

Danylo Halytsky Lviv National Medical University

Ministry of Health of Ukraine

"APPROVED"

First vice-rector for scientific
and pedagogical work

Associate professor



Iryna SOLONYNKO

2023p.

WORKING EDUCATIONAL DISCIPLINE PROGRAM
ББ 1.27 "ETHICAL PROBLEMS IN MEDICINE"

(optional discipline)

training of specialists of the second (master's) level
higher education

educational qualification "Master of Medicine"

qualification of the professional "Doctor"

fields of knowledge 22 "Health care"

specialty 222 "Medicine"

Discussed and approved
on the methodical meeting
of psychiatry, psychology and sexology
department,
Protocol No. 9
Dated 4 May 2023
Head of the department
Prof. Bilobryvka R.I.

"Approved" at the sitting of the
profile methodical commission on
therapeutic disciplines
Protocol No. 3
Dated 4 May 2023
Head of the profile methodical
Commission
Prof. Radchenko O.M.

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Introduction

The program of the discipline "Ethical problems in Medicine" is made in accordance with the standard of higher education of Ukraine in the field of knowledge 22 "Health care" specialty 222 "Medicine".

Course description (abstract).

The educational discipline "Ethical problems in medicine" is a theoretical foundation for building a future successful interaction between a doctor and a patient, an opportunity to learn how to conduct professional activities in accordance with ethical principles, to solve complex ethical issues in the medical field. Student`s routine educational activities are monitored during practical classes in accordance with specific goals. The following methods of assessing of the of students' knowledge level are used: testing, written or oral answers to control questions, control of practical skills. The final control of students' knowledge in the form of a credit is carried out upon completion of the study of the discipline. Assessment of student achievement in the discipline is a rating, it is rated on a multi-point scale and has ECTS definitions and a scale adopted in Ukraine. The educational discipline "Ethical problems in medicine" is optional for students of specialty 222 "Medicine". The educational process is organized according to the requirements of the European credit transfer system.

Course structure	Number of credits, hours, from them				Year of training semester	Type of control
	Total	Auditorium		IWS		
		lectures	Practical classes			
Course title: Ethical problems in medicine Content Module 1	3 credits 90 hours	12	18	60	3 year/ 5 or 6th semesters	credit

The subject of the discipline is ethical and legal theses of conventions and laws regulating human rights, general principles of medical ethics and deontology.

Interdisciplinary Relations: The educational discipline "Ethical problems in medicine" is based on students' study of philosophy, sociology, bioethics; lays the foundations for students' study of medical psychology, social psychology, cultural studies, sociology, social medicine and health care organization, as well as a number of clinical disciplines.

1. The purpose and objectives of the discipline

1.1. The purpose of discipline studying is to active promotion of the humanization of medicine based on the formation of worldview values of respect and love for human, assimilation of aspects of the ethical model of bioethics, deepening the knowledge of those who are interested in moral, as well as the realization of the humanistic potential of bioethics as a science.

1.2. The main tasks of discipline are: understanding the basic principles of medical ethics and deontology and forming a position on ambiguous issues in the field of practical medicine and medical scientific research.

As a result of studying the discipline "Ethical Problems in Medicine", the student should know:

- Ethical principles of activity of a specialist in practical medicine;
- Skills for the implementation of professional activities in social interaction based on humanistic and ethical principles;
- Identification of future professional activity as socially significant for human health;
- To know the legislative documents that regulate relations between subjects in the field of health care at the state and international level, to cultivate a deep conviction in the need to strictly adhere ethical and moral norms, rules and principles in one's practical activities;
- To carry out professional communication in the modern Ukrainian literary language, to use the skills of successful communication in discussion;
- Bioethical principles of conducting scientific research in the medical field, peculiarities of conducting research;

As a result of studying the discipline "Medical Psychology", the student should be able to:

- Be able to argue information for decision-making, to take responsibility for decision making in standard and non-standard professional situations;
- To adhere to the principles of deontology and ethics in the professional activity of a doctor;
- To form respect for the life and dignity of a healthy and sick person. The interests of a person should always be taken into account and valued, put higher than the interests of science;
- Adhere to the norms of ethical communication in professional interaction with colleagues, management, to work effectively in a team;
- Analyze information obtained as a result of scientific research,

generalize, systematize and use it in professional activities;

- Identify and analyze conflicts and situations arising at the intersection of medicine, biology, philosophy and jurisprudence, and determine specific ways of their solution

1.3. **Competencies and learning outcomes** facilitated by the discipline «Ethical Problems in Medicine» /

In accordance with the requirements of the Higher Education Standard of Ukraine, the second (master's) level of higher education discipline «Ethical Problems in Medicine» provides students with the following competencies:

integral:

The ability to solve complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy.

general:

GC1. Ability to think abstractly, analyze and synthesize.

GC2. Ability to learn and master modern knowledge.

GC3. The ability to apply knowledge in practical situations.

GC4. Knowledge and understanding of the subject area and understanding of professional activity.

GC5. The ability to adapt and act in a new situation.

GC6. Ability to make reasoned decisions.

GC7. The ability to work as a team.

GC8. The ability for interpersonal interaction.

GC10. Skills in using information and communication technologies.

GC11. Ability to search, process and analyze information from various sources.

GC12. Determination and persistence in relation to assigned tasks and assumed responsibilities.

GC13. Awareness of equal opportunities and gender issues.

GC 14. The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC 15. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies. Use various types and forms of motor activity for active recreation and leading a healthy lifestyle.

special (professional, subject):

SC1. Ability to collect medical information about the patient and analyze clinical data.

