

MINISTRY OF HEALTHCARE OF UKRAINE DANYLO HALYTSKYI LVIV
NATIONAL MEDICAL UNIVERSITY

DEPARTMENT OF UKRAINIAN STUDIES

METHODICAL AND TUTORIAL GUIDELINES FOR PRACTICAL CLASSES
ON BIOETHICS

**For the first-year English-speaking students
for the training of specialists of the second (master) level of higher education
education sector 22 «Healthcare»**

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INTRODUCTION

The purpose of studying the discipline "Bioethics" is to reveal the content, historical roots, principles and epistemology of bioethics as a science, and on this basis - coverage of theoretical provisions and practical recommendations for change in assessing public health, respect for human dignity as a person and its development in spiritual, mental and physical integrity, preservation of human life from the moment of fertilization to natural death, coverage of problems of genetic engineering and biotechnology in terms of biosafety.

"Methodical and tutorial guidelines for practical classes on Bioethics" for the first-year English-speaking students are designed according the academic programe and based on competencies approach in medical education.

According to the requirements of the standard, "Guidelines..." contribute to the acquisition by students of the following competencies:

integral:

- ability to solve complex life and professional practical problems related to interpersonal relationships, professional communication of a doctor, moral choice and responsibility, which involves the application of the basic principles of bioethics and is characterized by complexity and uncertainty of conditions;

generic:

- ability to abstract thinking, analysis and synthesis;
- ability to apply knowledge in practical situations;
- ability to be critical and self-critical;
- ability to generate new ideas (creativity);
- ability to identify, pose and solve problems;
- ability to motivate people and move towards a common goal;
- appreciation and respect for diversity and multiculturalism;
- ability to develop and manage projects;
- ability to be aware of equal opportunities and differences, gender issues;

specific (professional):

- mastering the skills of defining the concepts of bioethics;
- understanding and ability to use basic ethical concepts to conceptualize specific problem situations;
- ability to understand own professional self-actualization in the context of bioethics
- ability to extrapolate all-human, universal and unchanging worldview values and objective moral norms to practical life situations and professional activities;

- ability to structurally analyze the preconditions of the conflict;
- ability to create conflict resolution strategies based on the principle of common good and construction of new opportunities.

Detailing of competencies according to NQF (HPK) descriptors in the form of "Competence Matrix".

Competence Matrix

	Competence	Knowledge	Skills	Communication	Autonomy and responsibility
	Generic				
.	Ability to abstract thinking, analysis and synthesis	Knowledge of the origin, features and content of the historical roots of bioethics	Ability to analyze the texts of the Holy Scriptures, to draw appropriate conclusions		The ability to "find" in the Book of Books answers to important life questions
.	Ability to apply knowledge in practical situations;		Ability to find appropriate logical connections, similarities between the ideas of bioethical doctrine and specific life and professional situations	Interpersonal communication skills based on respect and love of neighbor	Willingness to make a choice according to the voice of conscience and for the benefit of others, to bear moral responsibility for professional activity
.	Ability to be critical and self-critical;		Ability to analyze own behavior	Communication skills to promote	Willingness to show your own example of change,

			(actions, choices) and the behavior of others in terms of values and principles of bioethics	spiritual development and improvement of different groups of people - patients, colleagues ect	correction and prevention of previous negative actions
.	Ability to generate new ideas (creativity)	Knowledge of the patterns of social development on moral grounds	Ability to find appropriate logical connections between the potential of bioethics and current challenges to modern education, science, medicine		Willingness to create new proposals for the concept of health care development taking into account the principles of bioethics
.	Ability to identify, pose and solve problems	Knowledge of the possibilities of solving problem situations "bioethically"	Ability to determine the causes, nature, consequences of specific life (professional) problems in the light of personalistic bioethics	Communication and collaboration skills with unresolved issues condition	Willingness to make values based on bioethics values in order to solve problems and be responsible for them
.	Ability to motivate people	Knowledge of the experience of	Ability to verbally present a	Communication skills tailored to people's	Willingness to organize people and be responsible

	and move towards a common goal	educational, public activities of Jesus Christ and His followers in different historical periods	certain idea to people, convincingly argue its expediency and usefulness	needs, encouragement to engage in joint activities for an important purpose	for the result of achieving a common goal
.	Appreciation and respect for diversity and multiculturalism	Knowledge and understanding of the equal "status" of different peoples in the light of bioethical doctrine (all mankind are children of the true God-Creator)		Willingness to communicate with representatives of different nations, religions, cultures on the basis of tolerance, respect and love for all people	
.	Ability to develop and manage projects		Ability to create project proposals to promote the values and principles of bioethics in health care	Skills of cooperation in small groups	Willingness to initiate and implement ethical and educational health projects for children, youth, women, people with special needs
.	Ability to be aware of equal opportunities and	Knowledge of the equality of people of both sexes and		Willingness to communicate on the basis of equality and	Ability to implement bioethical projects to protect

	differences, gender issues	their differences, the high status of women in the context of bioethics, the value and inviolability of human life from the moment of fertilization to God-ordained care (natural death)		respect for both sexes, building personal relationships on the basis of freedom and responsibility	motherhood and childhood, protect the interests of people who are discriminated against
Specific (professional)					
.	Mastering the skills of defining the concepts of bioethics	Knowledge and understanding of basic concepts, norms of bioethics	Ability to analyze the content, basic ideas and values of concepts and norms of bioethics		Willingness to define the concepts and principles of bioethics as the basis of the worldview of a moral, responsible, humane person; to be responsible for the establishment of bioethics in practical life
.	Understanding and ability to use basic ethical concepts to conceptualize specific problem situations	Knowledge and understanding of basic ethical concepts regarding trends and	Ability to apply ethical concepts to help determine the causes and solutions to		Ability to make independent decisions on solving professional problems taking into account the

		problems of spiritual development of man and society	problem situations		basic concepts of bioethics; be responsible for their own decisions
	Ability to understand own professional self-actualization in the context of bioethics		Ability to determine the nature and features of the vocation of health professionals in the light of human service	The ability to communicate with patients as people in need of mercy	Willingness to solve professional problems, adhering to the principle of preservation and protection of spiritual, mental and physical health
	Ability to structurally analyze the preconditions of the conflict	Knowledge of the spiritual causes and preconditions of conflict	Ability to identify cause-results relationships in conflict situations		
	Ability to create conflict resolution strategies based on the principle of common good and construction of new opportunities	Knowledge of approaches to conflict resolution within the principles of bioethics and morality, humanism	Ability to apply constructive strategies for resolving conflict in certain conditions	Ability to communicate and cooperate with people - direct or indirect participants in the conflict	Willingness to create ways, methods of conflict resolution in non-standard conditions, to be responsible for a positive result

INTERDISCIPLINARY INTEGRATION:

Discipline	To know	Be able
Previous (providing) disciplines:		
Anatomy	Anatomical features of the	

	reproductive system of women and men	
Pathological physiology	Pathophysiology of the main pathological processes of the human reproductive system	
Pharmacology	Pharmacological action of contraceptive and abortive drugs	
Philosophy	Features of worldview values of different peoples (attitude to women, mothers, children, families)	Analyze the causes of ideological contradictions of different social groups
Politology	Features of the legislation of different countries on demographic policy	
Future disciplines:		
Pediatrics	Causes of congenital physical or mental defects in newborns	Analyze and interpret the results of the study of congenital childhood diseases
Obstetrics and gynecology,	Features of fetal development of the child, physiological changes in the mother's body with the onset of pregnancy, the causes of infertility, miscarriage, stillbirths	To determine the characteristic features of the embryo at different stages of fetal development
Intra-subject integration:		
Personalistic concept, cycle Bioethics	Basic principles of bioethics (protection of human life from the moment of fertilization to natural death)	Analyze the actions of a health worker from the standpoint of bioethics Conduct educational work among medical staff and citizens

The main objectives of studying the discipline "Bioethics" are:

To Acquire:

- integrated understanding of the values and principles of bioethics as the basis of the worldview of a moral, responsible, humane person;

- responsibility for the establishment of norms of bioethics in practical life;

To know:

- knowledge and understanding of basic concepts, norms of bioethics;

- knowledge of approaches to conflict resolution within bioethics, humanism

Be able:

- to determine the moral and ethical principles of bioethics and biosafety, which are based on true values and objective moral norms;

- to formulate the principles of bioethics, which allow to evaluate the actions in the biomedical field, which include moral and good assessment;

- to reveal the essence of bioethics, which considers man as a person, especially with his spiritual values and needs, serves him, is open to new scientific knowledge, based on moral principles focused on respect for human dignity as a person and his development in spiritual, mental and physical integrity, preservation of her life from the moment of fertilization (fusion of gametes) to natural death;

- to trace the historical roots of bioethics, its philosophical principles and place among other moral, ethical and legal disciplines;

- to analyze state regulations in the field of health care for their compliance with the principles of bioethics;

- to study the specifics of bioethical problems in Ukrainian society, the state and prospects of bioethics, the impact of bioethics on the effectiveness of health authorities and institutions in Ukraine in solving problems of alcoholism, drug addiction, AIDS, organ transplantation and human experimentation in the field of protection health;

- to develop scientifically substantiated proposals on ways and means of regulating biomedical interventions in the human body on the basis of bioethics, in particular in the field of demography.

