



## SYLLABUS OF DISCIPLINE «Bioethics»

<b>1. General information</b>	
<b>Name of the faculty</b>	Faculty of Foreign Students
<b>Education Programme</b> (Education sector, speciality, level of high education, form of study)	22 Healthcare, 221 Dentistry, the second (master) level of higher education, daytime study
<b>Discipline, code</b> (e-mail on the website of the Danylo Halytsky Lviv National Medical University)	Bioethics, OK 3 <a href="mailto:bioethics.ua@gmail.com">bioethics.ua@gmail.com</a>
<b>Department</b> (name, adress, phone number, e-mail)	Department of Ukrainian Studies, 79010, Lviv, Shymseriv street, 3a, <a href="mailto:bioethics.ua@gmail.com">bioethics.ua@gmail.com</a>
<b>Head of the Department</b> (e-mail)	Candidate of philological sciences, docent Yeshchenko T. A., <a href="mailto:kaf_ukrlang@meduniv.lviv.ua">kaf_ukrlang@meduniv.lviv.ua</a>
<b>Academic year</b> (year, when the study of the discipline is realized)	I <sup>st</sup> studying year
<b>Semester</b> (semester, when the study of the discipline is realized)	I <sup>st</sup> (autumn) semester
<b>Type of discipline</b> (obligatory / selective)	Obligatory
<b>Educators</b> (names, surnames, Scientific Degree and Academic Titles, e-mail)	Halyna Tereshkevych (s. Diogena) <a href="mailto:gmart@ukr.net">gmart@ukr.net</a>
<b>Erasmus</b> yes/no (availability of the discipline for students in framework of Erasmus+ program)	No
<b>Person, responsible for syllabus</b> (person, who is to be given comments concerning syllabus, contact e-mail)	Halyna Tereshkevych (s. Diogena) <a href="mailto:gmart@ukr.net">gmart@ukr.net</a>
<b>Quantity of ECTS credits</b>	0,5 credit
<b>Quantity of hours</b> (lectures/ practical classes/ individual work)	Total - 15 hours (Lectures – 2 h, Practical classes – 8 h, Individual work – 5 h)
<b>Language of Instruction</b>	English
<b>Information about consultations</b>	Every Monday after 3rd class (after 15.20)

## 2. Brief review of the subject

*Bioethics as a discipline is based on the coverage of ethical issues related to the development of technological sciences, biology, medicine; lays the foundations of theoretical provisions and practical recommendations for changes in the assessment of the health of the population, rethinking the doctor-patient relationship, attitudes towards people with alcohol and drug addiction, HIV-infected, etc .; protection of human embryo rights, as well as the moral status of concepts: abortion and solving the problem of destructive post-abortion syndrome, sterilization, contraception and its alternatives - natural methods of recognizing fertility days, reproductive technologies, biomedical manipulations, genetic engineering, cloning, human experimentation, transplantation euthanasia and its counteraction - palliative treatment; lays the foundations of a healthy lifestyle, respect for human dignity, preservation of human life and health from fertilization to natural death, quality and effectiveness of diagnosis, treatment, rehabilitation and prevention of diseases, preservation and promotion of public health.*

## 3. Aim and goals of the subject

**1. The aim** - 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 general provisions and practical recommendations for change in 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.

**2. The goals of the course** – The course is designed to prepare competent, highly qualified professionals who are focused on spiritual and moral values, in the field of "Medicine", who are well versed in the basic principles, values and provisions of bioethics and biosafety; understanding of the essence of bioethics as a new branch of science, which considers man as a person in his spiritual, mental and physical integrity, is open to further scientific knowledge, based on moral principles and focused on respect for human dignity, its development as a person, saving lives from fertilization to natural death; can solve situational cases, use sociological research in the form of surveys, prevent negative phenomena during professional duties, analyze regulations in the health care system for compliance with the principles of bioethics.

### 3. Competencies and studying process results:

#### I) integral:

Ability to solve complicated life and practical professional problems related to interpersonal relationships, professional communication of a physician, moral choice and responsibility, which involves the application of the basic principles of Christian ethics and morality and is characterized by complexity and uncertainty of conditions.