SC2. Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.

SC4. The ability to determine the necessary regime of work and rest for the treatment and prevention of diseases.

SC 5. Ability to determine the nature of nutrition in the treatment and prevention of diseases in patients of various ages: infants, children, adolescents and adults.

SC 6. Ability to determine the principles and nature of treatment and prevention of diseases among adults, as well as children and adolescents.

SC 7. Ability to diagnose emergency conditions in adults, children and adolescents.

SC 8. Ability to determine tactics and provide emergency medical care to a child.

SC 9. Ability to carry out medical evacuation measures.

SC 10. Ability to perform medical manipulations.

SC11. Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.

SC17. Ability to assess the impact of the environment, socio-economic and biological determinants on the health of an individual (including children and adolescents), family, population.

SC 20. Ability to conduct epidemiological and medical-statistic all research on the health of children and adults; processing of social, economic and medical information.

SC21. Ability to convey clearly and unambiguously own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to people who are studying.

SC24. Compliance with ethical principles when working with patients, laboratory animals.

SC25 Adherence to professional and academic integrity, to be responsible for the reliability of the obtained scientific results.

Specification of competencies according to the NRC descriptors in the form of the Competence Matrix.

№	Competencies	Knowledge	Skills	Communication	Autonomy and responsibility
Integral competence					
The ability to solve complex innovative problems, including research in the field of medicine. Ability to continue learning with a high degree of autonomy.					
General competencies					

1.	Ability to think abstractly, analyze and synthesize.	Know the methods of analysis, synthesis and further modern learning	Be able to analyze information, make reasoned decision, be able to acquire modern knowledge	Make the right connections to reach the goals.	Be responsible for the timely acquisition of modern knowledge
2.	Ability to learn and master modern knowledge.	Know the current trends of the industry and analyze them	Be able to analyze professional information, make reasoned decisions, acquire modern knowledge	Make the right connections to reach the goals.	Be responsible for the timely acquisition of modern knowledge
3.	Ability to apply knowledge in practical situations	Have specialized conceptual knowledge acquired in the learning process.	Be able to solve complex problems and problems that arise in a professional activity.	Clear and unambiguous communication of their own conclusions, knowledge and explanations, which substantiate them, to specialists and non-specialists.	Responsible for decision-making under difficult circumstances
4.	Knowledge and understanding of the subject area and understanding of professional activity	To have deep knowledge of the structure of professional activity	Be able to perform professional activities that require updating and integration of knowledge.	Ability to effectively shape communication strategy in professional activities	Be responsible for professional development, the ability to further professional training with a high level of autonomy.
5.	The ability to adapt and acting in new situation.	Know the types and ways of adaptation, principles of action in a new situation	Be able to apply self-regulation tools, be able to adapt to new situations (circumstances) of life and activity.	Make appropriate connections to achieve results.	Be responsible for the timely use of self-regulation methods.
6.	Ability to make reasoned decision	Know the tactics and strategies of communication, the rules and methods of communicative behavior	Be able to make reasoned decisions, choose ways and strategies of communication to ensure effective team work	Use communication strategies and interpersonal skills	Be responsible for the choice and tactics of the communication method
7.	The ability to work as a team	Know the tactics and strategies of communication, the	Be able to choose ways and strategies of communication to	Use communication strategies	Be responsible for the choice

		rules and methods of communicative behavior	ensure effective team work		and tactics of the communication method
8.	Interpersonal skills	Know the laws and ways of interpersonal interaction	Be able to choose ways and strategies of communication for interpersonal interaction	Use interpersonal interaction skills	Be responsible for the choice and tactics of the communication method
10.	Ability to use information and communication technologies	Have deep knowledge in the field of information and communication technologies used in professional activities	To be able to use information and communication technologies in a professional field that requires updating and integration of knowledge.	Use information and communication technologies in professional activities	To be responsible for the development of professional knowledge and skills.
11	Ability to search, process and analyze information from various sources.	The ability to search for sources using information technologies	To be able to use information technologies and to have search skills in scientific and metric databases	Use information technologies in professional activities	To be responsible for information from scientifically proven sources, the reliability of information
12	Determination and persistence in relation to assigned tasks and assumed responsibilities	Ability to diligently perform professional tasks and duties	Possess professional qualities and communication methods to perform assigned tasks and duties	Use effective methods of communication and management for timely and high-quality performance of assigned tasks and duties	To be responsible for the persistence, timeliness and quality of the performance of tasks and responsibilities
13	Understanding equal opportunities and gender issues	Know social and civil rights and responsibilities in the context of gender issues	To form a civic position, to be able to act in accordance with it regarding gender beliefs	The ability to communicate one's civic position, defend one's beliefs, identify and oppose gender discrimination	To bear responsibility for one's social actions, to act in accordance with laws that regulate equal opportunities in the context of gender issues
14	The ability to realize own rights and responsibilities	Know own social and civil rights and responsibilities	Form own civic consciousness, act in accordance with the principles	The ability to communicate own civic and social position	To be responsible for social and civic activities

	s as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights of a person and a citizen in Ukraine.				
15	The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology	Know the basics of ethics and deontology, have knowledge of the history and patterns of development of the subject area, know the basics of a healthy lifestyle	To be able to apply ethical and deontological norms and principles in professional activity, to apply the principles of a healthy lifestyle to professional activity	The ability to carry out professional activities based on the principles of ethics and deontology, to carry out informational and educational activities regarding the promotion of a healthy lifestyle	To be responsible for the implementation of ethical and deontological norms and principles in professional activity, for maintaining own physical and mental health.

