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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY
Head of the Department of Humanities and
Social Studies and Economy
 / Chernaya I.P./
“23rd” of April 2026

COLLECTION OF ASSESSMENT TOOLS
B1.C.45 Professional ethics and deontology
of the basic educational program
of Higher Education

Specialty	31.05.01 General Medicine (English-language program) (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system)
Mode of study	Full-time
Period of mastering the BEP	6 years (nominal length of study)
Department	of Humanities and Social Studies and Economy

Vladivostok, 2026

1. INTRODUCTION

1.1. Collection of Assessment Tools is a document that regulates the format, content, and types of assessment tools for continuous assessment, interim examination and final (state final) examination, and graded criteria for each type of assessment tools.

1.2. Assessment tools allows to evaluate the development of universal, general professional, and professional competencies (UCs, GPCs and PCs respectively) outlined in Federal State Educational Standard of Higher Education and defined in the basic educational program of higher education for the specialty 31.05.01 General Medicine (English-language program), profile 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system).

([BEP HE for the 31.05.01 General Medicine \(English-language program\)](#)), section 3. Learning Outcomes Requirements of the Basic Educational Program of Higher Education)

2. DOCUMENT BODY

2.1. Types of Assessment, Formats of Assessment Tools

No.	Types of assessment	Assessment Tools Format
1	Continuous assessment	Tests
		Interview questions
		Mini-Case Studies
		Topics for a slides presentation
2	Interim assessment	Test
		Interview questions
		Mini-Case Studies

3. The contents of assessment tools for continuous and interim examination are prepared by the teacher of the course

Test questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		ANSWER LEVEL 1 TEST QUESTIONS (ONE CORRECT ANSWER)
		1. Medicine and ethics are united by +a) humans as a subject of study; b) research methods; c) mastering techniques for overcoming conflicts in human relationships; d) the desire to understand and manage the mechanisms of human behavior. 2. Medical ethics is

- +a) a type of professional ethics that includes a set of moral rules and principles for providing medical care and regulates relationships between all participants in the treatment process;
- b) the concept of moral consciousness, which characterizes the typical features of human moral behavior.
- c) a part of practical medicine that deals with issues of due process at the doctor-patient level;
- d) a system of norms and principles protecting the professional activity of medical professionals.

3. The words of the Hippocratic Oath, "I will direct the treatment of the sick to their benefit according to my ability...", embody the principle

- a) do good;
- +b) do no harm;
- c) always act in accordance with duty;
- d) respect the autonomy of the individual.

4. Biomedical ethics is

- a) a concept of moral consciousness that characterizes the typical features of human moral behavior.
- b) a type of professional ethics that includes a set of moral and ethical rules for providing medical care;
- +c) an integrated field of knowledge that encompasses science and social practice, as well as cultural value orientations in relation to human life and death, where the interests of medicine, philosophy, biology, theology, and legal sciences intersect.
- d) a part of medicine that deals with issues of proper behavior of physicians in the direct performance of their professional duties.

5. A model of doctor-patient relationships in which the doctor acts as the patient's "friend" and trust plays a decisive role is called

- a) paternalistic;
- b) technical;
- +c) collegial;
- d) contractual.

6. A medical error is defined as

- a) an objectively unlawful, negative result recognized in accordance with the established procedure, which impedes the exercise of rights, freedoms, and state-protected interests of an individual;
- b) an unfavorable outcome of a patient's treatment as a result of a fortuitous combination of circumstances;
- +c) accidental harm to the life or health of a patient caused by the erroneous actions or inaction of a healthcare professional, characterized by their honest mistake;
- d) an unfortunate outcome in which the consequences of a medical action cannot be foreseen.