«Methodical guidelines...» contains:

1) thematic plan of the lectures;

2) plan of practical classes;

3) thematic plan of independent work;

4) methodical instructions for elaboration and mastering of questions of the plan of a theme of practical employments which abstractly open the maintenance and structure of each question, concentrate attention of the student on essential problems moments, motivate to the critical analysis and discussion of material in group, encourage to substantiate the opinion on various philosophical problems. explain different ethical ideas and approaches, justify their agreement with different ethical concepts or provide a counterargument to refute them.

5) questions for self-control;

6) forms and criteria of control.

7) basic and recommended literature for each lesson.

THEMATIC PLAN OF LECTURES OF THE COURSE "BIOETHICS"

n/n	Topic	Amount of hours
1.	Theoretical and methodological principles of bioethics. Human life as a greatest value	2
2.	Abortion issues. Solving the problem of post-abortion syndrome in the context of bioethics. Euthanasia from the point of view of bioethics its counteraction - palliative treatment.	2
	Together	4

THEMATIC PLAN OF PRACTICAL CLASSES OF THE COURSE "BIOETHICS"

№ n/n	Topic	Amount of hours
1	Historical roots of bioethics. Epistemology and ethical and cultural roots of bioethics. Philosophical foundations of bioethics. The right to life from the moment of fertilization. Bioethical concept of demography. Abortion issues.	2
2	Contraception and its alternative – Fertility Awareness Methods. Bioethical concept of human life protection. Problems of assisted reproductive technologies and their alternative - NaProTechnologies. Bioethical inadmissibility of production and	2

	use of live human embryos to obtain stem cells. The path to the possibility of human cloning is the devaluation of the dignity of human reproduction and the embryo. Fundamentals of biosafety. Informed consent and human experimentation. Manipulation of human mental health.	
3	Bioethics and organ transplantation. Xenotransplantation from the point of view of bioethics. The problem of euthanasia in the context of bioethics. An alternative to euthanasia is palliative care	2
4	Status and prospects of bioethics development in Ukraine. The impact of bioethics on the efficiency of bodies and institutions of the health care system of Ukraine. Bioethical aspect of the fight against alcoholism. Tobacco addiction as a problem of bioethics. The problem of drug prevention and rehabilitation and resocialization of drug addicts. AIDS prevention and treatment of AIDS patients in the context of bioethics. Bioethics and social problems.	2
	Together	8

6. TYPES OF STUDENTS' INDEPENDENT STUDY (SIS) AND ITS CONTROL

№ nn	TOPICS	Amount of hours	Type of control
1	Preparation for practical classes - theoretical training and development of practical skills	9	Current control in practical classes
2	Independent elaboration of topics that are not included in the plan of classroom classes		
2.1	Bioethical concept of demography	3	Abstracts or summary
2.2	Bioethics and biosafety	3	Abstracts or summary
3	Individual SIS: student reports at the section on bioethics of annual student scientific conferences		

4	Preparation for the final control of assimilation of material	3	Final modular control
Total		18	

PRACTICAL CLASS

TOPIC 1

Historical roots of bioethics. Epistemology and ethical and cultural roots of bioethics. Philosophical fundamentals of bioethics. The right to life from the moment of fertilization. Bioethical concept of demography. Abortion issues.

Plan:

1. Factors of the emergence of bioethics. Definition of bioethics. Research method in bioethics. The moral law and the civil law. Currents (types) of bioethics. The essence of personalistic bioethics. Epochs of formation of medical ethics (domodern, modern, postmodern). Bioethics and medical paternalism. Areas and directions of bioethics. Affinity of bioethics with deontology in medicine. Bioethics in the process of formation of the national health care system in Ukraine. Principles of bioethics in the realization of the doctor's vocation.

2. Interdisciplinarity of bioethics. Biomedical, psychological, sociological and legal aspects in terms of the epistemological status of bioethics. Basic models of bioethics. Philosophical substantiation of ethical judgment in bioethics. Principles and provisions of personalistic bioethics. Cooperation (complicity) in evil. Personalistic ethics of medical virtue E. Pellegrino and D. Thoma. Principlism (North American model of bioethics) by T. Beauchamp and J. Childress. Principles of bioethics of principlism. J. Engelhardt's contractualism. P. Singer's new model.

3. Creationism and personalism as a theoretical basis of bioethics. Imperfection of the materialist understanding of man. Reflection of the essence of bioethics in the teachings of Thomas Aquinas and in neotomism. Religious existentialism. Phenomenological concept of corporeality. Philosophical anthropology of the essence of man.

4. Life as a value. Bioethics about the status of the human embryo. Man in the context of the Bible and the teachings of the Church. Sex and gender. Early stages of human development. The human right to life from the moment of fertilization: a) abortion - violation of the basic human right to life; b) human rights and the latest reproductive technologies. Their assessment in the context of bioethics; c) the right to life in the context of human rights. Dignity and inviolability of human life from the moment of fertilization to natural death.

5. Liberalization of abortion as a consequence of abortion culture and moral decline of society and the cause of the demographic crisis. Classification of abortions and their evaluation in terms of bioethics. Criterion of ethical permissibility of prenatal examination. Surgical methods of abortion. Pharmacological methods (medical abortion). Solving the problem of post-abortion syndrome in the context of bioethics.

Methodical instructions

1. Historical roots of bioethics that contributed to the formation of this branch of science: environmental catastrophe (R. Potter), the excessive impact of biomedical technologies on human life (E. Sgreccia), limited approach to the patient (A. Hellegers), the crisis of the doctor-patient relationship. (S. Spinzanti).

Definition of bioethics. Today there are several definitions of this branch of science. According to R. Potter, bioethics is a science of survival. According to Potter, the survival of mankind is possible only with a declining population. Of course, bioethics based on such an idea is destructive for unborn children, the elderly and infirm, etc.

E. Sgreccia interprets it as a bridge between the biomedical sciences and the human sciences. A. Hellegers considers bioethics to be *maevtics*, ie a science that is able to interpret values in the dialogue of medicine, philosophy and ethics. It was he who gave a significant impetus to the development of bioethics as an academic discipline, and on this basis S. Spinzanti argued that bioethics should prevent crises in the doctor-patient relationship by appealing to public opinion, while restoring the principle of patient autonomy.

Editor of the Encyclopedia of Bioethics, published in 1978, Warren Thomas Reich interprets it as follows:

"Bioethics is the systematic study of human behavior in the life sciences and health care, as far as this behavior is studied in the light of moral values and principles." In 1995 this definition was clarified and corrected by Reich in the second edition of the Encyclopedia of Bioethics: "Bioethics is a systematic study of moral dimensions - including moral vision, decision, behavior and policy – of life sciences and health, using a variety of ethical methodologies in an interdisciplinary perspective." . The disadvantage of Reich's definition was that it was unclear which ethics to base bioethics on.

W. Reich believes that bioethics is the science of human behavior in relation to life and health in the light of moral principles and values. E. Sgreccia claims that, given the development of technology, bioethics deals with ethical issues related to the development of biology and medicine, ecology. E. Pellegrino and D. Tomasma focus on the doctor-patient relationship, so they define bioethics as a medical ethic that preserves the traditions of Hippocrates, rejecting medical paternalism. S. Spinzanti emphasizes the autonomy of the patient not only in the context of this

relationship, but also at the level of public opinion. In the works of foreign scientists, bioethics is divided into: general, special and clinical, each of which has its own specific field of application.

Types of bioethics. In the field of discussions on bioethics there are: environmental bioethics (ecocentric), which sees the object of its study not in humans, but primarily in the ecosystem, which has a catastrophic color that threatens humanity, and therefore draws attention to the environment because healthy the human self is part of the health of the entire biosphere (R. Potter); biocentric bioethics, which sees man as the center of his attention, but considers it ontologically and axiologically equal to all other living beings (P. Singer); anthropocentric bioethics, which puts the human person at the center of ethical interest, deals with problems related to human life, and indirectly - the problems of the environment, and which is based on ontologically sound personalism (E. Sgreccia).

The essence of personalistic bioethics. It is ontologically substantiated, emphasizes the highest value of the human personality, which he understands as a holistic combination of spirit, soul and body.

Stages of formation of medical ethics: pre-modern (classical, Hippocratic tradition), modern and postmodern eras.

The main directions of bioethics development: ethics of health care professions (doctors, nurses, technicians and administrators of health care systems); ethics of biomedical research for therapeutic and non-therapeutic purposes; ethics of health care in social spheres (problem of occupational medicine; ethics of employment; ethics of sports; ethics related to demographic development); environmental ethics in the environmental field.

In the works of foreign scientists, bioethics is divided into: general, special and clinical bioethics, each of which has its own specific field of application.

In Ukraine, bioethics is now gaining the status of applied science.