Special (professional, subject) competences

1	Ability to collect medical information about the patient and analyze clinical data.	To have specialized knowledge about the psychological characteristics of patients with various somatic diseases.	Be able to apply psychometric methods and questionnaires, conduct a complex experimental-psychological examination. Based on the results, form an understanding of the patient's attitude towards the disease and assess the risks of achieving effective compliance in the	Effectively form a communication strategy in the process of diagnosis and treatment. Provide psychological support and assistance to the patient, communicate effectively with the patient's environment	To be responsible for high-quality clinical and psychological examination of the patient, for timely assessment of the psychological state, prevention of
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			patient's treatment.		suicidal tendencies, recognition of addiction, provision of high-quality psychological assistance to difficult-to-treat patients.
2	The ability to determine the necessary list of laboratory and instrumental examination and to evaluate their results.	Have knowledge of the main instrumental and psychological methods used in psychology to diagnose the functioning of the mental spheres of a person	To be able to analyze the results of psychological examination and, based on them, form an idea about the functioning of human mental processes	Prescribe an examination and evaluate the results	Be responsible for the correct interpretation of instrumental psychological research in the patient
4	The ability to determine the necessary regime of work and rest for the treatment and prevention of diseases.	Determine the necessary mode of work and rest for a patient with a somatic or mental illness. To determine the necessary regime of work and rest for medical workers. Know the signs of "burnout" syndrome and professional deformation.	Provide recommendations on ensuring the quality of life of a person suffering from a disease by organizing work and rest regime Provide recommendations to others and follow them to ensure quality of life, prevention of professional burnout syndrome and professional deformation.	Develop individual plans for a person suffering from a somatic disease, taking into account his professional activity and lifestyle. Develop individual plans for effective work capacity and opportunities for emotional recovery of medical workers	To comply with the relevant ethical and legal norms by making a reasoned decision according to the existing algorithms and standard schemes regarding the appointment of the work and rest regime
5	The ability to determine the nature of nutrition in the treatment and prevention of diseases in patients of various ages: infants, children,	To have a specialized knowledge of metabolic disturbances and treatment regimens for eating disorders	To determine the nature of nutrition for patients with eating disorders	Ability to provide the therapeutic nutritional recommendations for patients with eating disorders	Be responsible for the reasonableness of the prescribed nutritional regime for patients with eating disorders

	adolescents and adults.				
6	Ability to determine the principles and nature of treatment and prevention of diseases in adults, as well as children and adolescents.	Have specialized knowledge of algorithms for providing psychological assistance and methods of psychotherapeutic correction of the patient's attitude to the disease. To have knowledge about the occurrence and signs of mental state disorders in medical workers due to the peculiarities of professional activity	Be able to identify and identify effective strategies for providing psychological and psychotherapeutic assistance to a child based on evidence-based treatment methods Be able to identify and identify effective strategies for providing psychological and psychotherapeutic assistance to medical workers	The ability to carry out psychological correction regarding the types of attitude to the disease and to provide psychological and psychotherapist mental help to patients suffering from somatic diseases, to provide psychological and psychotherapist mental help medical workers	To be responsible for making a decision regarding the principles and nature of providing psychological and psychotherapeutic help to patients suffering from somatic diseases, medical workers
7	Ability to diagnose emergency conditions in adults, children and adolescents.	Determine conditions associated with the impact of an emergency situation that will require psychological first aid	Determine the algorithm of actions and communication strategies when providing assistance to patients in conditions associated with the impact of an emergency situation	Be able to apply knowledge that determines communication strategies when communicating with a patient who is in an emergency situation and has suffered a negative impact on the mental state	Adhere to ethical and legal norms when communicating and diagnosing a condition that requires urgent psychological help for a person
8	Ability to determine tactics and provide emergency medical help for a child.	Knowledge of clinical symptoms of emergency conditions that require emergency medical care. To have knowledge of algorithms for providing emergency medical care according to clinical protocols.	To define a clear algorithm of actions for providing emergency medical care based on clinical signs in emergency situations.	The ability to provide emergency care, following clinical guide lines and taking into account the individual characteristics of the patient.	Be responsible for the timely and high-quality provision of emergency medical care in accordance with clinical recommendations in emergency situations in psychiatry and narcology
9	Ability to carry out medical evacuation	To organize the provision of medical assistance and medical	To form rational medical routes for patients; to organize interaction with colleagues in their row	To determine the need for additional methods of examination and consultation of special	Determine and ensure the need for continued treatment in outp