#### II) general:

1. Ability for abstract thinking, analysis and synthesis.
2. Ability to apply knowledge in practical situations.
3. Ability to be critical and self-critical;
4. Capacity to generate new ideas (creativity);
5. Ability to identify, pose and resolve problems;
6. Ability to motivate people and move toward common goals;
7. Ability to interact constructively with others regardless of background and culture and respecting diversity;
8. Ability to design and manage projects;
9. Ability to show awareness of equal opportunities and gender issues;

#### III) Special (professional):

1. Mastering the skills of defining the concepts of bioethics;
2. Understanding and ability to use basic ethical concepts to conceptualize specific problem situations;
3. Ability to understand one's professional self-actualization in the context of bioethics;
4. Ability to extrapolate the values of bioethics and objective moral norms to practical life situations and professional activities;

5. Ability to structurally analyze the preconditions of the conflict, the ability to create strategies for resolving the conflict, based on the principle of the common good and the construction of new opportunities.

#### 4. Preliminary requirements

Bioethics is determined by the integral nature of the discipline, interdisciplinary discourse, close connection with the complex of natural sciences and humanities. Bioethics gives an understanding of how science can serve the good of man. To successfully master the course, the student must have factual material on the subjects of natural sciences and humanities (including anatomy, pathological physiology, pharmacology, philosophy, political science, obstetrics and gynaecology, embryology, paediatrics, gerontology, law, psychology, etc.).

#### 5. Program learning results

##### List of the learning results

Code of education results	Essence of education results	The reference to the code of the competence matrix ( <i>the symbol of the code of the Curriculum studies result in the Standard of higher education</i> )
3H-1	Knowledge of the essence of bioethics as a science	3K-1
3H-2	Knowledge and understanding of basic concepts and principles of bioethics, biological and anthropological status of the human embryo, legal framework concerning the dignity and inviolability of human life from fertilization to natural death, causes, nature, methods, consequences of abortion as a bioethical and socio-spiritual phenomenon and as a violation of the fundamental right to life, fertility awareness methods etc.	3K -2
3H-4	Knowledge and understanding of basic ethical concepts regarding trends and problems of spiritual development of man and society	3K-4
3H-5	Knowledge of the possibilities of solving problem situations from the standpoint of personalistic bioethics	3K-5
3H-6	Knowledge of the experience of educational and preventive work among people on abortion prevention and for good reasons of family planning (using the natural method of recognizing fertility days) while maintaining its spiritual, mental and physical health; new measures of responsible state demographic policies	3K-6
3H-7		3K-7

3H-9	<p>Knowledge and understanding of the equal status of different peoples in the light of bioethics</p> <p>Knowledge of equality of people of both sexes and their difference, high status of women in the context of personalistic bioethics, value, dignity and inviolability of human life from the moment of fertilization to God-ordained death (natural death)</p>	3K-9
Y <sub>M</sub> -1	Be able to analyze complex medical and social problems for making quick right decisions; use different types of information resources of bioethical orientation	3K-1
Y <sub>M</sub> -2	Be able to find appropriate logical connections, similarities between the values and principles of bioethics and specific life and professional situations	3K-2
Y <sub>M</sub> -3	Be able to analyze own behaviour (actions, choices) and the behaviour of others in terms of values and principles of bioethics	3K-3
Y <sub>M</sub> -4	Be able to find appropriate logical connections between the principles of bioethics and current challenges to modern education, science, medicine, biology, law	3K-4
Y <sub>M</sub> -5	Be able to determine the causes, nature, consequences of specific life (professional) problems in the light of personalistic bioethics	3K-5
Y <sub>M</sub> -6	Be able to verbally present a particular idea to people, to argue its expediency and usefulness convincingly	3K-6
Y <sub>M</sub> -8	Be able to create project proposals to promote the values and principles of bioethics in health care	3K-8
AB-1	Be able to find answers to important life questions from the standpoint of personalistic bioethics	3K-1