2. Concerning epistemology, bioethics, in contrast to other sciences that deal with the explanation of phenomena and for which it is important to increase the acquired knowledge, emphasizes the moral foundations of this knowledge; its object is primarily moral judgment, so it challenges science and ethics, encourages them to reflect on their epistemological structure, proposing a certain ethical limitation of scientific knowledge in the direction of approaching the truth. This allows the interaction of bioethics with other sciences. Bioethics is primarily a system of moral dimensions of human actions in relation to another person, himself and society. It is interdisciplinary because the system is based on the principles of ethics, biology, medicine, psychology, ecology, religion, philosophy, law, sociology and other fields of knowledge. At the same time, its purpose and means need moral and legal justification. The anthropological structure of bioethics is open to transcendence.

Researchers of bioethical problems (E. Sgreccia, L. Melina, S. Spinzanti) have worked out such ethical and cultural models of bioethics as liberal-radical - in this model freedom as a value comes first, pragmatic-utilitarian - in this model freedom as a value put in the first place, sociobiological - this model is characterized by a shift in ethical values. There is no ethics associated with the concept of the human person (and this concept is a value that exists outside of space and time), ethics is considered narrowly: as an ethnos - customs and as a consequence - prone to change, and personalistic.

Of all the concepts available in science that follow from the current situation in the world, the most relevant and promising is the personalistic model of bioethics, which substantiated the fact that the human person, endowed with dignity, begins to exist from fertilization and deserves respect. It emphasizes the highest value of the human person, which understands as a holistic combination of spirit, soul and body and the inviolability of human life from the moment of fertilization to the God-ordained departure (natural death). It is characterized by openness to transcendence and is ontologically justified. This means looking at ethics through the prism of the individual and his or her fundamental value. According to the personalist model, the central object of bioethics is always a person, whose value is at the same time a criterion, measure and assessment of bioethical problems.

Personalistic bioethics includes the personalistic ethics of medical virtue, in which more attention is paid to the morality of human actions, and not only to the theoretical substantiation of ethical and deontological norms for solving specific problems in medicine.

E. Sgreccia, giving the highest importance to human personality, formulated the *four most important ethical principles*, which became the main directions of bioethics: the principle of protection of physical life (which is a fundamental human value); the principle of integrity, or therapeutic principle (part of the body is sacrificed for the good of the whole body); the principle of freedom-responsibility (freedom has no meaning without truth and responsibility); principle of sociality-subsidiarity (help more where there is a greater need).

Personalism is somewhat contradicted by formulated in the 80s of the twentieth century in the United States, *principlism*, which builds its bioethical theory on the principles of autonomy of the individual, does not harm the patient, does only good, justice for a particular person, and is based on moral relativism. The authors of this concept emphasize the assessment of the consequences of providing care to the patient without appeal to ethical principles. Principlists distinguish between general morality (all generally accepted moral norms in society) and ethical theory (speculative aspect). To facilitate ethical considerations, they present this division, which, however, is ambiguous. After all, the rules adopted in society may contradict the general rules of natural law. A clear example is the legalization of abortion in many countries, which, in terms of natural law or God's law, is murder.

Contractualism. According to J. Engelgardt's views, pluralism prevails both in society and in the bioethical field, so it is difficult to find common denominators. In order to live peacefully and in harmony, without conflicting with each other, you need to give up some of your views in favor of the common good. A person can profess moral values only in the private sphere or in a community that shares his views (Catholics, Protestants, Muslims, etc.). And in the social dimension, the atmosphere must be different. The state, in order to ensure peace and order, must establish a certain "moral minimum" for all, which will help people to live in peace. In public life, people enter into a seemingly unwritten agreement to adhere to minimum ethical principles, while in private life their personal views may not coincide with public ones. For example, citizens must comply with the law passed by the state on the permissibility of abortion. In particular, a person may be an absolute opponent of abortion, but he must renounce part of his views in favor of the common good. J. Engelgardt notes that he, as a Christian, considers abortion a crime, but as a citizen of his country, he considers abortion moral. The criticism of this model is obvious. To consider a thing immoral in private and to admit the opposite in public is a bifurcation of conscience that looks paradoxical.

According to his vision, which belongs to the category of *utilitarians* and is a pioneer of the "new morality" that is preached almost everywhere today, the concept of personality is very different from the traditional concept. According to the author, Darwin's theory of evolution has shown that the idea of human superiority over other beings no longer makes sense. P. Singer notes that according to the teachings of Charles Darwin, man is the same being as an animal and has a common origin. The difference that exists between humans and animals is about the degree of development, not the species. It is for this reason that we need to rethink all the old morals and create a new one. As we can see, this author makes revolutionary statements and his theory can be criticized very seriously, although it has gained popularity among certain bioethical circles. The most problematic aspects of this theory are the lack of sound anthropology and the acceptance of the truth of the theory of evolution as dogma. P. Singer's ethics is mainly a search for pleasure and avoidance of pain. There are no transcendent values in his model, and human dignity is equated with the dignity of an animal.

3. The theoretical foundations of bioethics are *philosophical anthropology*, *phenomenology* and especially the *philosophy of personalism*, which emphasizes the values of man as a spiritual being, a person who is a unique creature and has his own dignity and value. In addition to these philosophical trends the essence of bioethics reflected by the teachings of Thomas Aquinas and *neotomism*, which also consider a person a person who is unable to realize their mental abilities. Representatives of *religious existentialism* (G. Marcel, K. Jaspers, M. Heidegger) hold a similar opinion, arguing that the body is a phenomenon of "I" of man, a co-principle and a sign of individual distinction. Personalism is the defining theoretical and methodological basis of bioethics, which is in

tune with the Christian doctrine of man, based on human responsibility for all living beings in the world and for the world at large.

4. Moral criteria for biomedical intervention in human life are in man as a person. *Life* is the most precious gift of God to man, which is connected with the integration functions of the organism. Physical human life is a transcendental path that leads beyond present earthly existence. It is man's duty to consider not only the maintenance of earthly life, but also the ultimate goal of union with God in eternity.

A person's belonging to *a male or female sex* is determined from the moment of fertilization. Sex (chromosomal or genetic, gonadal, anatomical or genital) affects the whole human person. "And God created man in his own image, in the image of God created he him; male and female created he them" (Gen 1:27). Human sexuality presupposes complementarity, mutual gift in love and openness to procreation in marriage. using contraceptives performed before abortion. The alternative in this case is the law of purity, wisely created by God to avoid the destruction of perfectly established mechanisms of motherhood.

Sex and gender are not the same thing, not the same notion. Gender policy is a morally destructive phenomenon. According to the results of the monitoring, Ukraine, Russia and Belarus are among the countries where the understanding of sexuality is not yet shaken, but it is necessary to form respect for human sexuality through educational activities..

When male and female gametes merge, that is, fertilization, a single-celled embryo is formed - *the zygote*. From this moment begins the so-called prenatal ontogenesis or development of the organism before birth. Prenatal ontogeny in humans normally lasts about 280 days (40 weeks). In prenatal ontogenesis there are: 1) *the initial period*, which covers 1-7 days of development. During this period, as a result of fragmentation of the *zygote*, a multicellular organism is formed - a *blastocyst*. 2) *the embryonic period* lasts from the second to the eighth week of development, during which gastrulation takes place with the formation of three embryonic leaves: ecto-, meso- and endoderm. The rudiments of tissues, organs and systems appear in the embryo. 3) *the fetal period* lasts from the third to the ninth month and ends with the birth of a child. During this period, the processes of further structural and functional formation of tissues and organs of the fetus. Ontogenesis is preceded by *progenesis* - the process of formation of male and female gametes - gametes: sperm and egg.

Bioethics draws attention, in particular, to the biological and anthropological status of the human embryo, which from the moment of fertilization has all the characteristics of the human personality: driven by the personal genome, its own project-program of life and human dignity that deserves respect. A living human embryo from the moment of fertilization is a human subject with a well-defined identity, which from that moment begins its own, continuous, constant and coordinated development; has the right to his

own life, and any intervention that would not benefit the embryo is considered an act that violates that right. Therefore, a well-argued legal framework is needed regarding: contraception as a weapon in the fight against life and man as a person; sterilization, which harms the physical integrity of the human person and contradicts his freedom and the right to adhere to the pro-creative dimension of unifying love; abortion as the killing of a child. The criterion of bioethical permissibility of human reproductive technologies is a marital act with connecting and reproductive functions together; fertilization in a living organism and the auxiliary function of technology. Attempts to influence human chromosomal and genetic heredity through non-therapeutic genetic manipulations aimed at producing human beings selected for sex or other pre-determined qualities are contrary to a person's personal dignity, integrity and identity, and therefore cannot be justified by the possible beneficial consequences for the future of mankind.

5. Abortion is a violation of a basic human right to life. As a result of insufficient attention to the problem of abortion in Ukraine, a critical demographic situation has developed, which threatens the future of the state with its consequences, as the birth rate does not ensure the natural reproduction of the population.

