and medical issues;

- patient's rights;
- rules of teamwork;
- cultural, ethnic and national determinants of human behavior;
- formation of respect for the life and dignity of healthy and sick people, whose interests should always be valued higher than the interests of science or society.

Be able to:

- to evaluate the latest achievements of biology and medicine from the point of view of determining the degree of their danger to man and society today and in the future;
- to identify and analyze conflict situations arising at the intersection of medicine, biology, philosophy and jurisprudence, and to determine specific ways of their resolution;
- follow ethical standards in professional activities;
- recognize the ethical dimension of medical decisions and distinguish factual from normative aspects;
- respect the patient's rights;
- demonstrate responsibility for improving their qualifications and transferring them
- knowledge to others;
- use new ethical principles (that is, noostics) to prevent a global ecological crisis, essentially a noospheric crisis, which can take on a catastrophic and irreversible nature.

Is ready to:

- perceive and recognize own limitations and self-assessing educational deficits and needs;
- use objective sources of information;
- to be guided by the well-being of a patient;
- respect medical confidentiality and patients' rights.

1.4. Learning outcomes (list of mandatory skills for future practice):

- ✓ Ability to establish trusting contact with patients and their relatives.
- ✓ The ability to assess the patient's emotional and psychological state.
- ✓ The ability to provide psychological support to the patient and his family.
- ✓ The ability to apply the norms and principles of biomedical ethics and deontology in practice when working with patients in the clinic.
- ✓ The ability to give a medical-ethical and legal assessment of specific cases from the standpoint of confidentiality and medical secrecy when solving situational problems.
- ✓ The ability to analyze and give a medical-ethical assessment of conflict situations that most often occur in a doctor's practice when solving situational problems.

Information volume of the academic discipline.

45 hours of 1.5 ECTS credits are allocated to the study of the academic discipline, including lectures 10 hours (none), seminars 10 hours, independent work 25 hours Normative discipline.

Chapter 1. About bioethics and human biosafety

Content section 1 . About dreams of bioethics and human biosafety

Topic 1. Bioethics: subject, purpose and tasks in the health care system. History of professional medical ethics, nooethics. Bioethics and the formation of the national health care system in Ukraine.

Topic 2. Human rights as a source of bioethical principles and criteria of behavior. The cost of human life and health. International documents on bioethics and human rights.

Topic 3. Bioethics of medical and biological experiments. Modern concept of evidence-based medicine. Bioethical committees, history of creation, methods of organization, models, rights and obligations, prospects of activity.

Social justice, problems of transcultural ethics and socioethical obligations. Social justice and socioethical obligations. Bioethical and legal problems of the co-existence of "traditional" and "non-traditional" medicine.

Topic 4. Education of respect for a healthy lifestyle. Health, philosophical, biological and ethical definition. WHO definition of health. A healthy lifestyle as a condition for its duration, physical and spiritual development. Man and disease. Illness as an experience and behavior of a human personality.

Relations between medical staff, the patient and his family.

Topic 5. Concept of biosafety and risk of biomedical technologies. Bioethical aspects and biosafety of environmental impact on humans. Bioethical aspects of agricultural technologies.

Topic 6. Basics of bioethical assessment of the moral status of the fetus and the beginning of life, conflicts between the mother and the fetus. Fundamentals of biotic evaluation and control of genetic technologies.

Topic 7. Basics of biotic problems of pain, suffering, "rehabilitation" of death and euthanasia. Basics of biotic aspects of transplantology and blood transfusion.

Topic 8. Basics of bioethical problems of HIV infection and other socially dangerous infections.

Topic 9. Basics of bioethical problems of biopsychosocial medicine, psychology and psychiatry.