AB-2	Be ready to make a choice according to the voice of conscience and for the benefit of man, to bear moral responsibility for professional activity	3K-2
AB-3	Be ready to show own example of change, correction and prevention of previous negative actions	3K-3
AB-4	Be ready to create new proposals for the concept of health care development taking into account the principles of bioethics	3K-4
AB-5	Be ready to make values-based decisions to solve problems and be responsible for them	3K-5
AB-6	Be ready to organize people and be responsible for the result of achieving a common goal	3K-6
AB-8	Be ready to initiate and implement ethical and educational health projects for children, youth, women, people with special needs	3K-8
AB-9	Be able to implement maternity and childhood protection projects based on bioethics to protect the interests of people who became discriminated	3K-9
K-2	Interpersonal communication skills based on respect and love for the person	3K-2
K-3	Communication skills to promote spiritual development and improvement of different groups of people - patients, colleagues etc	3K-3
K-5	Communication and collaboration skills with unresolved issues	3K-5
K-6	Communication skills tailored to people's needs, encouragement to engage in joint activities for an essential purpose	3K-6
K-7	Be ready to communicate with representatives of different nations, religions, cultures based on tolerance, respect and love for all people	3K-7
K-8	Skills of cooperation in small groups	3K-8

K-9	Be ready to communicate based on equality and respect for both sexes, building personal relationships of freedom and responsibility	3K-9		
<b>6. Format and scope of the course</b>				
Format of the course	Full-time			
Type of classes	Number of hours	Number of groups		
Lectures	2	1		
Practical classes	8	All groups, Studying in one group		
Individual work	5	All groups, Studying in one group		
<b>7. Topic content of the course</b>				
Code of class	Topic	Content	Code of education results	Educator
<i>Л-1 (lecture-1)</i>	<b>Topic 1.</b> Theoretical and methodological principles of bioethics. Human life as a unique value.	Historical roots of bioethics. Definition of bioethics. Epistemological status of bioethics (interdisciplinarity). Basic models of bioethics. The essence of the personalistic model of bioethics. The right to life. Bioethics about the status of the human embryo. Understanding the human person and his dignity. Man in the context of the Bible and the teachings of the church.	3H-1 3H-2 3H-6 УМ-5 УМ-6 К-2 К-7 К-8 АВ-2 АВ-9	Yuriy Martynyuk
<i>П-1 (practical class 1)</i>	<b>Topic 1.</b> 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	Factors of bioethics emergence. Definition of bioethics. Research method in bioethics. Moral law and civil law. Currents (types) of bioethics. The essence of personalistic bioethics. Epochs of formation of medical	3H-1 3H-2 3H-6 УМ-5 УМ-6 К-2 К-7 К-8 АВ-2 АВ-9	Yuriy Martynyuk

	<p>demography. The problem of abortion.</p>	<p>ethics (pre-modern, modern, postmodern). Bioethics and medical paternalism. Spheres and burrows of bioethics. The 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. The 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 principles of personalistic bioethics. Cooperation (complicity) in a crime. 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 principle. J. Engelhardt's contractualism. P. Singer's new model. Creationism and personalism as a theoretical basis of bioethics. The imperfection of the materialist</p>		
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		<p>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.  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. Gender of the person. Sex and gender. Early stages of human development. The human right to life from the moment of fertilization: a) abortion - a violation of the fundamental human right to life; b) human rights and the latest reproductive technologies. Their assessment in the context of bioethics; c) the right to live in the context of human rights. Dignity and inviolability of human life from the moment of fertilization to natural death.  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</p>		
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		<p>bioethics. The criterion of ethical permissibility of prenatal examination. Surgical methods of abortion.</p> <p>Pharmacological methods (medical abortion). Solving the problem of the post-abortion syndrome in the context of bioethics.</p>		
<p>П-2 (<i>practical class 2</i>)</p>	<p><b>Topic 2.</b></p> <p>Contraception and its alternative fertility awareness methods. Bioethical concept of human life protection. Problems of assisted reproductive technologies and their alternative - NaProTechnologies. Bioethical unacceptability 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. Mental health manipulations.</p>	<p>Inconsistency of contraception methods with the nature of the human person and his dignity.</p> <p>Classification of contraceptives and their bioethical assessment.</p> <p>Bioethical evaluation of direct and indirect sterilization.</p> <p>Fertility awareness methods. Bioethical bases of abstinence from premarital and extramarital sex.</p> <p>Bioethical problems of reproductive technologies.</p> <p>Assisted reproductive technologies as a threat to human life and human dignity.</p> <p>Ukrainian law of reproductive technologies. The criterion of ethical permissibility of assisted reproductive technologies. An alternative to assisted reproductive</p>	<p>ЗН-5 ЗН-6 УМ-2 УМ-4 УМ-6 К-8 К-9 АВ-1 АВ-8</p>	<p>Yuriy Martynyuk</p>