7. Iatrogenesis is

- a) a defect in the provision of medical care;
- +b) a type of medical error;

		c) negligence committed by a physician or medical personnel; d) intentional harm to health. 8. The conflict between "normal" medical ethics and medical ethics in emergency situations consists of a) the clash of personal convictions and professional interests; b) the contradiction between ethical knowledge and moral practice; c) the working conditions of a physician in everyday life and in extreme conditions; +d) the differences in the provision of medical care in everyday life and in extreme conditions. 9. The main objective of regulating medical experiments on humans is +a) an attempt to minimize the risk of adverse effects on the human body of experimental factors; b) establishing the risk/benefit ratio during medical experiments on humans; c) conducting the study by qualified researchers based on an optimal research protocol; d) obtaining the essential voluntary consent of people involved as test subjects. 10. In wartime, the ethics of a) altruism come into play; b) egoism; c) reverence for life; +d) utilitarianism.
		ANSWER LEVEL 2 TEST QUESTIONS (MULTIPLE CORRECT ANSWERS)
		1. Which of the following models of biomedical ethics were historically formed and define modern doctor-patient relationships? a) Paracelsus model +b) Hippocrates model c) Deontological model +d) Bioethics model (respect for rights) 2. What two fundamental principles form the basis of traditional medical ethics? +a) The principle of "Do No Harm" b) The principle of material compensation +c) The principle of "Do Good" d) The principle of absolute commercialization 3. What do the concepts of "iatrogenesis" and deontological violations in communication include? a) Professional and timely treatment +b) A doctor's careless statement leading to fear +c) A psychogenic illness caused by the inappropriate behavior of a healthcare professional d) Strict observance of medical confidentiality

	4. In what exceptional cases, according to medical ethics and Russian legislation, does a doctor have the right to disclose information about a patient's diagnosis without their consent? a) at the request of close relatives +b) If there is a threat of the spread of infectious diseases +c) If there is a threat to the patient's life, if the patient is unable to express their will +d) to transfer data to commercial medical centers 5. What two mandatory conditions does the voluntary informed consent procedure for medical intervention include? +a) Obtaining complete and understandable information about the risks and diagnosis b) Payment for services before treatment c) Refusal of intervention is possible only in writing +d) Voluntary expression of the patient's will without any coercion 6. Which two actions of a physician fully comply with the requirements of medical ethics in relation to colleagues? a) Discussing the mistakes of the attending physician in the presence of the patient +b) Correctly and confidentially pointing out a professional error to a colleague c) Criticizing the treatment methods of other specialists to enhance one's authority +d) Providing free consultative assistance to colleagues if diagnostic difficulties arise 7. What two principles are key in medical ethics when caring for terminally ill (terminal) patients? a) Using aggressive treatment methods against the patient's will +b) Ensuring the highest possible quality of life for the patient's remaining life +c) Adequate and timely pain relief d) Concealing the severity of the patient's condition in all cases without exception 8. What two concepts in medical deontology and law characterize adverse treatment outcomes resulting from the culpable actions or inaction of medical personnel? a) Justified medical risk +b) Negligence (careless performance of professional duties) c) Objectively insurmountable diagnostic difficulties +d) Medical malpractice and inadequate medical care 9. What two rules of deontology should a physician observe when interacting with the relatives of a seriously ill patient? +a) Show patience, empathy, and restraint when providing information b) Delegate all clinical decision-making to relatives +c) Provide information about the patient's health status, taking into account their previously expressed wishes
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		d) Completely isolate relatives from participation in the patient's care 10. What two ethical requirements apply to a doctor when prescribing medications to a patient? a) Prescribing the most expensive drugs to receive bonuses from pharmaceutical companies +b) Guided solely by the patient's health interests and the principles of evidence-based medicine c) Prescribing drugs without regard for their affordability for the patient +d) Informing the patient about the availability of more affordable and effective analogues (generics)																												
		ANSWER LEVEL 3 TEST QUESTIONS (MATCHING QUESTIONS)																												
		1. Match the following <table><tr><th><i>Name of the concept</i></th><th><i>Author</i></th></tr><tr><td>1. Deontological ethics</td><td>a) Charles Peirce</td></tr><tr><td>2. Utilitarian ethics</td><td>b) Jeremy Bentham</td></tr><tr><td>3. Pragmatist ethics</td><td>c) Albert Schweitzer</td></tr><tr><td>4. Ethics of reverence for life</td><td>d) John Mill</td></tr></table> Correct answer: 1-b, 2-d, 3-a, 4-c 2. Match the following <table><tr><th><i>Term</i></th><th><i>Definition</i></th></tr><tr><td>1. Biology</td><td>a) a set of sciences dealing with living nature, revealing the processes occurring at various levels of organization of living nature: molecular, subcellular and cellular, organismal and population, with the aim of their use in medicine, agriculture, and other fields</td></tr><tr><td>2. Deontology</td><td>b) a science that studies morality and ethics</td></tr><tr><td>3. Ethics</td><td>c) the study of moral, professional, and legal rules of conduct for medical and pharmaceutical workers in relation to patients</td></tr></table> Correct answer: 1-a, 2-c, 3-b 3. Match the following <table><tr><th><i>Name of the medical ethics model</i></th><th><i>Historical era</i></th></tr><tr><td>1. Hippocratic model</td><td>a) 19th-20th centuries</td></tr><tr><td>2. Paracelsian model</td><td>b) Middle Ages</td></tr><tr><td>3. Deontological model</td><td>c) Ancient period</td></tr><tr><td>4. Biomedical model</td><td>d) 20th-21st centuries</td></tr></table> Correct answer: 1-c, 2-b, 3-a, 4-d.	<i>Name of the concept</i>	<i>Author</i>	1. Deontological ethics	a) Charles Peirce	2. Utilitarian ethics	b) Jeremy Bentham	3. Pragmatist ethics	c) Albert Schweitzer	4. Ethics of reverence for life	d) John Mill	<i>Term</i>	<i>Definition</i>	1. Biology	a) a set of sciences dealing with living nature, revealing the processes occurring at various levels of organization of living nature: molecular, subcellular and cellular, organismal and population, with the aim of their use in medicine, agriculture, and other fields	2. Deontology	b) a science that studies morality and ethics	3. Ethics	c) the study of moral, professional, and legal rules of conduct for medical and pharmaceutical workers in relation to patients	<i>Name of the medical ethics model</i>	<i>Historical era</i>	1. Hippocratic model	a) 19th-20th centuries	2. Paracelsian model	b) Middle Ages	3. Deontological model	c) Ancient period	4. Biomedical model	d) 20th-21st centuries
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Assessment criteria