The task of society and the state is to take care of every human life: in schools - the education of responsibility and respect for life from the moment of fertilization to natural death; in socio-political life - the replacement of unjust pro-abortion laws with new ones that recognize human dignity; prohibition of measures that destroy motherhood and childhood. Today there is a need to revise the main legal documents on the problem of abortion and draw up new ones, taking into account the provisions of personal bioethics, and make appropriate additions to the legal framework.

The problem of the destructive post-abortion syndrome can be solved through repentance, which will clear the conscience and restore a person's self-esteem.

Criteria of ethical permissibility of prenatal diagnosis: preservation of life and integrity of the embryo and mother, prevention of unjustified risk. From the point of view of bioethics, experiments on human embryos are not allowed, except for the therapeutic experiment, as well as ethically unacceptable production and use of live human embryos to obtain stem cells.

Self-control questions

1. *Factors of bioethics emergence.*
2. *The founder of bioethics - 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. *The doctor-patient relationship from the standpoint of bioethics.*
9. *Directions of bioethics.*
10. *The purpose of implementing the principles of bioethics in practice.*
11. *Examples of the implementation of the content of the vocation of the doctor as a testament and an ideal to follow.*
12. *The reason for the interdisciplinarity of bioethics.*
13. *The main disciplines that combine bioethics.*
14. *Biomedical aspects of bioethics.*
15. *Basic psychological aspects of bioethics.*
16. *Sociological aspects of bioethics.*
17. *Legal aspects of bioethics.*
18. *Basic models of bioethics.*
19. *The essence of the liberal-radical model.*
20. *Negative aspects of the pragmatic-utilitarian model.*
21. *Features of the sociobiological model (sociohistorical and scientific-technical currents).*
22. *Fundamentals of philosophical substantiation of ethical-cultural models.*
23. *Values of the personalistic model.*
24. *Philosophical foundations of ethical judgment in bioethics.*
25. *The main principles of personalistic bioethics.*
26. *Principles of personalistic ethics of medical virtue in E. Pellegrino and D. Thomasma.*
27. *Principlism (North American model of bioethics) by T. Beauchamp and J. Childress.*
28. *Principles of bioethics of principle.*
29. *The essence of the bioethics of J. Engelhardt's contractualism.*
30. *"New commandments" of P. Singer.*
31. *The essence of personalistic interpretation of man.*
32. *The shortcomings of materialist philosophy in understanding the essence of man.*
33. *The main materialist currents in philosophy, the peculiarities of their understanding of man.*
34. *The difference between phenomenological and ontological interpretation of the body.*
35. *The essence of the dualistic concept of corporeality.*
36. *The concept of human integrity in the interpretation of Thomas Aquinas.*
37. *The main features of human understanding by representatives of philosophical anthropology.*

38. *Advantages of personalistic interpretation of man from the standpoint of bioethics.*
39. *Principles of bioethics that ensure the dignity of the human embryo.*
40. *Substantiation of the status of the human embryo as a person.*
41. *The Bible is about the status of man, his ultimate and highest goal, and physical life as a transcendent path that leads beyond present earthly life.*
42. *The essence of the cyclical functioning of the female reproductive system.*
43. *Features of humoral mechanisms of regulation of sexual functions.*
44. *The essence of gender ideology as a threat to the institution of the family.*
45. *The essence of the moral inadmissibility of artificial abortion.*
46. *Abortion given the demographic situation.*
47. *The possibility of banning abortion and its consequences.*
48. *Assisted reproductive technologies and human rights.*
49. *Principles of bioethics that protect the rights of the mother.*
50. *Principles of bioethics that defend the rights of the child.*
51. *Threat to society from legalization of abortion.*
52. *Definition of artificial abortion.*
53. *Ethical assessment of types of abortion (miscarriage, abortion in ectopic pregnancy, "therapeutic" abortion, indirect abortion, selective abortion, abortion after rape or incest, public abortion).*
54. *Negative aspects of social abortion.*
55. *Criterion of ethical permissibility of prenatal examination.*
56. *Abortion methods (surgical and pharmacological).*
57. *Post-abortion syndrome: definition, roots, symptoms, solution of PAS problem in the context of bioethics.*
58. *What are the principles of bioethics ensuring the dignity of the human embryo?*
59. *Justify the interpretation of the embryo as a person.*
60. *What is the essence of the immorality of abortion?*
61. *What is the role of abortion given the demographic situation?*
62. *Is it possible to ban abortions, what would be the consequences?*
63. *What measures are taken to prevent abortions in the country and in the world?*
64. *Does the doctor break the Hippocratic oath when performing an abortion?*
65. *How is gender policy and the rights of unborn children (as part of human rights) reconciled?*
66. *Would you advise an abortion in the following situations?*

a. Husband and wife are very poor. They already have 14 children. And now his wife has found out that she is pregnant with her fifteenth child. Considering their poverty and excessive population growth in the world, would you advise her to have an abortion?

b. The father has syphilis; the mother has tuberculosis. They have four children. The first is blind, the second is dead, the third is deaf, and the fourth has tuberculosis. She found out she was pregnant again. Given this difficult situation, would you advise an abortion?

c. A white man raped a thirteen-year-old black girl. She became pregnant. If you were her parents, would you advise her to have an abortion?

d. The teenage girl is pregnant. She is unmarried. Her fiancé is not the father of the child and is very worried. Would you advise her to have an abortion?

If you answered "yes", then...

In the first case, you would have killed John Wesley, a famous 19th-century evangelist, founder of Methodist Church.

In the second case, you would have killed the famous German composer Ludwig van Beethoven.

In the third case, you would kill Ethel Waters, the famous American evangelical jazz singer and actress.

And if you said yes in the fourth case, you would declare the murder of Jesus Christ.

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PRACTICAL CLASS

TOPIC 2

Contraception and its alternative – Fertility Awareness Methods. Bioethical concept of human life protection. Problems of assisted reproductive technologies and their alternative - NaProTechnologies. Bioethical inadmissibility of production and use of live human embryos to obtain stem cells. The path to the possibility of human cloning is the devaluation of the dignity of human reproduction and the embryo. Fundamentals of biosafety. Informed consent and human experimentation Manipulation of human mental health.

Plan:

1. Inconsistency of contraceptive methods with the nature of the human person and its dignity. Classification of contraceptives and their evaluation in terms of bioethics. Bioethical evaluation of direct and indirect sterilization. Natural methods of recognizing fertility days. Bioethical foundations of abstinence from premarital and extramarital sex

2. Bioethical problems of reproductive technologies. Assisted reproductive technologies as a threat to human life and human dignity. Regulations of Ukraine on reproductive technologies. Criterion of ethical permissibility of auxiliary creative technologies. An alternative to assisted reproductive technologies - NaProTechnologies.

3. The dignity of the human being as a person from the moment of fertilization. Inadmissibility of fetal therapy from the standpoint of bioethics.

4. Cloning. Cloning methods. Artificial reproduction without gametes. Arguments of bioethics against the possibility of human cloning.

5. Fundamentals of biosafety. Cell life in the human body. Problems of biomedical manipulation and genetic engineering in the context of human dignity, integrity and identity. The danger of using the latest biotechnology in the context of bioethics. Problems of biomedical manipulation and genetic engineering in the context of biosafety. Criteria of ethical permissibility. Regulations on the management of GMOs and the application of genetic engineering technologies in the context of biosafety. Treatment of GMOs in the context of ensuring biological and genetic safety. Danger of use of genetically modified organisms for the person and environment. Dangerous food.

6. Problems of nanotechnology implementation and consequences of their application for humans and environment. Nanosafety problems in the context of bioethics. Human and the environment.

7. Informed consent and human experimentation. Manipulation of human mental health. Ethical requirements for human experiments. Classification of research. Basic legal acts regarding experimental research. Ethics committees, their levels, functions and characteristics. Informed consent as the main principle of a medical experiment. Supervision of investigational drugs as a

prevention of possible negative consequences of their use. Production of orphan drugs by pharmaceutical firms in the context of public financial incentives. Reasons for using placebo in the context of experimentation. Conditions of ethical permissibility. The problem of experimentation on human embryos and fetuses in the context of recognizing the dignity of the human person in the prenatal phase of development.

Methodical instructions

1. Contraception is a conscious and purposeful activity with the deprivation of sexual intercourse of its inherent reproductive function.

Negative consequences of contraception: abortion, miscarriage and secondary infertility, danger to women's health, inefficiency, the gap between mutual love between spouses and the gift of life; destruction of mutual respect and love between a man and a woman; formation of a negative attitude towards children; undermining the physical and mental health of the spouses; the emergence of selfishness, marital despair, divorce, the spread of sexually transmitted diseases, including AIDS; demographic problems.

Advantages of natural methods of fertility days recognizing: compliance with ethical standards; maintaining the health of parents and children; spontaneity and aesthetics of conjugal love; strengthening marital ties; an atmosphere of mutual understanding and respect in the family; development of a positive attitude towards children; even distribution of family planning responsibilities between men and women; moral, psychological and biological readiness for the birth of a child; environmental friendliness and efficiency.

Natural methods of the fertility days recognizing - determining the time of ovulation on three indicators: temperature, mucus and position of the cervix (symptothermal method), monitoring the secretion of cervical mucus (Billings method, or ovulatory).