		<p>technologies is NaProTechnologies.</p> <p>The dignity of the human being as a person from the moment of fertilization.</p> <p>Inadmissibility of fetal therapy from the standpoint of bioethics.</p> <p>Cloning. Cloning methods. Artificial reproduction without gametes.</p> <p>Bioethical argumentation against the possibility of human cloning.</p> <p>Cell life in the human body.</p> <p>Problems of biomedical manipulations and genetic engineering in the context of human dignity, integrity and identity. The danger of using the latest biotechnologies in the context of bioethics. Problems of biomedical manipulations and genetic engineering in the context of biosafety. Criteria of ethical permissibility.</p> <p>Regulations on the management of GMOs and the use of genetic engineering technologies in the context of biosafety.</p> <p>Treatment of GMOs in the context of biological and</p>		
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		<p>genetic safety. The danger of the use of genetically modified organisms for humans and the environment.</p> <p>Dangerous food.</p> <p>Problems of nanotechnology implementation and consequences of their application for man and environment.</p> <p>Nanosafety problems in the context of bioethics.</p> <p>Man and the environment.</p> <p>Ethical requirements for human experiments.</p> <p>Classification of research. Basic legal acts concerning experimental studies. Ethics committees, their levels, functions and characteristics.</p> <p>Informed consent as the main principle of a medical experiment.</p> <p>Supervision of investigational drugs as prevention of possible negative consequences of their use.</p> <p>Production of orphan-drugs by pharmaceutical companies in the context of public financial incentives.</p>		
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		Reasons for using placebo in the context of experimentation. Conditions of ethical permissibility. The problem of experimentation on human embryos and embryos in the context of recognizing the dignity of the human person in the prenatal phase of development. Manipulation of human mental health.		
П-3 ( <i>practical class 3</i> )	<p><b>Topic 3.</b> Bioethics and organ transplantation. Xenotransplantation from bioethics position. The problem of euthanasia in the context of bioethics. An alternative to euthanasia is a palliative treatment.</p>	<p>Difficulties and successes of transplantology. Problems of organ and tissue donation in the context of bioethics. Transplantation and the identity of the human person. The question of death diagnosing. Informed consent and organ transplantation. General ethical principles of transplantology and their reflection in international and national legislation. History and current state of xenotransplantation development. Driving forces and decisive moments. Possible negative consequences, obstacles and</p>	<p>ЗН-9 УМ-1 К-5 К-6 К-8 АВ-3 АВ-5</p>	Yuriy Martynyuk

		<p>precautions. Principles of bioethics in the field of xenotransplantation. Death as a social phenomenon. Euthanasia in terms of bioethics. Ethical assessment of euthanasia. Euthanasia and the right to live: the state of legislative regulation in Ukraine. Moral problems of suicide. Features of palliative therapy. Bioethical problems of resuscitation.</p>		
<p>П-4 (<i>practical class 4</i>)</p>	<p><b>Topic 4.</b> Current state 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. A bioethical aspect of the fight against alcoholism. Tobacco addiction as a problem of bioethics. The question of drug prevention, rehabilitation and resocialization of drug addicts. AIDS prevention and treatment of AIDS patients in the context of bioethics. Bioethics and social problems.</p>	<p>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</p>	<p>ЗН-4 ЗН-7 УМ-4 К-3 К-8 АВ-4 АВ-6</p>	<p>Yuriy Martynyuk</p>