"Very good" – over 80% correct answers of questions of every level

"Good" – 70-79% correct answers of questions of every level

"Satisfactory" – 55-69% correct answers of questions of every level

"Unsatisfactory" – less than 55% correct answers of questions of every level

Interview questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)

C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		ANSWER THE QUESTIONS 1. Forms of social regulation of medical practice: ethics, etiquette, law. 2. The Hippocratic Oath: its main ideas and reasons for its divergence from modern medical practice. 3. Ethical ideas of the luminaries of Russian medicine – M. Ya. Mudrov, F. Y. Haass, N. I. Pirogov, V. A. Manassein, and others. 4. Ethical issues in V. V. Veresaev's "Notes of a Physician" and their assessment in light of modern biomedical ethics. 5. N. A. Semashko and N. N. Petrov on medical ethics and medical deontology. 6. Nazi medicine and the fate of medical ethics in the second half of the 20th century. 7. The role of the World Medical Association (WMA) in the development of modern medical ethics. 8. Applied ethics – the modern stage in the history of ethics. 9. Emotional contact between doctor and patient: ethical aspects. Doctor's intervention in the patient's privacy. 10. The problem of the subject matter of bioethics. 11. Biomedical ethics and religious morality. 12. Biomedical ethics as a social institution. 13. The correlation of the subject content of medical ethics, bioethics, and biomedical ethics. 14. Ethics of doctor-patient relationships: traditions and innovations. 15. Principles of biomedical ethics (according to T. Beauchamp and D. Childress). 16. The principle of respect for personal autonomy and patient rights. 17. The problem of justice in health care. 18. Voluntary informed consent. 19. Modern medical deontology: status and functions. 20. Models of relationships in the doctor-patient system: paternalistic and autonomous. 21. The principle of "informed consent" and "cooperation" between doctor and patient. 22. The ethical rule of truthfulness and the medical "white lie." 23. The moral and legal freedom of a doctor: the right to risk. Moral responsibility and medical error. 24. Moral choice: the problem of ends and means in medical practice. 25. The problem of medical confidentiality in modern medicine. 26. Models of doctor-patient relationships (according to R. Veitch). 27. The problems of medical error and iatrogenesis: the ethical context. 28. Ethics committees: the history of formation and social functions.