“Flee fornication!” (I Cor. 6: 18-20)

2. Criterion of ethical permissibility of auxiliary creative technologies of the person: the marital act with connecting and reproducing functions together; fertilization in a living organism; auxiliary function of technology.

3. Experimenting with embryos, selecting stem cells for transplantation, which irreparably harms the human embryo, interrupting its development, is a morally unacceptable action.

4. Human cloning is unacceptable because it would devalue the dignity of human reproduction and the human embryo as a person.

5. *Human life* begins with a single cell, the name of which is the zygote. Its life (lasting about 30 hours), like the life of all cells of the human body is coordinated at the genetic level, through the sequential expression of various genes. All genetic information is recorded on the double helix of

DNA. The life of a cell from division to death or subsequent division is called the cell cycle. The cell cycle consists of interphase and mitosis. The interphase includes three periods: G1, S, G2.

Certain attempts to influence chromosomal and genetic inheritance, which are not therapeutic but aimed at producing human beings selected for sex and other predetermined qualities - such manipulations are contrary to human dignity, integrity and identity. Therefore, they can't be justified by the possible beneficial consequences for the future of mankind.

There is a heated debate in society about the potential risk to human health and the environment from the widespread use of genetically modified organisms (GMOs).

The main principle of the Cartagena Protocol on Biosafety to the Convention on Biological Diversity, adopted in 2000 in Montreal, is the precautionary principle: a state may, without violating WTO requirements, refuse to import GMOs into its territory if it considers such organisms to be dangerous.

Choosing the *right diet* is one of the most important components of good health. Non-pharmacological treatment (lifestyle and dietary changes) has no side effects, is a cheaper and more effective component of therapy: it improves the condition of the cardiovascular system, controls sugar levels, reduces the risk of cancer and increases life expectancy. Knowing these principles can influence the risk of cardiovascular disease, obesity and cancer.

6. The use of *nanotechnology* poses risks to the environment and human health, as there is currently virtually no objective scientific data on the likely adverse effects of nanotechnology, migration pathways and nanoparticle behavior, etc., and methods for estimating the full life cycle of nanomaterials. Mechanisms for public control over the areas of use and consequences of the introduction of nanotechnology have not been developed.

Today in the world and in Ukraine the markets of *nanoproducts and nanoservices* are actively formed, so an important aspect is to provide the most complete and adequate information, as public awareness is extremely insufficient. Priority issues such as nanosafety are the study of the toxicity of nanoparticles and new materials; monitoring of professional influences; analysis of potential risks to human health, the environment and occupational risks; state legislation on nanotechnologies; reduction of negative impacts and dissemination of information on potential risks; synchronization of the domestic nanoindustry with the international scientific and technological community. Experimental research should be objective and unbiased.

A living organism can be considered as a huge chemical laboratory in miniature, where numerous and very complex processes are carried out, invariably aimed at one goal - the preservation of the individual. The difference between the *three spheres of life* - vegetative, sensitive and intelligent life, from a philosophical point of view, is based on two criteria: the autonomy of living things and the advantages of living nature over the inanimate world. The ecological crisis is caused,

first of all, by inappropriate technogenic and consumer activity of human society, which is based on the distorted perception of man of his place and tasks in the environment. Man is God's most precious creature, who ideally carries out the Lord's task of ennobling the planet.

The demographic situation in Ukraine requires a revision of state policy on the value and dignity of human life, which should be respected and protected from fertilization to natural death..

7. Special attention of public administration bodies, in particular bioethical expertise at the state level, requires human experimentation, which for the sake of science can be a direct intervention in the body and threaten the life and health of the individual. Ethical requirements for participation in the experiment are formulated by bioethics: informed free choice; consistency with the natural functioning of organs and tissues, the natural dynamism of development and improvement of man as a person; the presence of a preclinical stage of experimentation, which should include theoretical training, laboratory studies, animal experiments in order to minimize the risk at the stage of conducting them on humans. It is necessary to be sure that the studied drug is no less effective than other known means. The experiment should be discontinued if the patient refuses to give prior consent, as well as in the event of an unforeseen increase in the risk to the patient's health. Experimentation should be performed by competent specialists under the supervision of the relevant clinic and ethics commissions.

Human as the most perfect person is inviolable and can be neither a tool nor a means of experimentation or any manipulation of it.

Self-control questions

1. *Contraception: definition, classification, negative aspects, moral evaluation.*
2. *The essence of the National Family Planning Program.*
3. *Danger of contraception.*
4. *Ethical evaluation of forced, voluntary and therapeutic sterilization.*
5. *The basis of natural methods of fertility days recognizing (calendar, temperature, Billings method, symptothermal method).*
6. *Negative aspects of premarital and extramarital sex.*
7. *The essence of the ethical inadmissibility of the use of reproductive technologies.*
8. *Negative effects of reproductive technologies.*
9. *Criterion of ethical permissibility of auxiliary creative technologies.*
10. *The essence of using NaProTechnologies.*
11. *. Characteristics of stem cells.*
12. *The right to life of the unborn child.*
13. *The essence of the ethical inadmissibility of the use of living embryos to obtain stem tissues*

14. *The downsides of the possibility of human cloning.*
15. *Recognition of human dignity as a person at any stage of its existence.*
16. *Genetic engineering: definitions, tasks.*
17. *Cell division (interphase and mitosis).*
18. *Meiosis (spermatogenesis, ovogenesis), crossingover, a new unique organism from the moment of fertilization.*
19. *Basic moral and legal requirements for conducting experiments on humans.*
20. *Criterion of ethical permissibility of application of genetic engineering methods.*
21. *Genetically modified organisms: definition, purposes of obtaining, stages of obtaining, the problem of safety for humans and the environment.*
22. *Biosafety: definition, normative-legal regulation of GMO management, precautionary principle, laboratory base.*
23. *Dangers of fast food for human health.*
24. *Spheres of life (vegetative, sensitive, intelligent). Their differences.*
25. *Nanobiotechnology: definitions, positive and negative aspects of their application for human health and the environment.*
26. *Nanomaterials: definitions, properties.*
27. *Nanosafety: definition, criterion of ethical permissibility.*
28. *The essence of the principle of informed consent.*
29. *Principles of bioethics that govern medical experiments.*
30. *Safety of therapeutic experiments.*
31. *Grounds for the use of placebo in clinical therapeutic experimentation in humans.*
32. *Conditions for using placebo in the context of a controlled clinical trial.*
33. *The role of bioethical commissions on bioethics in the context of human experimentation.*
34. *The difference between indirect and direct effects on the human psyche.*
35. *The essence of the concept of "hormonal manipulation" of the human psyche.*
36. *Danger of chemical manipulation of the human psyche.*
37. *Negative aspects of mechanical intervention in the human psyche.*
38. *International organizations that warn against experiments on embryos.*
39. *The difference between research and experimental research.*
40. *The essence of therapeutic and non-therapeutic experimental studies.*
41. *Phases of clinical research.*
42. *Features of instrumental experimental research.*
43. *Regulations relating to experimental research.*

44. *The need for informed consent in non-therapeutic and therapeutic experimental studies.*
45. *Principles of activity of ethical committees.*
46. *Levels of ethics committees.*
47. *Composition of ethics committees.*
48. *Values and principles of ethics committees.*
49. *Scientific value and persuasiveness of the experimental research protocol.*
50. *Conditions for the use of placebo.*
51. *Ethical criterion of experimental methodology.*

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PRACTICAL CLASS

TOPIC 3

Bioethics and organ transplantation. Xenotransplantation from the bioethical point of view. The problem of euthanasia in the context of bioethics. An alternative to euthanasia is palliative care.

Plan:

1. Difficulties and successes of transplantology. Problems of organ and tissue donation in the context of bioethics. Transplantation and identity of the human person. The problem of diagnosing death. Informed consent and organ transplantation. Problems of purpose of donated organs in the context of bioethics. General ethical principles of transplantology and their reflection in international and domestic legislation.

2. History and current state of development of xenotransplantation. Driving forces and positive moments. Possible negative consequences, obstacles and precautions. Principles of bioethics in the field of xenotransplantation.

3. Death as a social phenomenon. Euthanasia in terms of bioethics. Ethical assessment of euthanasia. Euthanasia and the right to life: the state of legislative regulation in Ukraine. Moral problems of suicide. Features of palliative therapy. Bioethical problems of resuscitation.