		<p>memoirs of the author).</p> <p>Experience of teaching bioethics at Danylo Halytskyi Lviv National Medical University.</p> <p>Bioethics committees: functions and characteristics.</p> <p>Types of commissions on bioethics.</p> <p>International health organizations and their influence on the formation of legislation in Ukraine.</p> <p>The crisis in the field of human rights to life.</p> <p>Shortcomings of Ukrainian legislation on the protection of human dignity.</p> <p>Alcoholism as a psychophysical pathology and a social problem.</p> <p>Measures of state bodies to overcome alcoholism. Public anti-alcohol organizations and overcoming alcoholism in the context of bioethics.</p> <p>Threat of smoking to life and health.</p> <p>Measures to overcome the problem of tobacco dependence in the context of bioethics.</p>		
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		<p>The danger of drug addiction. Drug prevention programs. Foreign experience in drug prevention and control.</p> <p>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.</p> <p>Defining the concept of "health" and the problem of disease in bioethics. Views on vaccination in the light of bioethics. Homoeopathy and bioethics.</p> <p>Homosexuality as a problem of bioethics. Transsexualism and managing 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.</p>		
CPC-1 ( <i>individual work 1</i> )	<p><b>Topic 1.</b></p> <p>Preparation for the first practical lesson - theoretical training and development of practical skills.</p> <p>Preparation for the second practical lesson - theoretical training and development of practical skills.</p>	<p>Knowledge of the essence of bioethics as a science</p> <p>Knowledge and understanding of basic concepts and principles of bioethics, biological and anthropological status of the human embryo, legal framework concerning the dignity and inviolability of</p>	3H-1  3H-2	Yuriy Martynyuk

		<p>human life from fertilization to natural death, causes, nature, methods, consequences of abortion as a bioethical and socio-spiritual phenomenon and as a violation of the fundamental right to life, fertility awareness methods etc.</p>		
		<p>Knowledge of the experience of educational and preventive work among people on abortion prevention and for good reasons of family planning (using the natural method of recognizing fertility days) while maintaining its spiritual, mental and physical health; new measures of responsible state demographic policies</p>	3H-6	
		<p>Be able to determine the causes, nature, consequences of specific life (professional) problems in the light of personalistic bioethics</p>	УМ-5	
		<p>Be able to verbally present a particular idea to people, to argue its expediency and usefulness convincingly</p>	УМ-6	
		<p>Interpersonal communication skills based on respect and love for the person</p>	K-2	



		<p>Be ready to communicate with representatives of different nations, religions, cultures based on tolerance, respect and love for all people</p> <p>Skills of cooperation in small groups</p> <p>Be ready to make a choice according to the voice of conscience and for the benefit of man, to bear moral responsibility for professional activity</p> <p>Be able to implement maternity and childhood protection projects based on bioethics to protect the interests of people who became discriminated</p>	<p>K-7</p> <p>K-8</p> <p>AB-2</p> <p>AB-9</p>	
<p>CPC-2 (<i>individual work 2</i>)</p>	<p><b>Topic 2.</b> Preparation for the third practical lesson - theoretical training and development of practical skills. Preparation for the fourth practical lesson - theoretical training and development of practical skills</p>	<p>Knowledge of equality of people of both sexes and their difference, high status of women in the context of personalistic bioethics, value, dignity and inviolability of human life from the moment of fertilization to God-ordained death (natural death)</p> <p>Be able to analyze complex medical and social problems for making quick right decisions; use different types of information resources</p>	<p>3H-9</p> <p>YM-1</p>	<p>Yuriy Martynyuk</p>

		of bioethical orientation		
		Communication and collaboration skills with unresolved issues	K-5	
		Communication skills tailored to people's needs, encouragement to engage in joint activities for an essential purpose	K-6	
		Skills of cooperation in small groups	K-8	
		Be ready to show own example of change, correction and prevention of previous negative actions	AB-3	
		Be ready to make values-based decisions to solve problems and be responsible for them.	AB-5	
		Knowledge and understanding of basic ethical concepts regarding trends and problems of spiritual development of man and society	3H-4	
		Knowledge and understanding of the equal status of different peoples in the light of bioethics	3H-7	
		Be able to find appropriate logical connections between the principles of bioethics and current challenges to modern education, science, medicine, biology, law	YM-4	