		29. Moral and ethical problems of abortion and contraception. 30. Moral and ethical problems of artificial insemination and human cloning. 31. The moral status of the embryo. 32. The human right to die. The problem of the criterion of death. 33. The human right to life: attitudes to life and death in different cultures. 34. The principle of "reverence for life." the value of human life: questions of priority. 35. Euthanasia as an issue in biomedical ethics. "dying with dignity." 36. The philosophy and ethics of hospice. 37. Moral issues of artificial insemination, abortion, and surrogacy. 38. Moral and ethical issues in medical genetics. 39. Eugenics: history and current issues. 40. Cloning and its ethical consequences. 41. Ethical aspects of treating newborns with developmental defects. 42. Moral and legal aspects of resuscitation and transplantation. 43. The rights and responsibilities of HIV-infected persons: moral and legal aspects. 44. Stigmatization, discrimination, and segregation of HIV-infected individuals in light of morality, ethics, and law. 45. Specifics of moral and ethical issues in psychiatry. 46. The problem of voluntary informed consent and confidentiality in psychiatry. 47. Ethical justification for the use of coercion (violence) in psychiatry. 48. Sociocultural and ideological origins of antipsychiatry. The problem of abuse of psychiatry. 49. History of ethical regulation of biomedical research on humans and animals. 50. The Nuremberg Code and the WMA Declaration of Helsinki and their role in the history of biomedical ethics. 51. The role of bioethical principles and rules in regulating biomedical research on humans. 52. Ethical regulation of animal experiments. 53. Moral and psychological relations in medical teams: issues of corporatism, democracy, and subordination. 54. The moral code of a medical worker: ideal and reality.
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Assessment criteria

Level of mastery	Evaluation criteria	Number of points
<i>Basic</i>	Student has a firm grasp of the material, presents it competently and to the point, avoiding significant inaccuracies in answering questions, correctly applies theoretical principles when solving practical issues and problems, and possesses the necessary skills and techniques for their implementation.	10

<i>Threshold level</i>	Student has knowledge of only the basic material but has not mastered its details; makes inaccuracies, uses insufficiently correct wording, and lacks logical consistency in the presentation of program material; and experiences difficulties in completing practical assignments.	8-6
<i>Below threshold</i>	Student who lacks a significant portion of the curriculum material, makes significant errors, and performs practical assignments with uncertainty and great difficulty. Typically, a "fail" grade is given to students who cannot continue their studies without additional classes in the relevant subject.	5-0

Standardized case studies and checklists for the **B1.C.45 Professional ethics and deontology** course

Case Study No. 1

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS A patient is being treated for a severe sexually transmitted infection. The doctor discovers that the patient categorically refuses to disclose his diagnosis to his wife (or regular sexual partner), putting her at direct risk of infection.
Q	1	Question: What ethical conflict arises when a doctor talks with relatives?
Q	2	Question: When and in what cases is it possible to transfer information about a patient's health to third parties, including without his knowledge?

Case Study No.1 Checklist

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS A patient is being treated for a severe sexually transmitted infection. The doctor discovers that the patient categorically refuses to disclose his diagnosis to his wife (or regular sexual partner), putting her at direct risk of infection.
Q	1	Question: What ethical conflict arises when a doctor talks with relatives?