	measures.	evacuation measures to patients in emergency situations and combat operations, incl. Infield conditions.	nandotherinstitutions, organizationsandinstitutions.	listsofvariousprofile sforhigh-qualityemergencym edicalcare	atientorinpatie ntconditionsaf terprovidinge mergencyfirst aiduntilstabilizationoftheph ysicalandment alstate
10	Ability to perform medical manipulations.	Knowledge of performing general medical manipulations (intramuscular and intravenous injections, etc.).	Be able to perform general medical manipulations.	Ability to perform medical manipulations.	Be responsible for performing medical manipulations
11	Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.	Have knowledge of the difficulties in the ethical context when conducting medical research and prescribing diagnostic examinations and treatment	Be able to evaluate the benefit-risk ratio when prescribing treatment. Take into account the interests of the study subjects when conducting scientific medical research, clinical pharmacological research	Create a safe, trusting environment when communicating with the patient and relatives, explain the ratio of benefits and risks when prescribing treatment, taking into account individual needs. Describe in detail the course of clinical research, the possibility of refusal of a person participating in the research at each of its stages.	Take responsibility for creating safe conditions and effective communication with the patient and relatives regarding the conduct of medical examinations, the appointment of treatment
17	The ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual (including children and adolescents), family, population.	Have knowledge of negative environmental factors (within the biopsychosocial model of mental disorders) and their impact on the state of mental health, know the specifics of the influence of certain medical professions, the professional environment on the mental state and behavior of medical workers	To be able to identify environmental factors that have a direct and indirect impact on the state of mental health and form risk factors for the occurrence of mental diseases, to be able to determine the factors of influence of certain medical professions, the professional environment on the mental state and behavior of medical workers	Ability to assess environmental factors, in particular psychological factors (bullying, domestic violence, etc.) on the mental state of a person, assessment of the possibility of minimizing these factors, ability to assess environmental factors, in particular psychological factors on the professional activity of a doctor, to prevent conflicts in the medical environment	To be responsible for identifying negative environmental factors affecting the mental state of a person and reducing the impact of these factors, to be responsible for preventing the occurrence of conflict situations in the medical environment and minimizing

					the impact of other psychological external factors and the professional activity of the doctor
20	Ability to conduct epidemiological and medical-statistical research on the health of children and adults; processing of social, economic and medical information.	Know about the methods of assessing the prevalence of mental disorders among children, have knowledge about the collection and processing of data from epidemiological and medical-statistical studies	To be able to conduct medical and statistical research among defined groups of the children's population	Effectively determine the main tasks and work with the data obtained as a result of conducting a medical and statistical study	Be responsible for the quality of conducted research and the reliability of the results
21	Clear and unambiguous convey own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to people who are studying.	Have knowledge about communicative styles and peculiarities of informing children's patients about the medical and diagnostic process. To know the age-specific peculiarities of perception and processing of information in children. Know the peculiarities of communication with children suffering from somatic disorders.	Be able to conduct an initial interview with children and relatives. Be able to effectively help form compliance with the patient, taking into account age and individual psychological characteristics	The ability to effectively and qualitatively convey information in various life situations and psychological states of the child and his adult relatives	Be responsible for the correct, unambiguous and accessible explanation of information about the state of health, as well as the methods used in the diagnostic process.
24	Compliance with ethical principles when working with patients, laboratory animals.	Knowledge of research and treatment ethics in working with pediatric patients and their relatives. Adhere to ethical and deontological principles in working with colleagues in the	Be able to communicate effectively with pediatric patients, as well as their relatives based on the principles of medical ethics	The ability to communicate effectively, to form good compliance, based on the principles of medical ethics, with pediatric patients and their relatives, with colleagues in the medical	To be responsible for compliance with the rules of medical ethics in the treatment and diagnostic process with pediatric

		medical environment.		environment.	patients and their relatives, with colleagues in the medical environment.
25	Adherence to professional and academic integrity, to be responsible for the reliability of the obtained scientific results	Knowledge of the legal basis of copyright, principles of prevention of plagiarism, falsification and corruption	Be able to independently carry out educational and scientific activities, express own views, make own decisions, use information technologies to identify signs of plagiarism	Ability to honorably and responsibly perform educational and scientific activities, gain trust and respect among colleagues and students	Responsibility for the presented results of activity, integrity, trust and responsibility for one's own actions, responsibility for using means to identify plagiarism in scientific research and projects. Liability for falsification.

Learning outcomes:

Integrative end programmatic learning outcomes that are facilitated by the discipline.

Compliance with the standard definition of learning outcomes and competencies

To acquire modern knowledge about:

- Ethical principles of the activity of a specialist in practical medicine;
- Opportunities for professional activity in social interaction based on humanistic and ethical principles;
- Deontological principles of work of a pediatrician in a professional environment
- Know the legislative documents that regulate relations in the field of health care at the state and international level, the conditions for strict adherence to ethical and moral norms, rules and principles in own practical work in pediatrics;
- Peculiarities of professional communication, use of successful communication skills in discussion;
- Bioethical principles of conducting scientific research in the medical field, peculiarities of conducting research

Be able to apply knowledge in practical situations

- Be able to argue information for decision-making, to be responsible for them in standard and non-standard professional situations;

- To adhere to the principles of deontology and ethics in the professional activity of a doctor;
- To form respect for the life and dignity of a healthy and sick person. The interests of a person should always be respected and stay above the interests of science;
- Adhere to the norms of ethical communication in professional interaction with colleagues, management, work effectively in a team;
- analyze the information obtained as a result of scientific research, generalize, systematize and use it in professional activities;
- Identify and analyze conflict situations and situations affecting the intersection of medicine, biology, philosophy and jurisprudence, and determine specific ways of their resolution.