		<p>Communication skills to promote spiritual development and improvement of different groups of people - patients, colleagues etc</p> <p>Skills of cooperation in small groups</p> <p>Be ready to create new proposals for the concept of health care development taking into account the principles of bioethics</p> <p>Be ready to organize people and be responsible for the result of achieving a common goal</p>	<p>K-3</p> <p>K-8</p> <p>AB-4</p> <p>AB-6</p>	
CPC-3 ( <i>individual work 3</i> )	<p><b>Topic 3.</b> Individual work: reports of students at the section of bioethics of annual student scientific conferences; preparation for the final control of the module</p>	<p>Knowledge of equality of people of both sexes and their difference, high status of women in the context of personalistic bioethics, value, dignity and inviolability of human life from the moment of fertilization to God-ordained death (natural death)</p> <p>Be able to analyze complex medical and social problems for making quick right decisions; use different types of information resources of bioethical orientation</p> <p>Communication and collaboration skills with unresolved issues</p>	<p>ЗН-9</p> <p>УМ-1</p> <p>К-5</p> <p>К-6</p>	<p>Yuriy Martynyuk</p>

		<p>Communication skills tailored to people's needs, encouragement to engage in joint activities for an essential purpose</p> <p>Skills of cooperation in small groups</p> <p>Be ready to show own example of change, correction and prevention of previous negative actions</p> <p>Be ready to make values-based decisions to solve problems and be responsible for them</p>	<p>K-8</p> <p>AB-3</p> <p>AB-5</p>	
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### System of classes

- *information sources*: verbal and auditory perception methods of learning information (lecture, conversation, explanation, discussion); methods of presenting information and visual methods (illustration, demonstration of slides, tables, figures, review of literature; visual sources of information); methods of practical application of the information (practical assignment, practical tasks solving, mastering of practical skills).

- *according to individual work*: by means of problems, partial-searching, research (situational tasks solving, preparing scientific reports)

Interactive methods: problem-oriental method, method of individual educational-research and practical tasks, method of competing groups, method of training technologies, «business game» method, brainstorming method.

The following methods of studying are used during practical lessons: diagnosing (conversation, observation, testing, creative and independent tasks); informing (demonstration, consulting, narration, group studies, testing), independent work investigation of scientific and informative sources); practical work (doing training exercises and tasks); the development of creative activity (fulfilling language investigation); operational method (business games, self criticism, solving communicative situations); interactive method (modeling communication situations “Physician - patient”), solving educational cases, situational tasks, workshops.

### 8. Verification of results

#### Current checkup

is carried out during the classes and is aimed at checking the students’ mastering of educational material. The forms of holding the current checkup during the lessons are as follows: checking the written tasks, testing the knowledge. The forms of evaluation of the current educational activity are standard and include the checkup of theoretical and practical preparation. The final grade for the current educational activity is put according to the 4-grading (national) scale

Code of the results of studying	Code of type of classes	Method of verifying learning outcomes	Enrollment criteria
		Types of educational activities of students are: a)	<b>Criteria for evaluation</b>