A		Correct answer: An ethical conflict arises between the doctor and the family: Respect for patient autonomy (the right to refuse medical intervention) versus the principle of Beneficence/Lifesaving
Q	2	Question: When and in what cases is it possible to transfer information about a patient's health to third parties, including without his knowledge?
A		Correct answer: If a patient is of legal age, competent, and makes an informed choice, the physician is obligated to respect their autonomy and refrain from disclosing the diagnosis to relatives. At the same time, the physician is obligated to make every effort to persuade the patient to voluntarily disclose the diagnosis. If the patient refuses, in most jurisdictions (and in accordance with the rules of medical ethics), the physician has the right to violate medical confidentiality to prevent real and serious harm to the health of another person. Disclosure of health information without the patient's consent is permitted strictly in exceptional cases stipulated by law (e.g., Article 13 of Federal Law No. 323-FZ). Key grounds for this include: Patient's condition: If the patient is unable to express their will due to their condition, the information is disclosed to their close relatives or legal representatives. Public health threat: In the event of a risk of spreading infectious diseases, mass poisoning, or injury. Law enforcement requests: In response to official requests from inquiry agencies, investigators, prosecutors, and courts as part of an investigation, investigative actions, or legal proceedings. Suspected Criminal Activity: If there is reason to believe that harm to the patient's health was the result of illegal actions (e.g., knife or gunshot wounds). Minors: When providing medical care to children under 15 (or drug addicts under 16), information may be disclosed to their parents or guardians. Medical and Social Expertise: When referring a patient for examination to determine disability. Penal Enforcement: To conduct a military medical examination or at the request of the Federal Penitentiary Service (FSIN) regarding convicted persons.
R2	Very good	Descriptors for the complete answer to the question are provided.

		1. The answer to the questions is presented fully, in accordance with the requirements of medical professional ethics. 2. The answer discloses the essence and content of the key concept of "patient autonomy." 3. The key points for the possible disclosure of medical confidentiality are listed in accordance with the requirements of Russian legislation.
R1	Good/Satisfactory	Descriptors for an incomplete answer to the question are indicated. For a "good" grade: 1. The answer to the question is presented fully and consistently; the main points and conclusions on the problem are logically connected and substantiated. The information is presented in the context of the question. 2. The answer does not fully explain the essence and content of key concepts, and not all possible disclosures of patient information are provided. For a "satisfactory" grade: 1. The answer to the question is presented partially; the main points and conclusions on the problem are logically connected. The information is not fully presented in the context of the question. 2. The answer does not fully explain the essence and content of key concepts. No reference to legislation is made. 3. The answer is weakly substantiated, there are no references to sources, and the examples are of a mundane nature.
R0	Fail	Incorrect answer descriptors are provided for the question. 1. The participant presents a personal point of view on the problem at a common level without supporting arguments. 2. The answer lacks logical consistency regarding the stated issue. 3. The answer fails to provide and/or explain key issues and terms. The classification is not presented in full. 4. The problem is not addressed, or the information provided is out of context with the question.

Case Study No. 2

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS A patient is admitted to intensive care with a severe traumatic brain injury. A panel of doctors declares him brain dead. He has no identification, and his family has not contacted him. The region is governed by the presumption of consent (Russian

		Federation Law No. 4180-1). The head physician decides to harvest organs to save several seriously ill patients waiting in line.
Q	1	Question: What medical problem arises in this case?
Q	2	Question: What medical principle is reflected in the doctor's decision?

Case Study No.2 Checklist

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		READ THE PROVIDED CASE DESCRIPTION AND GIVE DETAILED ANSWERS TO THE QUESTIONS A patient is admitted to intensive care with a severe traumatic brain injury. A panel of doctors declares him brain dead. He has no identification, and his family has not contacted him. The region is governed by the presumption of consent (Russian Federation Law No. 4180-1). The head physician decides to harvest organs to save several seriously ill patients waiting in line.
Q	1	Question: What medical problem arises in this case?
A		Correct answer: Violation of informed consent. The deceased is unable to express their wishes, and the opinions of their relatives are unknown.
Q	2	Question: What medical principle is reflected in the doctor's decision?
A		Correct answer: From an ethical perspective, priority is given to saving life (the principle of utilitarianism—the greatest good for the greatest number of people) if organ removal is legal and the postmortem diagnosis of "brain death" is determined with absolute certainty by an independent commission.
R2	Very good	Descriptors for the complete answer to the question are provided. 1. The answer to the questions is presented fully, in accordance with the requirements of medical professional ethics. 2. The answer discloses the essence and content of medical problems and types of medical ethics. 3. The type of medical ethics that the physician followed is indicated.
R1	Good/Satisfactory	Descriptors for an incomplete answer to the question are indicated. For a "good" grade:

		1. The answer to the question is presented fully and consistently; the main positions and conclusions on the problem are logically connected and substantiated. The information is presented within the context of the question. 2. The answer does not fully explain the essence and content of the principles of biomedical ethics necessary for transplantation. For a "satisfactory" grade: 1. The answer to the question is presented partially; the main positions and conclusions on the problem are logically connected. The information is not fully presented within the context of the question. 2. The answer does not fully explain the essence and content of utilitarian ethics. No reference to legislation is made.
R0	Fail	Incorrect answer descriptors are provided for the question. 1. The participant presents a personal point of view on the issue at a mundane level without supporting arguments. 2. The answer lacks logical consistency regarding the stated issue. 3. The answer fails to provide and/or explain key principles of biomedical ethics and types of ethics. 4. The issue is not addressed, or the information provided is out of context.

Topics of slides presentations for the **B1.C.45 Professional ethics and deontology** course:

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		Prepare a slides presentation on: 1. The boundaries of the opposition between moral action and criminal offense. 2. Life as service to medical duty (A. Schweitzer). 3. The heroism of Russian physicians during the Great Patriotic War. 4. Pirogov, N.N.: physician and thinker. 5. Voyno-Yasenetsky, V.F. (Saint Luke). The Ethics of a surgeon. 6. The Christian values of mercy, compassion, and love in the model of Paracelsus. 7. Issues of medical ethics in the works of M.Ya. Mudrov, F.Y. Haass, and N.I. Pirogov. 8. Attitudes to illness in the folklore of the peoples of the world. 9. The guild morality of medieval medical communities. 10. Kant's deontology and the deontology of N.N. Petrov. 11. Utilitarianism and medical ethics: the problem of incompatibility. 12. Bioethical issues in the moral consciousness of representatives of different cultures. 13. The problem of medical confidentiality in oncology. 14. Health as a social problem.

	15. The image of the doctor in modern media. 16. Medical errors in prescribing medications. 17. Assessing medical errors in ethical and legal documents of the United States and Russia: A comparative analysis. 18. The history of medical errors in Russian medicine. 19. Patient responsibility for their health. 20. The moral danger of the medicalization of society. 21. Medical errors in dentistry. 22. Medical errors in pediatrics. 23. My first feelings of motherhood/fatherhood (a topic for young parents). 24. The free-child movement: a threat to humanity or the ethics of free choice? 25. The problem of social and biological fatherhood. 26. The social significance of forced sterilization: the modern experience of India and China. 27. Genetic therapy: science fiction or reality? 28. What is the "genetic risk" of gene therapy procedures? 29. Human cloning and the crisis of European humanism. 30. The green revolution: today and tomorrow. 31. Transgenic organisms and environmental disaster. 32. Historical forms of eugenics development. 33. The activities of the Russian Eugenics Society (1920s-1930s). 34. The problem of the relationship between the goals and means of human research. 35. "Dramatic medicine": history and modernity.
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Assessment criteria

Name of the criterion	Assessed parameters	Criterion met	Criterion not met
Technical requirements (slides presentation design)	Completing a presentation according to the layout and requirements of the university.	1 point	-1 point
Requirements for the structure and content of the presentation	The presentation structure should include a title page, outline, main content, conclusion, and bibliography. Presentation content: reflects key substantive elements (relevance of the topic, goals, objectives, and research methods); provides accurate information about historical references and events; presents the material in a language understandable to the audience; and ensures the content is accurate and useful. Relevance of the content to the presentation topic.	1 point	-1 point
Systematic presentation of the presentation	The presentation of the material is systematic and includes models, diagrams, tables, illustrations, quotes, and a categorical framework. Each slide contains brief information (an informative summary of the material) and is logically linked to the next slide. No continuous (abstract) text is present on the slide.	1 point	-1 point