THE structure of the educational discipline

N	The names of topics	Number of hours			
		Full-time			
		In total	Lec.	Prac..	s.s.
1.	Bioethics: subject, purpose and tasks in the health care system. History of professional medical ethics, nooethics. Bioethics and the formation of the national health care system in Ukraine.	4	1	1	2
2.	Human rights as a source of bioethical principles and criteria of behavior. The cost of human life and health. International documents on bioethics and human rights.	4	1	1	2
3.	Bioethics of medical and biological experiments. Modern concept of evidence-based medicine. Bioethical committees, history of creation, methods of organization, models, rights and obligations, prospects of activity. Social justice, problems of transcultural ethics and socioethical obligations. Social justice and socioethical obligations. Bioethical	4	1	1	2

N	The names of topics	Number of hours			
		Full-time			
		In total	Lec.	Prac..	s.s.
	and legal problems of the co-existence of "traditional" and "non-traditional" medicine.				
4.	Education of respect for a healthy lifestyle. Health, philosophical, biological and ethical definition. WHO definition of health. A healthy lifestyle as a condition for its duration, physical and spiritual development. Man and disease. Illness as an experience and behavior of a human personality. Relations between medical staff, the patient and his family.	4	1	1	2
5.	Concept of biosafety and risk of biomedical technologies. Bioethical aspects and biosafety of environmental impact on humans. Bioethical aspects of agricultural technologies.	4	1	1	2
6.	Basics of bioethical assessment of the moral status of the fetus and the beginning of life, conflicts between the mother and the fetus. Fundamentals of biotic evaluation and control of genetic technologies.	4	1	1	2
7.	Basics of biotic problems of pain, suffering, "rehabilitation" of death and euthanasia. Basics of biotic aspects of transplantology and blood transfusion.	4	1	1	2
8.	Basics of bioethical problems of HIV infection and other socially dangerous infections.	4	1	1	2
9.	Basics of biotic problems of biopsychosocial medicine, psychology and psychiatry.	4	1	1	2
10.	Final control of mastering the module "ABOUT dreams of bioethics and biosafety "	9	1	1	7
	Total per module	**45**	**10**	**10**	**25**
	ECTS credits – 1.5				

List of theoretical questions for preparing students for the final examination

1. Bioethics: subject, purpose and tasks in the health care system.
2. History of professional medical ethics, nooethics.
3. Bioethics and the formation of the national health care system in Ukraine.
4. Human rights as a source of bioethical principles and criteria of behavior.
5. Cost of human life and health. The dignity and inviolability of human life from the moment of conception to natural death.
6. International documents on bioethics and human rights.
7. Bioethics of medical and biological experiments. Modern concept of evidence-based medicine.
8. Bioethical committees, history of creation, methods of organization, models, rights and obligations, perspectives of activity.

9. Social justice, problems of transcultural communication and socioethical obligations. Social justice and socioethical obligations.
10. Bioethical and legal problems of the coexistence of "traditional" and "non-traditional" medicine
11. Education of respect for a healthy lifestyle. Health, philosophical, biological and ethical definition. WHO definition of health. A healthy lifestyle as a condition for its duration, physical and spiritual development.
12. Man and disease. Illness as an experience and behavior of a human personality.
13. Relations between medical staff, the patient and his family.
14. Concept of biosafety and risk of biomedical technologies.
15. Bioethical aspects and biosafety of environmental impact on humans. Bioethical aspects of agricultural technologies.
16. Basics of bioethical evaluation of the moral status of the fetus and the beginning of life, conflicts between the mother and the fetus.
17. Basics of bioethical evaluation and control of genetic technologies.
18. Basics of bioethical problems of pain, suffering, "rehabilitation" of death and euthanasia.
19. Basics of bioethical aspects of transplantology and blood transfusion.
20. Basics of bioethical problems of HIV infection and other socially dangerous infections.
21. Basics of bioethical problems of biopsychosocial medicine, psychology and psychiatry.

List of practical skills for final control

1. Ability to establish trusting contact with patients and their relatives.
2. The ability to assess the patient's emotional and psychological state.
3. The ability to provide psychological support to the patient and his family.
4. The ability to apply the norms and principles of biomedical ethics and deontology in practice when working with patients in the clinic.
5. The ability to give a medical-ethical and legal assessment of specific cases from the standpoint of confidentiality and medical secrecy when solving situational problems.
6. The ability to analyze and give a medical-ethical assessment of conflict situations that most often occur in a doctor's practice when solving situational problems.