Compliance with the standard definition of learning outcomes and competencies

Learning outcome	Program learning result code	Competency code
Have thorough knowledge of the structure of professional activity. To be able to carry out professional activities that require updating and integration of knowledge. To be responsible for professional development. The ability for further professional training with a high level of autonomy.	PLR - 1	GC -1, GC -2, GC - 3, GC - 4, GC - 5, GC - 6, GC - 7, GC - 8, GC -10, GC - 11, GC - 12, GC - 13, GC - 14, GC - 15, SC - 1, SC - 11, SC - 17, SC -21, PC - 24, PC -25
Understanding and knowledge of basic and clinical biomedical sciences, at a level sufficient for solving professional tasks in the field of health care.	PLR -2	GC - 4, GC - 6, GC - 10, GC - 11, GC - 12, SC - 1, SC - 11, SC - 17, SC - 24
Specialized conceptual knowledge, which includes scientific achievements in the field of health care and is the basis for conducting research, critical understanding of problems in the field of medicine and related interdisciplinary (including pediatric) problems.	PLR-3	GC -1, GC -2, GC - 3, GC - 6, GC - 7, GC - 10, GC - 11, GC - 12, SC - 1, SC -11, SC - 21, SC - 24, SC -25
Identify and identify leading clinical symptoms and syndromes (according to list 1); according to standard methods, using preliminary data of the patient's history, data of the patient's examination, knowledge about the person, his organs and systems, establish a preliminary clinical diagnosis of the disease (according to list 2).	PLR - 4	GC - 3, GC - 4, SC - 6, SC - 24
Collect complaints, life and disease history, assess the psychomotor and physical development of an adult patient and child, the state of organs and systems of the body, based on the results of laboratory and instrumental studies, evaluate information about the diagnosis (according to list 4), taking into account the age of the patient.	PLR - 5	GC -1, GC -2, GC - 3, GC - 6, GC - 7, SC -1, SC - 2, SC - 6, SC - 7, SC - 8, SC - 11, SC - 24.
Establish the final clinical diagnosis by making a reasoned decision and	PLR - 6	GC -1, GC -2, GC - 3,

analyzing the received subjective and objective data of clinical, additional examination, differential diagnosis, observing the relevant ethical and legal norms, under the control of the head physician in the health care institution (according to the list 2)		GC – 6, GC – 7, GC – 8, SC -1, SC – 6, SC -11, SC -24
Assign and analyze additional (mandatory and optional) examination methods (laboratory, functional and/or instrumental) (according to list 4) of patients with diseases body systems for differential diagnosis of diseases (according to list 2).	PLR - 7	GC – 8, SC -1, SC – 2, SC -24
Determine the main clinical syndrome or factors that cause the severity of the injured person condition (according to list 3) by making a reasoned decision and assessing the person's condition under any circumstances (in the conditions of a health care facility, outside its borders), including conditions of emergency and conditions of lack of information and limited time.	PLR- 8	GC – 3, GC – 4, SC – 6, SC -11, SC - 24
Determine the nature and principles of treatment (conservative, operative) of patients with diseases (according to list 2), taking into account the patient's age, in the conditions of a health care institution, outside its borders and at the stages of medical evacuation, including field conditions, on the basis of a preliminary clinical diagnosis, observing the relevant ethical and legal norms, in accordance with a reasoned decision based on existing algorithms and standard schemes. In case of the need to expand the standard scheme, be able to substantiate personalized recommendations under the control of the head physician in the medical institution.	PLR - 9	SC – 1, SC – 4, SC – 5, SC – 6
Determine the necessary regime of work, rest and nutrition of adults, children and adolescents on the basis of the final clinical diagnosis, adhering the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.	PLR - 10	GC – 4, SC – 6, SC - 24
To organize the provision of medical aid and medical evacuation measures to the population and military personnel in emergency situations and hostilities , including in field conditions.	PLR - 15	GC -7, GC – 8, SC -9, SC -21,
Form rational medical routes for patients; organize interaction with colleagues in their own and other institutions, organizations and institutions; to apply tools for the promotion of medical services in the market, based on the analysis of the needs of the population, in the conditions of the functioning of the health care institution, its division, in a competitive environment.	PLR - 16	SC -7, SC – 10, SC – 11
Search for the necessary information in the professional literature and databases of other sources, analyze, evaluate and apply this information.	PLR- 21	GC – 2, GC – 10,
Apply modern digital technologies, specialized software, and statistical data analysis methods to solve complex healthcare problems.	PLR - 22	GC – 5, SC – 17
Assess the impact of the environment on human health in order to assess the morbidity of the population.	PLR - 23	SC -17

To convey clearly and unambiguously own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.	PLR - 25	GC – 5, GC – 6 SC – 11, SC -17, SC - 21
Manage work processes in the field of protection health conditions that can be complex, unpredictable and need new ones strategic approaches; to organize work and professional development of personnel taking into account acquired skills of effective teamwork with adherence to leadership positions, appropriate quality, accessibility and justice, provision of integrated medical care.	PLR-26	GC -1, GC -3, GC – 5, GC – 6 SC – 7, SC – 9, SC – 11, SC - 20.
Communicate fluently in the national and English languages, both orally and in writing to discuss professional activities, research and projects.	PLR - 27	GC – 5, GC – 6, GC – 7, GC – 8, GC - 15 SC – 11, SC -21
Make effective decisions on health care issues, assess the necessary resources, take into account social, economic and ethical consequences.	PLR - 28	GC 12, GC -15

Learning outcomes for the discipline.