Methodical instructions

1. Principles of bioethics in transplantation: protection of the life of the donor and recipient, protection of personal identity and informed consent. In solving the problems of organ transplantation from a living person, there is a need for voluntary informed consent from both the donor and the recipient regarding: inclusion of procedures, risk prediction, possible therapies and / or precautions after organ harvesting, dynamics of organ donation. In addition, any form of psychological pressure or forced donor selection based on moral, sensory, or worse, economic criteria should be avoided. In the case of donation from a deceased person, if it is not possible to find out about the preliminary decision of the potential donor regarding the possibility of taking organs for transplantation, the consent of his / her legal representatives is of ethical value. The acquisition of new neurological knowledge has caused a certain change in the very concept of death. There was a transition from the concept of death "as an event", precise and sudden, coinciding with the cessation of heartbeat and self-breathing, to the concept of death as a "process" that occurs over time, based on the irreversible disintegration of the integrity of the individual organism. complete cessation of brain activity. There is the death of man, which consists in the integrity of the disintegration of the individual, as a consequence of the separation of the principle of life or spirit and soul from the flesh. Transplantation of organs such as the brain, gonads, pituitary gland has an ethical limitation at the level of causing a change in identity. According to the Law of Ukraine "On Transplantation of Organs

and Other Human Anatomical Materials" (1999), fetotherapy is performed with embryonic tissues and organs derived from abortion material (Article 19), which is morally unacceptable. Authorities in Ukraine must combat the illegal trade in human embryos sold abroad. Immunological and clinical evaluation should be closely followed in determining the priority of access to organs for transplantation. The criteria for the appointment of donated organs should not be subject to the logic of "discrimination" or the utilitarian principle. An important step is the approval by the Council of Europe of the Convention on Bioethics, which reaffirms the prohibition of trade in human body parts.

2. Concerning the xenotransplantation, it is considered morally justified to use animals for experimental purposes and if it is necessary to save human life, while adhering to ethical principles.

3. In some European countries, proponents of euthanasia believe that it should be allowed by law. In Ukraine, where the right to life is guaranteed to every citizen by the relevant articles of the Constitution (Articles 3, 27, 64), there is no special legal act on euthanasia, but this issue is regulated by the Fundamentals of Ukrainian Legislation on Health Care, where euthanasia is categorically prohibited, and when committed qualifies as deliberated murder. At the present stage, this issue is not discussed, but it is noted that the legal framework in Ukraine today is quite unclear and this is a cause for concern. Public authorities should ensure that the problem is properly regulated by law, ensuring proper monitoring of compliance with applicable laws and introducing palliative therapy instead of euthanasia to alleviate the suffering of the terminally stage.

Suicide is morally unacceptable, it undermines the value of human life. Life is a gift of God and always subordinate to Him. Suicide makes a person the absolute owner of his life is a grave crime against the life that God has entrusted to our freedom.

In solving the problem of resuscitation, the ethical principles of decency and objectivity are paramount, the only criterion for selection in case of lack of equipment and premises - a greater probability of patient survival. It is impossible to force to treatment which is very difficult in application from various review. Brain death is a basic but not an absolute criterion for human death. Until there is definitive certainty about the patient's death, he remains a living being in need of treatment in a manner worthy of a human person..

Self-control questions

1. *Transplantation: definition and classification, history of transplantology.*
2. *Ethical restriction of transplantation at the level of causing a change in a person's identity.*
3. *Ethical and anthropological factors that influence the decision to donate their own organs.*

4. *The main difficulties of modern transplantology.*
5. *Principles of bioethics that regulate organ transplantation.*
6. *The importance of the personalistic aspect of transplantology.*
7. *The danger of the utilitarian criterion of patient selection in transplantation.*
8. *The positive role of the therapeutic criterion in the selection of patients for organ transplantation.*
9. *The complexity of the problem of diagnosing death.*
10. *The main provisions of xenotransplantation in the context of bioethics.*
11. *Possible negative consequences of xenotransplantation, obstacles and precautions.*
12. *Principles of bioethics in xenotransplantation.*
13. *The meaning of life (place and purpose in the world) and attitude to death.*
14. *Euthanasia: definitions, divisions, moral evaluation.*
15. *The expediency of the term "human right to a dignified death".*
16. *The essence of the inviolability of human life.*
17. *Negative aspects of euthanasia.*
18. *Principles of bioethics that warn against euthanasia.*
19. *Attitude to euthanasia in Ukraine.*
20. *Euthanasia and the right to life: the state of legislation.*
21. *Features of life after death (Luke 16, 19-31).*
22. *Specific changes in the transition of the buried body to the resurrected body (I Cor. 15, 42-44).*
23. *The essence of the logical unfoundedness of the concept of "quality of life".*
24. *Suicide: types, causes, motives, moral evaluation.*
25. *Moral responsibility for suicide and prevention.*
26. *Palliative therapy: definition, features, stages of the disease.*
27. *Attitude towards the elderly is an indicator and characteristic of the civilization of society.*
28. *The role of pastoral care of priests, counselors, hospices in the care of the terminally ill.*
29. *Ethical principles to be followed during resuscitation.*

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PRACTICAL CLASS

TOPIC 4

Status and prospects of bioethics development in Ukraine. The impact of bioethics on the efficiency of bodies and institutions of the health care system of Ukraine. Bioethical aspect of the fight against alcoholism. Tobacco addiction as a problem of bioethics. Problems of drug prevention and rehabilitation and resocialization of drug addicts. AIDS prevention and treatment of AIDS patients in the context of bioethics. Bioethics and social problems.

Plan:

1. Organizational measures for the introduction of bioethics in Ukraine. Activities of bioethics institutions in Ukraine. Cooperation with international organizations in the field of bioethics. Scope of competence of the Yaroslav Bazylevych Institute of Bioethics. The contribution of the head of the department of organization and management of health care, associate professor Yaroslav Bazylevych to the development of bioethics in Ukraine (from the memoirs of the author). Experience of teaching bioethics at Danylo Halytskyi Lviv National Medical University. Bioethics committees: functions and characteristics. Types of commissions on bioethics.

2. International health organizations and their influence on the formation of legislation in Ukraine. The crisis in the field of human rights to life. Shortcomings of Ukrainian legislation on the protection of human dignity.

3. Alcoholism as a psychophysical pathology and a social problem. Measures of state bodies to overcome alcoholism. Public anti-alcohol organizations and overcoming alcoholism in the context of bioethics.

4. Threat to life and health of smoking. Measures to overcome the problem of tobacco dependence in the context of bioethics.

5. Danger of drug addiction. Drug prevention programs. Foreign experience in drug prevention and control.

6. The nature of AIDS and the course of this disease. Ways of HIV transmission. AIDS prevention and treatment of AIDS patients in the context of bioethics.

7. Defining the concept of "health" and the problem of disease in bioethics. Views on vaccination in the light of bioethics. Homeopathy and bioethics. Homosexuality as a problem of bioethics. Transsexualism and correction of sexual identification. War as an inhumane phenomenon. The main motives against the death penalty. The influence of the media on the formation of bioethical thinking of the individual.

Methodical instructions

1. Public administration bodies of Ukraine in the process of law-making work quite energetically and effectively on the implementation of the principles of bioethics. This is noticeable, in particular, in the increased attention to bioethics as a research discipline. A Commission on Bioethics was established under the Cabinet of Ministers of Ukraine in 2001, headed by Yu. I. Kundiev, Vice President of the Academy of Medical Sciences of Ukraine. The activities of the commission were determined by the following main tasks: preparation of recommendations for bioethical examination in Ukraine; development of proposals for legislative regulation in the field of bioethics; ensuring Ukraine's participation in international cooperation on bioethics; informing the population about the achievements and existing problems in the field of bioethics, etc. The Commission on Bioethics could rely in its work on the practice of the Ukrainian Association of Bioethics, the Institute of Bioethics. Yaroslav Bazylevych, who undertook to spread the ideas of bioethics in Ukraine and foreign experience, implementation of its principles in health care practice; together with the state bodies of the health care system, promote the establishment of bioethics committees in all health care institutions.

The main goal of the Institute of Bioethics is to ensure respect for human dignity as a person in its integrity (ie spiritual, mental and physical unity); preservation of human life and health from the moment of fertilization to natural death; priority of human interests over the interests of science or society.

In recent years, the number of published articles and monographs on bioethics has increased significantly, translated works of famous Western thinkers, whose ideas become available to the general public, held numerous scientific conferences and seminars on bioethics of international, national and regional scale.

According to the order of the Ministry of Health of Ukraine dated 01.11.2000 for № 281 "On approval of the Instruction on medicines and examination of clinical trial materials and standard regulations on the ethics commission" in Ukraine the process of forming ethics committees on the basis of institutions Health Care. The instruction contains the basic requirements for conducting clinical trials of drugs that can be performed on patients (volunteers) under the full or abbreviated program, and also emphasizes the need to establish special commissions on bioethics for the examination of clinical trials. The functions of these commissions coincide with the main tasks of ethics committees provided by international norms.

Every research project involving human experiments, every clinical trial of new drugs or diagnostic tools and new medical technologies requires bioethical expertise. It should be carried out

by bioethics committees, which should be established at all scientific institutions where research on humans is conducted, in all treatment and prevention facilities.

Tasks of bioethics committees: educational activity, consideration of protocols of research and clinical experimentation, consultations.

Characteristics of bioethics committees: competence, independence, impartiality, consultative nature.