Teaching methods

1. **Verbal** (lecture, explanation, story, conversation, instruction);
2. **Visual** (observation, illustration, demonstration);
3. **Practical** (various types of exercises, performing graphic works, carrying out an experiment, practice).

The following teaching methods are also used during the educational process:

- **explanatory-illustrative** or **information-receptive** , which involves the presentation of ready-made information by the teacher and its assimilation by students;
  - verbal methods: the source of knowledge is the spoken or printed word (story, conversation, instruction, etc.)
  - practical methods: students acquire knowledge and skills by performing practical actions (exercise, training, self-management).

- **reproductive** , (reproduction - reproduction) which is based on the performance of various tasks according to the model;
- **method of problem presentation,** which consisted in the fact that the teacher poses a problem and solves it himself, demonstrating the contradictions that characterize the learning process, while the students' task is to control the sequence of presentation of the material, the significance of the evidence, predicting the teacher's next steps; this MN is implemented by training students in problem situations with the aim of successful preliminary preparation for future work in real conditions of practical medical institutions;
- **partially search** or **heuristic** , aimed at mastering individual elements of search activity, for example: the teacher formulates a problem, students - a hypothesis;
- **research** , the essence of which is the teacher's organization of creative research activities of students by posing new problems and problematic tasks.
- methods that ensure **perception and assimilation** of knowledge by students (lectures, independent work, instruction, consultation);
- **methods of applying knowledge and acquiring and consolidating abilities and skills** (practical classes, control tasks);
- methods **of checking and evaluating knowledge, abilities and skills** ;
- **visual methods:** the source of knowledge is observed objects, phenomena, visual examples
- **discussion methods** .

Control methods

Current control is carried out on the basis of control of theoretical knowledge, skills and abilities in practical classes. The student's independent work is evaluated in practical classes and is a component of the student's final grade. Current control is carried out during training sessions and is aimed at checking students' assimilation of educational material. Forms of current control are:

a) test tasks with the choice of one correct answer, with the definition of the correct sequence of actions, with the definition of correspondence;

b) individual oral survey, interview;

c) solving typical situational problems;

d) control of practical skills.

The form of the final control of study success

The final control (exam) is conducted at the last control session.

Students who have attended all the classroom training sessions provided by the curriculum for the discipline and when studying the section are admitted to the PC. A student who, for good or no good reasons, missed classes, is allowed to work off the academic debt by a certain specified deadline.

Forms of final control should be standardized and include control of theoretical and practical training.

Scheme of accrual and distribution of points received by students of higher education.

The form of the final control of which is the offset .

Assessment of current educational activities. During the assessment of mastery of each topic for the current educational activity, the student is given grades on a four-point (traditional) grading scale. At the same time, all types of work provided for by the discipline program are taken into account. The student must receive a grade for each topic (at each practical training session). Estimates given on a traditional scale are converted into points. The final grade for the current educational activity is recognized as an arithmetic average (the sum of grades for each class is divided by the number of classes in the semester) and is converted into points according to the **Table.**

Table. Recalculation of the average grade for the current activity into a multi-point scale (for disciplines ending with credit)

4-point scale	200-point scale	4-point scale	200-point scale	4-point scale	200-point scale	4-point scale	200-point scale
5	200	4.47	179	3.94	158	3.42	137
4.97	199	4.45	178	3.92	157	3,4	136
4.95	198	4.42	177	3.89	156	3.37	135
4.92	197	4.4	176	3.87	155	3.35	134
4.9	196	4.37	175	3.84	154	3.32	133
4.87	195	4.35	174	3.82	153	3.3	132
4.85	194	4.32	173	3.79	152	3.27	131
4.82	193	4.3	172	3.77	151	3.25	130
4.8	192	4.27	171	3.74	150	3.22	129
4.77	191	4.24	170	3.72	149	3.2	128
4.75	190	4.22	169	3.7	148	3.17	127
4.72	189	4.19	168	3.67	147	3.15	126
4.7	188	4.17	167	3.65	146	3.12	125
4.67	187	4.14	166	3.62	145	3.1	124
4.65	186	4.12	165	3.6	144	3.07	123
4.62	185	4.09	164	3.57	143	3.05	122
4.6	184	4.07	163	3.55	142	3.02	121
4.57	183	4.04	162	3.52	141	3	120
4.55	182	4.02	161	3.5	140	Less than 3	Not enough
4.52	181	3.99	160	3.47	139		
4.5	180	3.97	159	3.45	138		

The maximum number of points that a student can score is **200** points, **the minimum number of points is 120** points.