To acquire modern knowledge about:

- Ethical principles of the activity of a specialist in practical medicine;
- Opportunities for professional activity in social interaction based on humanistic and ethical principles;
- Deontological principles of work of a pediatrician in a professional environment
- Know the legislative documents that regulate relations in the field of health care at the state and international level, the conditions for strict adherence to ethical and moral norms, rules and principles in own practical work in pediatrics;
- Peculiarities of professional communication, use of successful communication skills in discussion;
- Bioethical principles of conducting scientific research in the medical field, peculiarities of conducting research

Be able to apply knowledge in practical situations

- Be able to argue information for decision-making, to be responsible for them in standard and non-standard professional situations;
- To adhere to the principles of deontology and ethics in the professional activity of a doctor;
- To form respect for the life and dignity of a healthy and sick person. The interests of a person should always be respected and stay above the interests of science;
- Adhere to the norms of ethical communication in professional interaction with colleagues, management, work effectively in a team;
- analyze the information obtained as a result of scientific research, generalize, systematize and use it in professional activities;

- Identify and analyze conflict situations and situations affecting the intersection of medicine, biology, philosophy and jurisprudence, and determine specific ways of their resolution.

2. Information volume of the discipline

3 ECTS credits are given for 90 hours.

The program of discipline "Ethical Problems in Medicine " consists of 1 content module.

Content module 1. Ethical Problems in Medicine

General questions of medical psychology.

Topic 1. Bioethics as a science. The goal, object of research and tasks of bioethics

Topic 2. Basic principles of bioethics. Socio-philosophical aspects of bioethics.

Topic 3. Basic bioethical problems of modern medicine. Bioethical problems in pediatrics.

Topic 4. Basics of deontology. Deontological principles of the activity of a pediatrician

Topic 5. Peculiarities of communication in the medical environment. Principles of communication with children and their relatives by a pediatrician.

Topic 6. Medical errors, their types. The impact of a medical error on a patient's health and quality of life. Legal responsibility of the doctor.

Topic 7. Moral and legal aspects of medicinal secrecy.

Topic 8. Conflicts in medical and scientific environments. Types of conflicts, ways of prevention and solutions.

Topic 9. Moral, legal and ethical aspects of conducting clinical scientific research. Principles of scientific integrity.

3. The structure of the discipline

Content module names and topics	Number of hours			
	total	lectu res	Practi cal work	Self- work
Content module 1. Ethical Problems in Medicine				

1. Bioethics as a science. The goal, object of research and tasks of bioethics	10	2	2	6
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2. Basic principles of bioethics. Socio-philosophical aspects of bioethics.	12	2	2	8
3. Basic bioethical problems of modern medicine. Bioethical problems in pediatrics.	12	2	2	8
4. Basics of deontology. Deontological principles of the activity of a pediatrician	10	2	2	6
5. Peculiarities of communication in the medical environment. Principles of communication with children and their relatives by a pediatrician.	12	2	2	8
6. Medical errors, their types. The impact of a medical error on a patient's health and quality of life. Legal responsibility of the doctor.	8	-	2	6
7. Moral and legal aspects of medicinal secrecy.	8	-	2	6
8. Conflicts in medical and scientific environments. Types of conflicts, ways of prevention and solutions.	8	-	2	6
9. Moral, legal and ethical aspects of conducting clinical scientific research. Principles of scientific integrity.	10	2	2	6
TOTAL	90	12	18	60

THEMATIC PLAN of lectures on Ethical Problems in Medicine

№	Theme	hours
1.	Bioethics as a science. The goal, object of research and tasks of bioethics	2
2.	Basic principles of bioethics. Socio-philosophical issues of aspects of bioethics.	2
3.	Basic bioethical problems of modern medicine. Bioethical problems, their types, ways to overcome them.	2
4.	Basics of deontology. Principles of deontology. Deontological principles of a doctor's activity.	2
5.	Peculiarities of communication in the medical environment. Principles of communication with patients and their relatives by a pediatrician. Errors during communication in the medical environment.	2
6.	Moral, legal and ethical aspects of clinical research. Principles of scientific integrity.	2
	<i>total</i>	12

**THEMATIC PLAN of Practice on Ethical Problems in
Medicine**

№	Topic	hours
1.	Bioethics, definitions, tasks, sections of bioethics	2
2.	Basic principles of bioethics. Socio-philosophical issues of aspects of bioethics.	2
3.	Basic bioethical problems of modern medicine. Bioethical problems.	2
4.	Basics of deontology. Deontological principles of a doctor's activity	2
5.	Peculiarities of communication in the medical environment. Principles of communication, communication difficulties and overcoming .	2
6.	Medical errors, their types. The impact of a medical error on a patient's health and quality of life. Legal responsibility of the doctor.	2
7.	Moral and legal aspects of medical confidentiality. Legal responsibility for violation of medical confidentiality.	2
8.	Conflicts in the medical environment. Types of conflicts, ways of prevention and solutions.	2
9.	Moral, legal and ethical aspects of clinical research. Principles of scientific integrity.	2
	Total	18

Individual work on Ethical Problems in Medicine

№	Theme	hours
1.	Stages of the formation of medical ethics at different stages of the development of society. Legal regulation of the doctor's activity. Normative and legal documents that regulate the activity of a doctor.	6
2.	The principle of autonomy in bioethics. Peculiarities of obtaining informed consent.	8
3	Bioethical problems of reproduction, transplantology and genetics.	8
4	Vocation of a doctor, medical duty, role of the personality of a medical worker	6
5	Peculiarities of communication with patients in the medical and diagnostic process. Principles of informing patients and relatives about a complex diagnosis. Aspects of dying.	8
6	Professional independence of the doctor. A question of moral choice, legal freedoms.	6
7.	Codex of ethics of a doctor of Ukraine. Lisbon Declaration on Human Rights.	6
8.	The main ways of resolving conflicts arising in the medical environment	6
9.	Violation of the legal aspects of conducting scientific research, the doctor's responsibility.	6
	Total	60

7. Individual tasks.

Contingency curriculum.

