



Educational Institution  
"Royal Metropolitan University"

Quality Management System  
Syllabus of the discipline "Medbioethics"  
Specialty 560004 "Dentistry" EI "RMU"

**Educational Institution "Royal Metropolitan University"  
department "Morphological and Fundamental disciplines"**


**SYLLABUS**  
in the discipline "**Medbioethics**"  
for students of specialty **560004 "Dentistry"**

Form of study	full-time
Course	3
Semester	5
Zachet	5
Total credits according to the curriculum	2
Total hours according to the curriculum	60
Lectures	18
Practical classes	18
Independent work	24

Syllabus developer:  
Niiazova B.N.

Reviewed and approved at a meeting of the  
department of "Morphological and Fundamental  
disciplines"

Protocol No. 1 from "9" September 2024.  
Head of the department PhD Jalilova A.A.

  
(signature)



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### Title and labor intensity of the discipline

Course	Semester	Weeks	Total academic hours		Number of hours for independent work		Total hours	Number of modules
			Lecture	Practical classes	SIW	SIWT		
3	5	18	18	18	12	12	60	2

### 1. The Description of Discipline

<b>1.</b>	<b>The description of discipline</b>	<p>Medbioethics is a branch of applied ethics that examines ethical issues in medical and scientific activities, as well as the rules and norms governing interactions between physicians, colleagues, and patients. The development of biomedical ethics was driven by revolutionary achievements in advanced biomedical technologies, the concept of "brain death" in neurology and resuscitation, groundbreaking discoveries in transplantology, psychopharmacology, in vitro fertilization and embryo transfer, molecular biology, medical genetics, and more.</p> <p>These developments highlight the importance of studying the discipline "Medical Bioethics," which enables medical students to engage with the fundamentals of modern bioethical knowledge in relation to their future professional activities. The study of bioethics helps students adhere to key moral, ethical, and professional standards in their future careers, clinical research, and scientific endeavors, ultimately improving the quality of medical care and fostering effective communication between physicians, colleagues, and patients.</p>
<b>2.</b>	<b>The goal of discipline</b>	<p>The goal of the discipline "Medical Bioethics" is to equip students with knowledge in the field of bioethics and management for making informed decisions in professional practice and research in accordance with bioethical principles.</p> <ul style="list-style-type: none"> <li>- To familiarize students with models, principles, and rules of biomedical ethics.</li> <li>- To teach students how to apply bioethical principles in their professional field and find solutions that align with bioethical standards.</li> <li>- To educate students on the basics of management, taking into account moral and legal norms accepted by society, and ensure compliance with laws and regulations when handling confidential information, while organizing the work of junior and mid-level medical staff efficiently.</li> </ul>



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		- To teach students how to identify risk factors for diseases typical for their country, and understand modern methods for their prevention, diagnosis, and treatment.
<b>3</b>	<b>Prerequisites\ Postrequisites</b>	The discipline "Medical Bioethics" is studied by students specializing in "General Medicine" (for foreign citizens) and is part of the professional cycle of clinical disciplines as per state educational standards. The content of the discipline "Medical Bioethics" is based on previous courses such as "Medical Biology." In turn, the knowledge gained from "Medical Bioethics" will be essential for further study in disciplines like "Medical Law," "General and Medical Psychology," "Biosafety and Biosecurity in Medicine," "Public Health," "Epidemiology," "General Hygiene," "Forensic Medicine," "Anesthesiology, Intensive Care, Emergency Conditions," "Pediatrics," "Family Medicine," "Propedeutics of Internal Diseases," "Psychiatry and Narcology," "Faculty Surgery," among others.
<b>4</b>	<b>Results studying disciplines'</b>	<p>Upon completing the course, students will:</p> <ul style="list-style-type: none"> <li>- Know the basic principles and rules of biomedical ethics.</li> <li>- Understand the bioethical principles involved in scientific research.</li> <li>- Be familiar with key ethical terms and concepts.</li> <li>- Understand moral and ethical standards in professional relationships.</li> <li>- Be aware of the rights and moral obligations of physicians and the rights of patients.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Use management methods, organize the work of performers, and make responsible managerial decisions within their professional competence, following bioethical principles.</li> <li>- Conduct activities in accordance with moral and legal norms accepted by society, comply with laws and regulations related to handling confidential information, and take social and ethical responsibility for decisions made.</li> <li>- Organize the work of mid-level and junior medical staff efficiently.</li> <li>- Identify risk factors for diseases typical for the country of residence, and understand modern methods of their prevention, diagnosis, and treatment.</li> <li>- Build and maintain professional relationships with patients, stakeholders, and other team members.</li> <li>- Master the skills of informing patients and their relatives in accordance with the requirements of "informed consent."</li> </ul>



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		- Apply knowledge, skills, and abilities gained from the course in their professional practice.
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### 3. Name and volume of discipline

№	Name of discipline	Course	Semester	Duration in weeks	Number of credits	Time of academic hours		Time for Self studying work	Total time (hours)
						Lectures (hours)	Practice classes (hours)	SSW	
1	Medical Bioethics	3	5	18	2	18	18	24	60