Bioethics, which is now gaining the status of applied science, is gradually being introduced as a discipline in higher educational institutions of Ukraine, especially in medicine

2. Regulations of Ukraine concerning the protection of human health must comply with the principles and values of bioethics. Legislation of Ukraine in the field of health care according to Art. 9 of the Basic Law of Ukraine is adapted to the relevant international documents, if there is the consent of the Parliament. The legislation of Ukraine implements the main documents of international organizations on compliance with the norms and principles of bioethics in the practice of health care. The basis of such regulations is the human right to a dignified life and respect for the human person.

A logical addition to the European Convention on Human Rights and the European Social Charter is the “Convention for the Protection of Human Rights and Dignity of the Human Being with regard to the Application of Biology and Medicine: Convention on Human Rights and Biomedicine”, which Ukraine has signed with 22 countries. This means that legislation on the protection of life and health must be drafted in accordance with the requirements of the latest Convention, based on the principles of bioethics. The view of bioethics on medicine draws attention to the high value of service to life, because it is the basis of humanization of society.

The legislation of Ukraine on health care is based on the Constitution of Ukraine, where one of the main principles is to ensure the priority of universal values over other interests (Article 4). In medical practice, the use of medical and biological research for socially useful purposes is allowed, provided that they are scientifically sound, the benefits of success over risk, it is forbidden to conduct experiments on patients, prisoners, prisoners of war (Article 45). The Recommendation of the Parliamentary Assembly of the Council of Europe №1046/1986 declares that human embryos and embryos have human dignity, so they should be treated with due respect under all circumstances and any interference with their bodies, even non-viable ones, should be prohibited (experiments, taking organs for transplantation, etc.) (item 10). The legislative bodies of each country have to ensure compliance with these requirements. The Law of Ukraine on Health Care allows artificial insemination and implantation of the embryo with the consent of the spouses and while maintaining the anonymity of the donor (Article 48), which is morally unacceptable from the standpoint of bioethics. The Law of Ukraine on Health Care allows abortion (Article 50), which is also morally

unacceptable, because it is a murder. In particular, the legislation on organ transplantation deserves special attention of public administration bodies. In the relevant Law of Ukraine, there are significant ethical restrictions on transplantation of human organs and other anatomical materials (№ 1007 - XIV / 1999), although the practice of transplantation in Ukrainian medicine lags slightly behind other countries. However, according to him, "fetotherapy is performed by embryonic tissues and organs derived from abortion material" (Article 19), which is morally unacceptable. Authorities in Ukraine must combat the illegal trade in human embryos sold abroad.

The principles of bioethics, the implementation of which in biomedical practice is very important, now warn against the legalization of human cloning and euthanasia, which could be a direct threat to humane society and the rule of law, which Ukraine seeks to become. The abolition of the death penalty on February 23, 2003 by the Parliament of Ukraine is a confirmation of ensuring the principles of the value of life.

3. The problem of the dignity of the human person, which is emphasized by bioethics, requires a particularly careful attitude of public authorities to the production and trade of alcohol, as well as to the promotion of restrictions on its use. At the same time, from the point of view of bioethics, alcoholism is a serious disease that has various causes, including social, biological and psychological factors, and which is characterized by pathological physical and mental changes in the human body and the formation of alcohol dependence. Overcoming alcoholism requires the efforts of the person himself, the help of family, society and the state. Public and religious organizations are involved in the fight against alcohol abuse. One of the possible principles of salvation is to support Alcoholics Anonymous societies and encourage them to be active. The most important task of rehabilitation is not only to restore but also to preserve the personal and social status of the patient.

4. The solution to the problem of tobacco addiction begins with a person's recognition of his helplessness and desire for spiritual renewal. Smoking prevention is aimed at minimizing the advertising of tobacco products, eradicating in the human mind the concept of their safety.

5. At the present stage, the problem of drug addiction is global, its solution in a particular country is impossible. Public administration in Ukraine is aware that the experience of other countries in the fight against drug addiction does not always correspond to the specifics of Ukrainian society, its mentality, religiosity, spirituality, living conditions, so the fight against drug addiction in Ukraine is aimed primarily at raising the morality of Ukrainian society. To achieve success in resocialization it is necessary to: change the current narcological concept, giving priority to such rehabilitation of the individual; to shift the emphasis of addiction treatment from exclusively organic therapy to psychological correction and rehabilitation; to create a microclimate of trust and mutual understanding in the family; to organize centers of resocialization, which would help in the readaptation of individuals to public life.

6. Bioethics argues that AIDS patients should be treated with love and compassion, even though AIDS is a terrible inhumane phenomenon. AIDS prevention - the use of disposable medical and hairdressing tools, premarital virginity and marital fidelity.

7. *Sick* is a great art; one must acquire the ability to be ill, just as one must be able to live good and bad days, overcome life's difficulties, weaken or prevent conflicts.

There is a lot of information about both the positive and negative effects of *vaccination*. Vaccination is the administration of antigenic material (drugs consisting of attenuated or killed pathogens or products of their activity) to stimulate the immune system (developing immunity to a disease that will prevent infection or reduce its effects). The Lord has given us the gift of life and health. Every medical intervention should have a positive impact on the further quality of life. You need to have the information to choose the best for yourself and your children. One of the possible ways to solve the problem of vaccination is to provide at the legislative level the right to choose a person for its implementation.

Homeopathy is based on the theory that the disease can be cured by using very small doses of drugs that in healthy people and in large doses can cause symptoms similar to the symptoms of this disease. The founder of homeopathy, German physician Samuel Hahnemann, formulated three basic laws of treatment: *the first* - similar is treated by similar, *the second* - dilution (the more diluted the drug, the more effective they are), *the third* - strengthening. According to the Catechism of the Catholic Church, "turning to medicine, called folk medicine, does not legitimize the invocation of evil forces or the use of another person's gullibility."

Prevention of *homosexuality*: learn to shift the focus of consciousness from instinctive sensuality to higher spiritual realms.

In the case of *transsexualism*, surgery does not correct a person's false sexual self-identification. On the contrary, it is sometimes the cause of even greater personal drama. Such an intervention is only superficial, because the person at the genetic level remains unchanged. Sex "given" to a transsexual is "artificial."

An alternative to the surgical method of treating transsexualism is to use all other methods so that a person can live with his pathology, just like patients with serious illnesses. In the case of transgender patients who declare themselves to be Christians, the collaboration between a psychotherapist and a priest can open up broad prospects for resolving this problem. Physicians must make clear decisions in a particular situation, making the best use of knowledge and available methods to alleviate the patient's condition.

In times of *war*, legitimate self-defense can be not only a right but also an honorable duty for those who are responsible for the lives of others, for the common good of the family and the state. To defend the public good, it is necessary to neutralize the aggressor. If there is a way to protect human

life from the aggressor and to maintain public order and safety of people without resorting to bloodshed, it is necessary to limit these means, because they are more in line with the common good and dignity of man. In the Sermon on the Mount, the Lord reminds us of the commandment, "Thou shalt not kill" (Matt. 5:21), and complements it with a prohibition on anger, hatred, and revenge. Moreover, Christ asks his disciples to substitute the other cheek (Matt. 5: 22-39), to love his enemies (Matt. 5:44). He himself did not defend himself and asked Peter to insert the sword into the scabbard (Matt. 56:22).

The death penalty is a legacy of pre-Christian culture, which is revenge rather than a means of conversion, resocialization of the offender. The death penalty is murder for any reason.

The real overcoming of the problem of the negative influence of uncontrolled *mass media* on the formation of the young generation is possible only if it becomes an important and urgent responsibility of public administration, various public and educational institutions, youth organizations and spiritual institutions. The media, in particular television, are important sources of communication and intellectual enrichment and should be useful in the life of each person and society as a whole, significantly contribute to the spiritual growth of the individual, to lead to noble ideas.

Self-control questions

1. *Organizations that are competent to solve problems of bioethics and influence the formation of legislation in Ukraine.*
2. *Organizations that conduct research in the field of bioethics.*
3. *Examples of scientific cooperation of Ukrainian and foreign organizations in the field of bioethics.*
4. *Tasks of bioethics committees.*
5. *Characteristics of bioethics committees.*
6. *Types of commissions on bioethics.*
7. *The main difficulties in implementing bioethics in the practice of medical training.*
8. *Acts of state bodies of Ukraine, which regulate the introduction of the principles of bioethics in the health care system.*
9. *International organizations working in the field of human dignity.*
10. *Facts of neglect of the right to life in society.*
11. *Ukrainian legislation on abortion.*
12. *Shortcomings of Ukrainian legislation on birth control.*
13. *Negative aspects of the cloning problem.*
14. *Social causes of alcoholism.*