8. Teaching methods

In the process of teaching the discipline, various teaching methods are used:

- According to the dominant way of education: verbal, visual;
- Depending on the main didactic tasks: obtaining new knowledge, forming abilities and skills, checking and evaluating knowledge
- oral discussion of the topic with the involvement of most of the students in the group;
- blitz survey;
- discussions on problem situations;
- abstract speeches;
- testing in written form;
- performance of written tasks.

The result of the student's independent extracurricular work is reproduced in the form of presentations, presentations or the defense of essays

9. Control methods

Methods and forms of control and assessment of students' success in the discipline are carried out using standardized control methods: testing, structured written work, work with medical documentation, control of practical skills. Control methods include – current control in practical classes (with the help of 10 test tasks), for a correct answer to 9-10 tests, the student receives an "excellent" grade, 8-7 tests - "good", 6-5 tests - "satisfactory", 4 -0 tests - "unsatisfactory".

The student performs individual work after completing the classroom part of the lesson. The final control of mastering the discipline is an exam.

10. Form of control of learning success

Routine (ongoing) control.

The task of routine control is to check the level of the student's readiness to perform specific work: assimilation of relevant educational material, acquisition of knowledge and formation of skills for solving specific issues and situations, ability to independently process texts, ability to understand the essence of the content of the lesson material, formation of skills to perform the necessary practical skills and manipulations, publicly or in writing to justify one's own point of view, the ability to work in a team, the ability to bear responsibility for the recommendations and decisions made, etc. Routine control is carried out on the basis of a comprehensive assessment of the student's activity and acquired competencies (knowledge, abilities, skills, etc.), which includes control of the input level of knowledge, the quality of practical work, the level of theoretical training the results of the initial control of the level of knowledge. Forms of ongoing control are determined by the department and reflected in the curriculum of the relevant discipline.

Assessment of ongoing educational activities

Routine (ongoing) control is carried out during training sessions on a 4-point scale, while all types of work provided for by the program are taken into account.

The student receives a traditional assessment for each topic, which is converted into points. Types of ongoing control are: test tasks, typical situational tasks, structured written answers, assessment of practical skills.

Control methods (to control methods)

Theoretical knowledge:

- written and computer testing (MISA),
- individual interview,
- content-structured written works.

Practical skills and abilities:

- control of implementation of standardized practical skills provided by the student's practical training plan in the discipline;
- analysis of laboratory and instrumental studies;
- performing medical manipulations in pediatrics;
- providing assistance in emergency situations in children.

11. Form of final control

Assessment of the course "Medical Psychology" is a form of final control, which consists in assessing the students' learning of the study material solely on the basis of the results of the current study according to the program of the discipline and does not provide for a separate study session for taking the credit. At the last thematic study session after the discussion of the topic of the lesson, the teacher of the training group announces the amount of student points based on the results of the current control and for the individual task.

Evaluation criteria

Grade 5 ("excellent") - the student mastered theoretical material flawlessly, demonstrates deep and comprehensive knowledge of the topic, analyzes scientific sources, thinks critically, knows how to implement theoretical knowledge in practical activities.

Grade 4 ("good") - the student has mastered the theoretical material well, knows the main aspects from primary sources and recommended literature, presents the studied material in a reasoned manner, has good practical skills, but certain inaccuracies and errors may be allowed.

Grade 3 ("satisfactory") - the student has basically mastered the educational material, orients himself in primary sources and recommended literature, however, significant mistakes are made in theoretical knowledge and performance of practical skills.

Grade 2 ("unsatisfactory") - the student has not mastered the theoretical material, does not know how to perform practical skills, does not orient himself in educational literature.

The minimum number of points that a student must score for a current educational activity to receive a credit is 120 points, the maximum number of points that a student can score for a current educational activity to receive a credit is 200 points.

11. Scheme of accrual and distribution of points received by students:

The maximum number of points that a student can score for the current educational activity to receive credit is 200 points.

The minimum number of points that a student must score for the current educational activity in order to receive credit is 120 points.

During the evaluation, the points that the student received during the training sessions are taken into account on a 4-point scale, while taking into account all types of work provided by the program. The student receives a traditional assessment for each topic, which is converted into points. The calculation of the number of points is carried out on the basis of the grades received by the student on a traditional scale during the study of the discipline during the semester by calculating the arithmetic average (SA), rounded to two decimal places. The obtained value is converted into points on a multi-point scale as follows:

$$X = SA \times 200 / 5$$

Evaluation of current educational activities:

4-points scale	200-points scale	4- points scale	200-points scale	4- points scale	200-points scale	4- points scale	200-points scale
5	200	4.45	178	3.92	157	3.37	135
4.97	199	4.42	177	3.89	156	3.35	134

4.95	198	4.4	176	3.87	155	3.32	133
4.92	197	4.37	175	3.84	154	3.3	132
4.9	196	4.35	174	3.82	153	3.27	131
4.87	195	4.32	173	3.79	152	3.25	130
4.85	194	4.3	172	3.77	151	3.22	129
4.82	193	4.27	171	3.74	150	3.2	128
4.8	192	4.24	170	3.72	149	3.17	127
4.77	191	4.22	169	3.7	148	3.15	126
4.75	190	4.19	168	3.67	147	3.12	125
4.72	189	4.17	167	3.65	146	3.1	124
4.7	188	4.14	166	3.62	145	3.07	123
4.67	187	4.12	165	3.57.	143	3.02	121
4.65	186	4.09	164	3.55	142	3	120
4.62	185	4.07	163	3.52	141	Less then 3	Not enough
4.6	184	4.04	162	3.5	140		
4.57	183	4.02	161	3.47	139		
4.52	181	3.99	160	3.45	138		
4.5	180	3.97	159	3.42	137		
4.47	179	3.94	158	3.4	136		

Independent work of students is evaluated during the ongoing control of the topic during the corresponding lesson. The learning of topics that are assigned only to independent work is controlled during the final control.