<p>Л-1</p>	<p>3H-1 3H-2 3H-6 3H-9 YM-1 YM-5 YM-6 K-2 K-5 K-7 K-6 K-8 AB-2 AB-3 AB-5 AB-9</p>	<p>lecture b) practical classes c) individual work of student (CPC) Thematic plans of lectures, practical classes and individual work provide the discipline topics realization in educational process.</p> <p><b>Lecture course consists</b> of 1 lecture. The issues of lecture comprises all problematic issues of bioethics.</p> <p>The lecture course is aimed at presenting basic knowledge of the discipline, motivate and orient the students.</p> <p>Didactic means – multimedia presentations, educational films, and slides are widely used during the lectures.</p>	<p><b>Excellent ("5")</b> - The student correctly answered the 90-100% of tests format A. Right, clearly and logically and completely answer all questions standardized current topics, including issues of lectures and independent work. The student closely is linking theory with practice and the right shows the performance (knowledge) practical skills.</p> <p><b>Good ("4")</b> - The student correctly answered 70-89% of tests format A. Right and essentially answers the question standardized current topics of lectures and independent work. The student demonstrates performance (knowledge) practical skills. Correct use theoretical knowledge in solving practical problems. The student is able to solve easy and medium difficulty situational problems. Have the necessary practical skills and techniques for their implementation in an amount greater than the required minimum.</p> <p><b>Outstanding ("3")</b> - The student correctly answered 50- 69% of tests A. In incomplete format, with the help of additional questions, answers to standardized questions current topics of lectures and independent work. The student could not alone give a clear, logical answer. During response and demonstration of practical skills the student makes mistakes. The student solves only the easiest task, has a mandatory minimum methods.</p> <p><b>Poor ("2")</b> - The student responded to less than 50% of tests format A, does not know the The main part of the lesson is dedicated to practical work. Students have practical access to macro- and micropreparations, solve typical situation tasks, problems from molecular biology, genetics and medical genetics, and draw pictures of the studied species in their students' personal albums. At the</p>
<p>П-1, П-2, П-3, П-4</p>	<p>3H-1 3H-2 3H-4 3H-5 3H-6 3H-7 3H-9 YM-1 YM-2 YM-3 YM-4 YM-5 YM-6 YM-8 AB-1 AB-2 AB-3 AB-4 AB-5 AB-6 AB-8</p>	<p><b>Practical classes</b> serve for cheking the level of students understanding of theoretical material presented at lectures, and forming practical skills. They also urge the students to apply the acquired knowledge for solving practical tasks.</p> <p>Every lesson starts with control test for the assessment of the level of output student knowledge. The teacher formulates the aim of the lesson and creates the positive motivation; then answers the questions, which appeared during individual work. The main part of the lesson is dedicated to practical work. Students trace the historical roots of</p>	<p><b>Outstanding ("3")</b> - The student correctly answered 50- 69% of tests A. In incomplete format, with the help of additional questions, answers to standardized questions current topics of lectures and independent work. The student could not alone give a clear, logical answer. During response and demonstration of practical skills the student makes mistakes. The student solves only the easiest task, has a mandatory minimum methods.</p> <p><b>Poor ("2")</b> - The student responded to less than 50% of tests format A, does not know the The main part of the lesson is dedicated to practical work. Students have practical access to macro- and micropreparations, solve typical situation tasks, problems from molecular biology, genetics and medical genetics, and draw pictures of the studied species in their students' personal albums. At the</p>

	<p>AB-9 K-2 K-3 K-5 K-6 K-7 K-8 K-9</p>	<p>bioethics. Analyze definitions of bioethics. Epistemological status of bioethics (interdisciplinarity). Basic models of bioethics. The essence of the personalistic model of bioethics. The right to life. Bioethics about the status of the human embryo. Understanding the human person and his dignity. Man in the context of the Bible and the teachings of the church, solve typical situational problems, problems on bioethics. At the end of the lesson, the student is supposed to present their solutions of the situational tasks for the teacher to assess the level of their understanding. The teacher summarises the lesson, gives home assignment for individual work, points out the basic issues of next topic and gives the list of the recommended literature. The duration of the practical lesson is 2 academic hours.</p>	<p>end of the lesson, the student is supposed to present their solutions of the situational tasks for the teacher to assess the level of their understanding. The teacher summarises the lesson, gives home assignment for individual work, points out the basic issues of next topic and gives the list of the recommended literature. The duration of the practical lesson is 2 academic hours. current theme of the material, could not give a logical answer, does not answer any questions, does not understand the content material. During response and demonstration of practical skills makes significant, serious errors..</p>
<p>CPC-1 CPC-2 CPC-3</p>	<p>3H-1 3H-2 3H-4 3H-5 3H-6 3H-7 3H-9 YM-1 YM-2 YM-3 YM-4 YM-5 YM-6 YM-8 AB-1 AB-2 AB-3 AB-4 AB-5 AB-6 AB-8 AB-9</p>	<p>Test and individual work control</p>	<p><b>Individual work</b> of students is estimated during current control topics at the proper lesson and is a part of the final grade of student.</p> <p>Correct answers for 20 test tasks on misa :</p> <p>80 -90 points – «5» 60 -70 points – «4» 40 -50 points – «3» Less than 40 points – «2»</p>