### 4. Thematic plan of 2<sup>nd</sup> semester, modules, hours, weeks, dates

Plan of the discipline	Lecture/ practice classes	Topic	Hours
1-2 weeks	Lecture	Theoretical Foundations of Biomedical Ethics	2
	Practice class	Theoretical Foundations of Biomedical Ethics	2
3-4 weeks	Lecture	Principles and Rules of Biomedical Ethics. Hippocratic Oath.	2
	Practice class	Principles and Rules of Biomedical Ethics. Hippocratic Oath.	2
5-6 weeks	Lecture	Medical Ethics and Deontology. Rights and Moral Obligations of Physicians in Professional Practice.	2
	Practice class	Medical Ethics and Deontology. Rights and Moral Obligations of Physicians in Professional Practice.	2
7-8 weeks	Lecture	Bioethical Issues in Public Health	2
	Practice class	Bioethical Issues in Public Health	2
9-10 weeks	Lecture	Bioethical Foundations of Conducting Scientific Research	2
	Practice class	Bioethical Foundations of Conducting Scientific Research	2
11-12 weeks	Lecture	Bioethical Aspects of Organ and Tissue Transplantation	2



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	Practice class	Bioethical Aspects of Organ and Tissue Transplantation	2
13-14 weeks	Lecture	Death and Dying. Euthanasia: Ethical and Legal Issues	2
	Practice class	Death and Dying. Euthanasia: Ethical and Legal Issues	2
15-16 weeks	Lecture	Bioethical Issues of Medical Interventions in Human Reproduction.	2
	Practice class	Bioethical Issues of Medical Interventions in Human Reproduction	2
17-18 weeks	Lecture	Ethical Problems in Psychiatry and Addiction Treatment	2
	Practice class	Ethical Problems in Psychiatry and Addiction Treatment	2

#### 5. Schedule of consultation

Semester	Group	Day	Time	Classroom
5	1	Friday	10-00 -11-30	413

#### 6. Literature

1. Bioethics for Scientists Edited by John Bryant, Linda Baggott la Velle and John Searle. Copyright © 2002 John Wiley & Sons Ltd ISBNs: 0-471-49532-8 (Hardback); 0-470-84659-3 (Electronic)
2. Beauchamp, Tom; Childress, James (2001), Principles of Biomedical Ethics, Oxford, New York: Oxford University Press, ISBN 0-19-514332-9
3. Bioethics core curriculum section 2: study materials ethics education programme, UNESCO, 2011
4. C. M. Francis, Medical Ethics, 2nd Edition, New Delhi, 2004
5. Campbell, D. Gillett, G. Jones. Medical Ethics, Oxford University Press; 4th edition.

#### A list of additional literature:

6. Bioethics for Scientists Edited by John Bryant, Linda Baggott la Velle and John Searle. Copyright © 2002 John Wiley & Sons Ltd ISBNs: 0-471-49532-8 (Hardback); 0-470-84659-3 (Electronic)
7. Beauchamp, Tom; Childress, James (2001), Principles of Biomedical Ethics, Oxford, New York: Oxford University Press, ISBN 0-19-514332-9
8. Bioethics core curriculum section 2: study materials ethics education programme, UNESCO, 2011
9. C. M. Francis, Medical Ethics, 2nd Edition, New Delhi, 2004



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10. Campbell, D. Gillett, G. Jones. Medical Ethics, Oxford University Press; 4th edition.

### 7. Monitoring and evaluation of learning outcomes

Scoring Criteria	Module 1	Module 2
Classroom work (activity in discussions, oral questioning, working with a glossary, lectures, completing assignments, etc.)	40 points	40 points
Independent work: essay, report, etc	20 points	20 points
Total for the module (testing, situational task)	40 points	40 points
Total for the discipline	100 points	

Scales of correspondence between grades and scores for final exam	
Scores	Valuation
0- 59	«unsatisfactory»
60 – 74	«satisfactory»
75 – 89	«good»
90 – 100	«excellent»

#### Evaluation criteria:

##### Criteria for assessing the practical class:

- "Excellent" rating awarded to the student if he has knowledge of the discipline in the full scope of the program and comprehends the discipline deeply enough; independently, in a logical sequence and exhaustively answers all questions, emphasizing the most essential, is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlight the main thing in it;
- rating "good" the student has knowledge of the discipline almost to the full extent of the program (there are knowledge gaps only in some sections); independently and partly with leading questions, gives complete answers to the ticket questions; does not always highlight the most significant, but at the same time does not make serious mistakes in the answers;
- rating "satisfactory" is given in cases where the student has basic knowledge in the discipline; shows difficulty in answering independently, uses imprecise formulations; in the process of answering, errors are made regarding the substance of the questions;
- rating "unsatisfactory" is given in cases where the student has not mastered the required minimum knowledge of the subject and is unable to answer the questions on the ticket even with additional leading questions from the teacher.

##### Criteria for evaluating practical skills:

- Rated "excellent" is determined through a thorough and systematic conduct of all stages of the neurological examination. Having clear and professional communication with the patient during the examination. The student has a thorough understanding of the neurological aspects being studied, including the analysis of specific symptoms and their interpretation.