15. *Factors of alcohol dependence.*
16. *Alcoholism as a disease.*
17. *Definition of alcoholism and drunkenness.*
18. *Pathogenesis of alcoholism (stages: compensation, narcotic, decompensation).*
19. *The effect of alcoholism on the central nervous system (excitation phase, depression phase).*
20. *Social consequences of alcoholism.*
21. *Principles of alcoholism prevention.*
22. *Ways to a sober life in the activities of AA communities: Al-anon and Al-atin of the International Movement of Alcoholics Anonymous, the Renaissance Society, the Lviv regional organization of the Ukrainian Society of Sobriety and Health and the charity organization "Regional Center for Social Adaptation".*
23. *Negative aspects of state policy in the field of production and sale of alcoholic beverages.*
24. *The reason for the low effectiveness of government measures against alcoholism.*
25. *Ways to intensify the activities of public anti-alcohol organizations.*
26. *The influence of the principles of bioethics on overcoming alcoholism.*
27. *Foreign experience in combating alcoholism.*
28. *Causes of tobacco dependence.*
29. *Negative aspects of smoking.*
30. *Tobacco prevention measures.*
31. *Benefits of abstinence from smoking.*
32. *Solving the problem of tobacco dependence in the context of bioethics.*
33. *Drugs: criteria for determination, groups.*
34. *Drug addiction: definition, causes, main characteristics.*
35. *Principles of bioethics in the treatment and rehabilitation of drug addicts.*
36. *Ways to prevent drug addiction.*
37. *The purpose and objectives of anti-drug prevention and rehabilitation programs.*
38. *The idea, purpose and content of a 12-step drug treatment program for groups of anonymous addicts.*
39. *The role of the state in drug prevention.*
40. *Ways to overcome drug addiction.*
41. *The essence of the problem of resocialization of drug addicts in the context of bioethics.*
42. *Foreign experience in the fight against drug addiction.*

43. *Social causes of HIV infection.*
44. *The role of bioethics principles in drug prevention, treatment and resocialization of AIDS patients.*
45. *Medical measures necessary for AIDS prevention in the context of bioethics.*
46. *Definition of "health".*
47. *The importance of disease in human life.*
48. *Tasks for the humanization of hospitals.*
49. *Legislation on compulsory vaccination.*
50. *Ethical assessment of homeopathy.*
51. *Homosexuality - causes, definition, treatment and prevention.*
52. *Causes of transsexualism.*
53. *Components and characteristics of transsexualism.*
54. *The ethical problem of transsexualism.*
55. *An alternative to surgical treatment of transsexualism.*
56. *Evaluation of the war from the standpoint of bioethics.*
57. *Ethical inadmissibility of the death penalty.*
58. *The issue of the death penalty in Ukraine.*
59. *The task of the media in the formation of bioethical thinking of the individual.*

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Forms and criteria of current and final control

Forms of current control

Evaluation of the student's mastery of each topic is based on deriving the arithmetic mean of grades for three types of student activities during each practical lesson: oral answers, written work (tests) and the level of activity during the lesson.

Criteria for assessment of the oral response			
Excellent	Good	Satisfactory	Failure
<p>The student has deeply and firmly mastered the material, consistently, competently and logically teaches it. Thus the student has no difficulties at change of the task. Freely copes with tasks, questions and other uses of knowledge, correctly justifies the decision.</p>	<p>The student firmly knows the material, competently and essentially answers it, does not allow significant mistakes in the answer, correctly uses theoretical positions in solving practical questions and problems.</p>	<p>The student has knowledge of the basic material, but has mastered its details, makes mistakes, does not form correctly enough, breaks the sequence in the presentation of the material.</p>	<p>The student does not know part of the program material. Makes significant mistakes, unsure of the answer.</p>
Assesment of the solution of a situational case			
Excellent	Good	Satisfactory	Failure
<p>Precisely formulated, correctly and well-founded answer</p>	<p>The answer is precisely formulated, but not completely substantiated, insignificant inaccuracies are admitted.</p>	<p>There were difficulties in substantiating the answer, corrected by the student with the help of the teacher, the answer is incomplete.</p>	<p>There is no answer to the situational case.</p>
Assessment of practical skill or ability demonstration.			
Excellent	Good	Satisfactory	Failure
<p>The student performs practical skills of varying</p>	<p>The student performs practical skills, but makes</p>	<p>The student in the process of performing practical</p>	<p>The student did not master the program (the answer is</p>

difficulty. Mastered the practical skills provided by the program.	minor, unprincipled mistakes (experiences difficulties only in the most difficult cases). Makes mistakes that do not significantly affect the result.	skills makes significant mistakes, experiences difficulties in simple cases (answers are incomplete, inaccuracies are allowed, skills are developed to a minimum, skills are not formed).	incorrect, significant errors). Did not develop practical skills, did not develop skills that can significantly affect the result of work. His knowledge and skills must be improved during SIW hours.
Assesment of test tasks solving			
Excellent	Good	Satisfactory	Failure
100-91%	90-76%	75-51%	50% i мeншe
Assesment of interactive teaching methods			
Proactive (Perfect)	Active (Good)	Moderately active (Sufficiently)	Passive (Insufficiently)
Leader. The student is multifaceted communicative, is able to cooperate with teammates, has the skills of cooperative learning activities with appropriate changes in roles and functions, willingly teaches other students. Quickly makes the right decision in a difficult situation, has creative thinking, can accurately assess and analyze the result, tries to show independence,	The student is communicative, interacts and teaches other students, has the skills to work in a group. Quickly makes the right decision in a difficult situation, can properly assess and analyze the result, tries to show independence and responsibility for accuracy and timeliness, is well aware of the situation in which he finds himself, is able to	The student has a low level of activity, does not show a desire to work with teammates, can correctly but not fully evaluate the result after help, does not show independence. Slowly adapts to the new situation.	The student has a low level of activity, reproductive activity prevails in the almost complete absence of independence and creativity, it is difficult to adapt to new conditions, does not always establish contact when working in a group. It is difficult to adapt to a new situation.

<p>is responsible for the accuracy and timeliness of actions, is well aware of the situation in which he finds himself, is able to evaluate their work and the work of others. and ability in a specific situation, quickly adapts to a new situation, has a creative approach to solving problems.</p>	<p>evaluate the work of others, able to use knowledge and skills in a particular situation, adapts quickly to a new situation.</p>		
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11. **Learning methods:** oral discussion of the topic with the involvement of most students in the group; blitz poll; discussions on problem situations; abstract speeches; testing students in writing; performance of written tasks; interactive teaching methods, in particular the method of "brainstorming", which encourages students to show attention and creativity, to find several solutions to this topic by free expression of opinions ect.

12. **Grading system: current and final assesment.** The form of final control in accordance with the curriculum - credit. Current control is carried out during training sessions and aims to verify the assimilation of educational material. Forms of current control during classes on a 4-point (national) scale: oral examination, written assignments, tests, essays etc. The student must receive a grade from each topic for further conversion of grades into points on a multi-point (200-point) scale.

Students' knowledge on each topic is evaluated according to the following scale:

mark "5" = "excellent";

mark "4" = "good";

mark "3" = "satisfactory";

mark "2" = "failure".

The final mark for the course is the average mark for all seminars transferred into points according to the following table:

4 points scale	200 points scale
5	200
4.97	199
4.95	198
4.92	197
4.9	196
4.87	195
4.85	194
4.82	193
4.8	192
4.77	191
4.75	190
4.72	189
4.7	188
4.67	187
4.65	186
4.62	185
4.6	184
4.57	183
4.52	181
4.5	180
4.47	179

4 points scale	200 points scale
4.45	178
4.42	177
4.4	176
4.37	175
4.35	174
4.32	173
4.3	172
4.27	171
4.24	170
4.22	169
4.19	168
4.17	167
4.14	166
4.12	165
4.09	164
4.07	163
4.04	162
4.02	161
3.99	160
3.97	159

3.94	158
4 points scale	200 points scale
3.92	157
3.89	156
3.87	155
3.84	154
3.82	153
3.79	152
3.77	151
3.74	150
3.72	149
3.7	148
3.67	147
3.65	146
3.62	145
3.57	143
3.55	142
3.52	141
3.5	140
3.47	139
3.45	138
3.42	137

3.4	136
4 points scale	200 points scale
3.37	135
3.35	134
3.32	133
3.3	132
3.27	131
3.25	130
3.22	129
3.2	128
3.17	127
3.15	126
3.12	125
3.1	124
3.07	123
3.02	121
3	120
Less than 3	Unsufficient

13. **Form of final control** of academic success in the discipline "Bioethics": semester test, which consists in assessing the student's mastery of educational material solely on the basis of the above types of work performed in practical classes. The semester test in "Bioethics" is held after the end of its study, before the examination session.

14. Scheme of accrual and distribution of points received by students

The maximum number of points that a student can earn for the current academic activity in the study of the discipline is 200 points.

The minimum number of points that a student must score for the current initial activity for enrollment in the discipline must be 120 points.

The calculation of the points number is based on the grades obtained by the student on a 4-point (national) scale during the study of the discipline, by calculating the arithmetic mean (AM), rounded to two decimal places. The resulting value is converted into points on a multi-point scale as follows:

$$X = (CA \times 200) / 5$$

For convenience, a table of recalculation for a 200-point cabinet is given.

Recalculation of the average grade for current activities in a multi-point scale for disciplines that end with a credit.

15. **Methodological support:** To succeed in learning the course students are provided with thematic plans of lectures and seminars, tasks for individual independent work, methodical guidelines for seminars, e-version of materials for seminars, cases for current and final control of knowledge

and skills of students, complex control work after attestation monitoring of acquired knowledge and skills).

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