	K-2 K-3 K-5 K-6 K-7 K-8 K-9		
<b>9. Final control</b>			
General system of evaluation		The participation in the activities during the semester according to the 200-grading scale	
The scales of evaluation		Traditional 4-grading scale, multigrading (200-grading) scale, rating scale ECTS	
The conditions of the final control permission		The student was present at all practical lessons and had all positive grades (not less than “3”)	
The type of final control	The method of holding the final control	Passing criteria	
Test (credit)	<p>All the <del>names</del> <del>concerning</del> <del>the current</del> <del>checkup</del> <del>should</del> <del>be</del> <del>reckoned</del>. <del>The</del> <del>grades</del> <del>4</del> <del>from</del> <del>the</del> <del>4</del> <del>grading</del> <del>scale</del> <del>are</del> <del>converted</del> <del>into</del> <del>the</del> <del>200</del> <del>grading</del> <del>scale</del> according to the Statement of criteria, rules and procedures of evaluation of the results of the students' educational activity”</p> <p>Мене бути зараховани на цей контроль. Ці бальні конвертуються у багатобальною шкалою (200 балів) відповідно до Положення про критерії, правила і процедури оцінювання результатів навчальної діяльності студентів»</p>	<p>Максимальна кількість балів - 200. Мінімальна кількість балів - 120</p>	
<p><b>The calculation of the points amount</b> is done on the basis of the students' grades according to the 4-grading (national) scale during studying the subject by calculating the average sum (AS), rounded to the two numbers after the coma. The received amount is converted into the points according to the multigrading scale in the following way:</p> $x=AS*120:5$			
<b>9. Course policy</b>			
<p>The organization of the educational process is performed on the basis of credit-module system by using the module-rating system of evaluation of the students' progress.</p> <p>The points received at the current interrogation and independent work and the points of the summary control are scored up.</p> <p>The presence of the student at the lessons and his/her active participation during practical tasks are taken into account.</p> <p>It is forbidden: to miss the classes or be late; to use a mobile phone, a tablet or any other mobile devices during the lessons (except those cases where it is necessary according to the curriculum or methodologic recommendation of the teacher); cheating and plagiarism; untimely completion of the given task, unsatisfactory grades for 50% and more theoretical and practical material.</p>			
<b>10. Literature</b>			

**Basic:**

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<p><b>11. Equipment, hardware and software resources of the discipline/ course</b></p>
<p>Multimedia board for classes, laptops, Internet for individual tasks, a platform for distance learning (self-work of students) MISA; thematic tables to topics, stationary stands, specialized textbooks, dictionaries and reference books, methodical developments for teachers and methodical instructions for students to practical classes</p>
<p><b>12. Additional information</b></p>
<p>The department has: a scientific circle (Head - Candidate of Public Administration Sciences, Associate Professor Tereshkevych G.T. (s. Diogena)), classes take place in the theoretical building at the room of bioethics (1<sup>st</sup> floor)</p> <p>Department web page: <a href="https://new.meduniv.lviv.ua/kafedry/kafedra-ukrayinoznavstva/">https://new.meduniv.lviv.ua/kafedry/kafedra-ukrayinoznavstva/</a></p>

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