Criteria for setting the assessment according to the traditional 4-point and ECTS scale for taking the exam :

Score in points	Rating by national scale	Rating according to the ECTS scale
180-200	Perfectly	A
160 -179	Fine	B
150-159		C
130 -149	Satisfactorily	D

120 -129	Unsatisfactorily	E
50 - 119		FX
0-49		F

Evaluation criteria.

During the evaluation of the mastery of each topic for the current educational activity, the higher education applicant is given grades according to the national (traditional) scale, taking into account the approved evaluation criteria:

- *grade "excellent" (5)* - the student flawlessly mastered the theoretical material of the topic of the lesson, demonstrates deep and comprehensive knowledge of the relevant topic, the main provisions of scientific primary sources and recommended literature, thinks logically and constructs an answer, freely uses the acquired theoretical knowledge when analyzing practical material, expresses his attitude to certain problems, demonstrates a high level of assimilation of practical skills;
- *grade "good" (4)* - the student has mastered the theoretical material of the lesson well, has the main aspects from primary sources and recommended literature, presents it with arguments; possesses practical skills, expresses his thoughts on certain problems, but certain inaccuracies and errors are assumed in the logic of the presentation of theoretical content or in the performance of practical skills;
- *rating "satisfactory" (3)* - the student has basically mastered the theoretical knowledge of the subject, orients himself in primary sources and recommended literature, but answers unconvincingly, confuses concepts, additional questions cause the student uncertainty or lack of stable knowledge; when answering questions of a practical nature, reveals inaccuracies in knowledge, does not know how to evaluate facts and phenomena, connect them with future activities, makes mistakes when performing practical skills;
- *rating "unsatisfactory" (2)* - the student has not mastered the educational material of the topic, does not know scientific facts, definitions, hardly orients himself in primary sources and recommended literature, lacks scientific thinking, practical skills are not formed.

Methodological support

1. Working curriculum in the discipline.
2. Calendar and thematic plans of lectures and practical classes.
3 . Sample test tasks for classes.
4 . Test tasks for credit .
5. Educational and visual aids, technical teaching aids, etc.
6. Outlines of lectures on the discipline.
7. Computer tests for each topic and on PMK to determine residual knowledge of the discipline.
8. Individual tasks for students within the curriculum.
9. Control questions for classes.
10. Questions to PMK.
11. Methodical materials that ensure independent work of students.
12. Computer slides by topic.

3. Other materials (posters, albums, etc.).

Individual tasks

1. Factors of emergence of bioethics.
2. The founder of bioethics is R. Potter.
3. Definition of bioethics as a science.
4. The essence of the concept of "ecocentric bioethics".
5. The essence of the concept of "biocentric bioethics".
6. The essence of the concept of "anthropocentric bioethics".
7. Stages of formation of bioethics.
8. "Doctor-patient" relations from the point of view of bioethics.
9. Directions of bioethics.
10. The purpose of implementing the principles of bioethics into practice.
11. The reason for the interdisciplinary nature of bioethics.
12. The main disciplines that combine bioethics.
13. Biomedical aspects of bioethics.
14. Basic psychological aspects of bioethics.
15. Sociological aspects of bioethics.
16. Legal aspects of bioethics.
17. Basic models of bioethics.
18. The essence of the liberal-radical model.
19. Negative sides of the pragmatic-utilitarian model.
20. Features of the socio-biological model.
21. Values of the personalistic model.
22. Philosophical foundations of ethical judgment in bioethics.
23. The main principles of personalistic bioethics.
24. The essence of the personalistic interpretation of a person.
25. Disadvantages of materialistic philosophy regarding the understanding of the essence of man.
26. The main materialistic currents in philosophy, the peculiarities of their understanding of man.
27. The difference between phenomenological and ontological treatment of the body.
28. The essence of the dualistic concept of physicality.
29. The concept of human integrity in the interpretation of Thomas Aquinas.
30. The main features of the understanding of man by representatives of philosophical anthropology.
31. Advantages of the personalistic interpretation of a person from the standpoint of bioethics.
32. International health organizations and their impact on Ukraine.
33. Crisis in the field of human right to life.
34. Shortcomings of Ukrainian legislation on the protection of human dignity.
35. Law of Ukraine "On Transplantation of Human Organs and Other Anatomical Materials"// Legislation of Ukraine on Health Care. - K.: Yurinkom-Inter, 2000. - P. 367-374.
36. Criminal codex of Ukraine. - K.: Yurinkorm, 1998 (with changes and additions as of April 25, 2000)
37. Fundamentals of the legislation of Ukraine on health care dated 12.31.1992 - No. 23 - 92.