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- Rated "good" graded by competently performing the basic steps of a neurological examination and interacting effectively with the patient to ensure understanding and trust. With the ability to identify the main neurological symptoms and conduct appropriate analysis.

- Rating "satisfactory" is set when performing the main stages of a neurological examination, but with some shortcomings, with some misunderstandings or failures in communication with the patient. With basic knowledge of neurological symptoms and their interpretation.

- Rating "unsatisfactory" awarded if the student makes serious errors or omissions in conducting a neurological examination, as well as if there are problems in communication that may cause difficulties or even dissatisfaction in the patient and insufficient knowledge of neurological aspects and their identification during the examination.

**Criteria for evaluating SIW/SIWT:**

- rating "excellent" awarded to the student if the topic of the essay is fully disclosed, excellent mastery of the material is demonstrated, appropriate sources are used in the right quantity, the structure of the work corresponds to the assigned tasks, the degree of independence of the work is high;

- rating "good" awarded to the student if the topic of the essay is basically covered, good mastery of the material is demonstrated, appropriate sources are used, the structure of the work generally corresponds to the assigned tasks, the degree of independence is average;

- rating "satisfactory" awarded to the student if the topic of the essay is poorly covered, satisfactory mastery of the material is demonstrated, the sources used and the structure of the work partially corresponds to the assigned tasks, the degree of independence of the work is low;

- rating "unsatisfactory" assigned to the student if the topic of the essay is not covered, poor mastery of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the assigned tasks, the work is not independent.

**Project evaluation criteria:**

- "Excellent" rating awarded to students if the project demonstrates outstanding depth of exploration of the neurological aspects of the topic while presenting innovative research approaches. Effective public education emphasizes creativity and originality of the project, as well as active community involvement. The organization and structure of the project is highly organized, logically structured, ideas are clearly and professionally expressed

- a "good" grade is given to students if the project demonstrates a good depth of research into neurological aspects, supported by specific facts and data. The effectiveness of education is significant, but there is room for further improvement. The presence of creative elements gives the project originality, but some aspects may require additional development. Community involvement is positive but can be more intense. The organization and structure of the project is generally good, but some areas may require improvement.

-rating "satisfactory" awarded to students if the project meets the minimum requirements for research in neurological aspects, but requires additional



development. The effectiveness of education is at a basic level and the project can be improved in this area. The project contains elements of creativity, but they can be supplemented and deepened. Community involvement could be more active. The organization and structure of the project needs additional attention to improve clarity and consistency.

- an "unsatisfactory" grade is given to students; the project does not meet basic standards and does not provide sufficient depth in the study of the neurological aspects of tuberculosis. The effectiveness of education is extremely limited, creativity and originality are lacking. Community involvement is insufficient or absent. The organization and structure of the project raises serious concerns, making it difficult to understand and disorganized.

#### **MCQ Evaluation Criteria:**

- "excellent" rating on testing is awarded to the student who provides correct, deep and clear answers, demonstrating a high level of knowledge and their practical application. Important factors are the student's ability to solve complex problems, be creative, and comply with test requirements. Criteria may vary, but the general requirement is outstanding understanding and successful application of course material (if the number of correct answers is 90 or more)

- rating "good" on testing is given to a student if he has demonstrated good knowledge of the subject, provided correct answers, clearly and clearly expressed his thoughts, and also successfully coped with the main aspects of the test tasks. This score may also reflect the student's ability to apply acquired knowledge in a variety of situations and effectively use the learned skills in test tasks (if the number of correct answers is from 76 to 89)

- rating "satisfactory" on testing is awarded to a student who demonstrates a basic understanding of the subject matter, provides answers that meet the minimum requirements, and successfully completes the main elements of the test. This score may indicate that the student has mastered the basics of the material, but may not have achieved a high level of depth of knowledge or was unable to cope with more complex aspects of the assignments (with the number of correct answers from 60 to 75)

- rating "unsatisfactory" on testing is given to a student if his knowledge of the subject is insufficient, the answers contain significant errors or do not meet the minimum requirements, and also if the student has not coped with the main aspects of the test. This score indicates an unsatisfactory level of mastery of the material and an inability to apply knowledge within the framework of test tasks (if he gave up to 59 correct answers inclusive)

#### **Scale of correspondence between grades and points on the final control (exam)**

<b>Points</b>	<b>Grade</b>
90-100	excellent
76-89	good
60-75	satisfactorily
0-59	unsatisfactory





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**Academic discipline policy:**

- compulsory attendance at classes;
- active participation of the student in practical classes;
- preliminary preparation and completion of homework;
- high-quality and timely completion of tasks under SIW;
- participation in all types of control (current, milestone, final);
- one lateness to classes and/or leaving before their end for any reason is considered as one missed lesson that cannot be restored;
- unacceptable: the use of cell phones during classes, deception and plagiarism, late submission of assignments, failure to comply with chain of command and rules of conduct.

Assist: For consultations on completing independent work their delivery and defense, as well as for additional information on the material covered and all other questions that arise regarding the course being taught, please contact the teacher during the hours allocated for SIW.