Points from the discipline are independently converted both to the ECTS scale and to the 4-point (national) scale. Points from the ECTS scale are not converted into a 4-point scale and vice versa.

Points of students studying on the same specialty, taking into account the number of points scored on the discipline, are ranked on the ECTS scale as follows:

ECTS assessment	Statistical indicator
A	Best 10 % students
B	Next 25 % students
C	Next 30 % students
D	Next 25 % students
E	Last 10 % students

Ranking with the assignment of grades "A", "B", "C", "D", "E" is carried out for students of this course who are studying on the same specialty and have successfully completed the study of the discipline. Students who receive grades of FX, F ("2") are not listed as ranked students. Students with an FX grade automatically receive an "E" grade after retaking. Discipline points for students who have successfully completed the program are converted to a traditional 4-point scale according to the absolute criteria, which are shown in the table below:

Discipline points	Evaluation on a 4-point scale
170-200 points	5
140-169 points	4
120-139	3
Less 120	2

The ECTS grade is not converted to the traditional scale, as the ECTS scale and the four-point scale are independent.

The objectivity of the evaluation of student learning activity is checked by statistical methods (the correlation coefficient between the ECTS grade and the national scale grade).

13.Methodological support

1. Summary of lectures
2. Plans for practical classes
3. Tasks for independent work of students
4. Questions and tasks for current control of students' knowledge and skills, situational tasks
5. List of practical skills subject for mandatory verification

13. Recommended literature (basic)

1. Basics of general and medical psychology/edited by Vitenko I.S., Chaban O.S. Ternopil: «Ukrmedbook». – 2003. – 344p.
2. Gavenko V.L., Vitenko I.S., Samardakova G.O. Medical psychology practicum. – Kharkiv: «Region-inform». – 2002. – 248p.
3. General and medical psychology (practicum) edited by I.D. Spirina, I.S. Vitenko. – Dnepropetrovsk: «Art-press». – 2002. – 175p.
4. Vitenko I.S., Chaban O.S., Buslo O.O. Family medicine: psychological aspects of diagnosis, prevention and treatment of patients. – Ternopil: «Ukrmedbook». – 2002. – 187p.
5. Kalat, James W. Introduction to psychology / James W. Kalat xxii, 617 pages : color illustrations ; 28 cm. 10e [edition]. Australia Wadsworth Cengage Learning, 2014
6. [Gatchel R. J.](#), [Oordt M. S.](#) Clinical health psychology and primary care: Practical advice and clinical guidance for successful collaboration. - Washington, DC, US, [Education & Workforce](#), 2003
7. Brannon L, Feist J. Updegraff J. Health Psychology: An Introduction to Behavior and Health/ Cengage Learning; 8th edition – 2009. – 544p.
8. Sperry L. Psychological Treatment of Chronic Illness: A Biopsychosocial Therapy Approach Amer Psychological Assn. – 2006. - 221p.
9. Gorter, R. Fighting Cancer A Nontoxic Approach to Treatment [Текст] / R.Gorter, E. Peper.–California: North Atlantic Books, 2011.– 368 p.: il.
- 10.Sundberg N., Winebarger A., Taplin J. Clinical Psychology: Evolving Theory, Practice and Research. – 4th edition, 2020. – 576 p.
- 11.Olena O. Lazurenko, Oleksandr Yu. Tabachnikov. General and medical psychology. Textbook. – Kyiv:Book-plus, 2018. – 232 p.
- 12.Ofofwe C. Fundamentals of general and clinical psychology. – Independently published, 2022. – 443 p.
- 13.Brannon L., Feist J., Updegraff J.A. Health psychology: An Introduction to Behavior and Health. 9th edition – Cengage Learning, 2017. – 544 p.

14. Brannon L., Feist J., Updegraff J.A. Health psychology: An Introduction to Behavior and Health. 9th edition – Cengage Learning, 2017. – 544 p.
15. Roehner J., Shulz A. Psychology of communication. Springer Nature Switzerland. – 2021. – 128 p.
16. Covey C., Manson D. Communication Psychology: A 4 In 1 Books Collection, Learn How to Communicate Intelligently and Become More Relevant and Persuasive In Your Communication with Emotional Intelligence. – Ind.Publ. – 2019 – 253 p.

Additional

1. Comer R.J., Comer J.S. Abnormal Psychology. – 11th edition. Worth Publishers, 2021. – 752 p.
2. 18. Covey C., Manson D. Communication Psychology: A 4 In 1 Books Collection, Learn How to Communicate Intelligently and Become More Relevant and Persuasive In Your Communication with Emotional Intelligence. – Ind.Publ. – 2019 – 253 p.
3. Chen M., Giblin N. J. Individual Counseling and Therapy: Skills and Techniques. – 3rd ed. – Routledge, 2017. – 316 p.

Інформаційні ресурси

1. <https://mh4u.in.ua>
2. <https://prometheus.org.ua>
3. <https://psylib.kiev.ua>
4. <https://ipz.org.ua>
5. <https://oxfordhandbooks.com>
6. <https://efpa.eu>