38. Civil Code of Ukraine dated October 16, 2003 (No. 435 – IV) // Bulletin of the Verkhovna Rada of Ukraine No. 40 – 43/203.
39. On the procedure for artificial termination of pregnancy: Resolution of the Cabinet of Ministers No. 992 dated 16.03. 2000
40. The long-term program for improving the situation of women, the family, maternity and childhood protection, approved by Resolution of the Cabinet of Ministers of Ukraine No. 431 of 07/28/1992.
41. Order of the Ministry of Health of Ukraine: Instructions on establishing the death of a person on the basis of brain death No. 226 dated September 25, 2000.
42. Bioethical problems of the disease.
43. Transsexualism and correction of sexual orientation.
44. Is homosexuality an ethical or a medical problem?
45. War as an inhuman phenomenon.
46. Is the death penalty ethically justified?
47. The influence of mass media on the bioethical formation of a person's personality.
48. The essence of the principle of informed consent.
49. Principles of bioethics that regulate medical experiments.
50. Safety of therapeutic experiments.
51. Reasons for the use of placebo in clinical therapeutic experimentation on humans.
52. Conditions for the use of placebo in the context of a controlled clinical trial.
53. The role of bioethical commissions on bioethics in the context of human experimentation.
54. The difference between indirect and direct influence on the human psyche.
55. The essence of the concept of "hormonal manipulation" with the human psyche.
56. The danger of chemical manipulation of the human psyche.
57. Negative aspects of mechanical intervention in the human psyche.
58. International organizations that warn against experiments with embryos.
59. The main difficulties of modern transplantology.
60. The essence of xenotransplantation.
61. Principles of bioethics that regulate organ transplantation.
62. The importance of the personal aspect of transplantology.
63. The risk of losing the patient's identity.
64. The danger of utilitarian criteria for patient selection in transplantology.
65. The positive role of the therapeutic criterion in the selection of patients for organ transplantation.
66. The complexity of the problem of diagnosing death.
67. Principles of bioethics that ensure the dignity of the human embryo.
68. Justification of the interpretation of the embryo as an individual.
69. The essence of the immorality of abortion.
70. Abortion in view of the demographic situation.
71. The possibility of banning abortions and its consequences.
72. The latest reproductive technologies in a moral context.
73. The latest reproductive technologies and human rights.
74. Principles of bioethics that protect the rights of the mother.
75. Principles of bioethics, which defend the rights of the child.
76. Threat to society from the legalization of abortion.
77. Ethical assessment of abortion types.
78. Negative consequences of social abortion.

79. The essence of the National Family Planning Program.
80. Danger of contraception.
81. Ethical evaluation of forced and voluntary contraceptive sterilizations.
82. Bioethical foundations of natural methods of recognizing fertile days.
83. Criterion of bioethical permissibility of reproductive technologies.
84. Negative consequences of human cloning.
85. Bioethical evaluation of biomedical manipulations and genetic engineering.
86. Consequences of using genetically modified organisms.
87. Attitude to death in society.
88. Legality of euthanasia permission.
89. Negative aspects of euthanasia.
90. The main danger of euthanasia.
91. Principles of bioethics that warn against euthanasia.
92. Attitudes towards euthanasia in Ukraine.
93. Ethical assessment of suicide.
94. The essence of palliative treatment.
95. Advantage of hospices.
96. Ethical principles that must be observed during resuscitation.