Oral presentation of presentation material (speech)	During the oral presentation, the student must be familiar with the topic, present the material in a logical order, and maintain a cultured manner. The student must respond freely to additional questions from the audience. During the presentation, the student must be able to adhere to the required protocol.	1 point	-1 point
Conclusion	Clarity and validity of conclusions corresponding to the stated objectives.	1 point	-1 point
Total		5	0

Topics of essays for the **B1.C.45 Professional ethics and deontology** course:

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity
I		Prepare an essay on: 1. Is the role of evil constructive? 2. True ethics begins where words cease to be used (A. Schweitzer). 3. The criterion for the fairness of punishment. 4. Every doctor has his own "little cemetery." 5. The problem of public justification of physician moral errors and conscience. 6. Is it easy to be fair? 7. The problem of "white lies" in medicine, or truthfulness and incurable patients. 8. "Physician – heal thyself!" Can a doctor with poor health be trusted? 9. Criteria for assessing learning outcomes. 10. From Pithecanthropus to cyborgs, and beyond...? 11. "Artificial man" – the border zone of biomedical research. 12. The moral problems of eugenics in O. Huxley's novel "Wonderful World." 13. Is there meaning in life? 14. Suicide: weakness of spirit or willpower? 15. Immortality as an ethical issue in K. Čapek's Play "The Makropulos Affair." 16. Are medical genius and villainy compatible?

Assessment criteria

Name of the criterion	Assessed parameters	Criterion met	Criterion not met
Topic development	A comprehensive presentation of the topic, depth of analytical approach	1 point	-1 point
Originality and author's position	Reflection of individual opinion, unique perspective on the problem, creativity and independent thinking	1 point	-1 point
Argumentation	Presence of compelling evidence, examples, and logical arguments to support assertions	1 point	-1 point

Structure and logic of presentation	Clear organization: introduction, main body with consistent argumentation, and conclusion. The logical transitions between sections and the integrity of the text are assessed.	1 point	-1 point
Presence of well-researched conclusions at the end of the essay	High-quality formulation of conclusions. Consistent thinking flows smoothly into the summary and conclusions.	1 point	-1 point
Conclusion		5	0

4. Assessment criteria for learning outcomes

"Pass" is given to a student who has shown a sufficiently strong knowledge of the basic concepts of the subject; is able to complete specific practical tasks outlined in the program with no outside help, use recommended reference material, and correctly evaluate the results.

"Fail" is given to a student who has significant gaps in knowledge of the basic concepts of the subject, is not able reach the correct solution to a specific practical task outlined in the curriculum even with outside help.

Practical Skills Assessment Checklist

Practical Skill Name “Philosophical thinking and logic for the purpose of constructing reasoned judgments and conclusions in professional and other activities”

C	GPC-1	Able to abide by moral and legal norms, ethical and deontological principles in the professional activity	
	Action	Performed	Not Performed
1.	A systemic, holistic, and consistent presentation of one's own ideological position.	1 point	-1 point
2.	Critical perception, analysis, and evaluation of information, factors, and mechanisms of natural development, social existence, and intercultural diversity.	1 point	-1 point
3.	Use of philosophical categories, terminology, and methodology of philosophy when expressing one's own point of view on problematic issues.	1 point	-1 point
4.	Analysis of texts with philosophical content and a practical orientation of philosophical positions to problematic ethical, philosophical, and scientific situations arising in modern society.	1 point	-1 point
5.	A reasoned approach to the problem using philosophical texts, literary works, historical facts, and regulatory documents (if necessary).	1 point	-1 point
	Total	5 points	

Assessment criteria:

“Pass” –71% or more of actions performed correctly

“Fail” – 70% and less