Recommended Books

1. Basic literature

1. Constitution of Ukraine.
2. Basics of the legislation of Ukraine on health care of November 19, 1992 with changes and additions introduced by the Laws of Ukraine.
3. Criminal codex of Ukraine.
4. International code of medical ethics. Adopted by the 3rd General Assembly of the World Medical Association, Geneva, Switzerland, in October 1949, amended by the 22nd World Medical Assembly, Sydney, Australia, in August 1968 and by the 35th World Medical Assembly, Venice, Italy, in October 1983 year
5. The new version of the Law "On the prevention of AIDS and social protection of the population" (1998).

2. Supporting literature

1. Nuremberg Code (1947).
2. Declaration of Helsinki (1964).
3. Convention on Human Rights and Biomedicine (1996).
4. "Statement on Persistent Vegetative State", adopted by the 41st World Medical Assembly (Hong Kong, 1989) (Appendix 10).
5. International classification of diseases of the 10th revision (ICD-10).
6. Ardasheva N. A. Euthanasia as a method of artificial interruption of life. Legal conditions of its application / N. A. Ardasheva // Herald of the Russian Academy of Sciences. – 1996. – No. 12. - P. 60-67.
7. Aryaev M. L. Psychological and biotic problems in perinatal medicine In book. Neonatology. Textbook / M. L. Aryaev: Kyiv ADEF - Ukraine, 2003. -S. 115 - 131.
8. Aryaev N. L. Psychological and bioethical problems in perinatal medicine In book. Neonatology Textbook / H.L. Aryaev: Odesa. – Odesa Medical University, 2006. – P. 119 – 136.
9. Aryaev N. L. Medical-ethical and legal problems in neonatological practice / N. L. Aryaev // Second National Congress on Bioethics. - Kyiv: NAS of Ukraine, AMS of Ukraine, Bioethics Commission under the Cabinet of Ministers of Ukraine, 2004. - P. 103.
10. Biomedical ethics / [Ed. V. I. Pokrovsky]. - M.: Medicine, 1997. - 224 p.
11. Bioethics: principles, rules, problems / [Ed. B. G. Yudina]. - M.: Medicine, 1998. - 225 p.
12. Bodnar G.V. Palliative medical care / G.V. Bodnar, I.S. Vitenko, O.Yu. Popovych: Donetsk, 2003. – 110

p.
13. Vitenko I.S. Family medicine. Psychological aspects of diagnosis, prevention and treatment of patients / I.S. Vitenko, O.O. Chaban, O.O. Buslo: Ternopil. - "Ukrmedknyga", 2002. - 187p.
14. Vitenko I.S. Psychological foundations of medical and preventive care and training of a general practitioner - family doctor / I. S. Vitenko: Kharkiv. – Golden pages. - 2002. - 288 p.
15. Vozianov O.F. Clinical trials of stem cells: the beginning of regenerative and restorative medicine / O.F. Vozianov, H.V. Yelska, O.L. Kukharchuk // Health of Ukraine. – 2008. – No. 12 (193). - P. 62 - 63.
16. Geshelyn S.A. Ethics in surgery/S. A. Geshelyn // Health of Ukraine. – 2005. – No. 3. - p. 6.
17. Zaporozhian V.N. Bioethics in the 20th century: from global bioethics to nooethics / V.N. Zaporozhan // Integrative Anthropology. – 2004. – No. 2 (4). - P. 3 - 9.
18. V. M. Zaporozhan From bioethics to nooetics / V. M. Zaporozhan // Bulletin of the National Academy of Sciences of Ukraine. – 2004. – No. 12. - P. 22 - 30.
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3. Information resources:

1. Library of the Academy.
2. Internet.
3. Educational and methodical materials on the discipline at the department.
4. Consultations of the teacher regarding the use of educational and methodical materials and recommended literature.

Approved:

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