

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: ректор
Дата подписания: 10.06.2024 11:45:37
Уникальный программный ключ:
e3a68f3eaa1e62674b54f4998099d3d6bfdcf836

Assessment tools for midterm assessment

“Introduction to specialty. Ethics and Deontology (Bioethics)”

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|---------------------|---------------------------------------|
| Curriculum | 31.05.01 General Medicine |
| Specialty | General Medicine |
| Form of education | full-time |
| Designer Department | Pathophysiology and general pathology |
| Graduate Department | Internal diseases |

1 term

Sample tasks for Control work

List of topics for essay

1. Introduction to professional activity: basics, principles, classification, current problems.
2. System of medical education in the Russian Federation.
3. Professional suitability of students to study at medical universities. Requirements for students.
4. Physical, psychological, social and moral health culture of a doctor.
5. Healthy lifestyle of a doctor: form of life activity and profession.
6. Professional portrait and competence of a doctor.
7. Modern ideas about the social status of a doctor.
8. Professional communication and social interaction in a team.
9. Social responsibility of a doctor.
10. Reasons and conditions for the emergence of medical ethics. Universal moral values in healthcare.
11. Subject and structure of biomedical ethics.
12. Ethical theories.
13. The Nuremberg Code and the Declaration of Helsinki of the World Medical Association as fundamental sources of modern moral standards for conducting experiments and clinical trials on humans.
14. Ethical committees: history of creation and main areas of activity.
15. The principle of respect for patient autonomy and the rule of informed consent.
16. Types and forms of interaction between doctor and patient.
17. Rules of truthfulness and confidentiality (“medical confidentiality”).
18. Characteristics of various options for the relationship between doctor and patient: paternalism, collegiality, technicalism, contractualism and contractual option.
19. Professional ethics and etiquette, their features in the field of medicine and healthcare.
20. Concept and history of patient rights.
21. Doctors' rights.
22. The modern stage of experimentation on humans.
23. Ethical principles for biomedical research on human subjects.
24. Ethics of experimentation on animals.
25. History of experimentation on animals.

26. Health, illness and ethical aspects of medical and preventive care.
27. Healthy lifestyle as a factor in saving human life and health
28. Legal and ethical criteria for the acceptability of receiving organs from living donors.
29. Moral and legal problems of organ transplantation from a deceased person.
30. The process of medicalization of death and the problems of life-sustaining treatment. Arguments "for" and "against" euthanasia.
31. Abortion and the ethics of responsible procreation. The problem of the moral status of the embryo and fetus.
32. Moral problems of using methods of artificial human reproduction.
33. Civil and political rights of people with mental disorders.
34. State policy in the field of public health protection, ensuring the prevention of the occurrence and spread of infectious diseases.
35. History of AIDS research. Scale and rate of spread. Psychological adaptation of an HIV-infected person.

Sample tasks for Credit

List of questions for oral quiz

1. Introduction to professional activity: basics, principles, classification, current problems.
2. Formation of a professional path
3. Vocational guidance and choice of profession.
4. Subject, objectives and methods of the discipline "Introduction to professional activities. Ethics and deontology (Bioethics)."
5. Contents of the doctor's activities.
6. Professionally important qualities of the profession.
7. System of medical education in the Russian Federation.
8. Lecture and seminar education system in Russia.
9. Educational activities of medical students.
10. Professional suitability of students to study at medical universities.
11. Requirements for students.
12. Physical, psychological, social and moral health culture of a doctor.
13. Healthy lifestyle of a doctor: form of life activity and profession.
14. Professional portrait and competence of a doctor.
15. Social and psychological portrait of a doctor.
16. The authority of the doctor and medical confidentiality.
17. Modern ideas about the social status of a doctor.
18. Professional communication and social interaction in a team.
19. Social responsibility of a doctor.
20. Reasons and conditions for the emergence of medical ethics. Universal moral values in healthcare.
21. Subject and structure of biomedical ethics.
22. Medical ethics of Hippocrates
23. Ethical theories
24. Deontological ethics.
25. The Nuremberg Code and the Declaration of Helsinki of the World Medical Association as fundamental sources of modern moral standards for conducting experiments and clinical trials on humans.
26. The Nuremberg Code, as the first document in the history of civilization, raised the problem of ethical and social responsibility of scientists to the level of socially significant general civilizational problems.
27. Declaration of Helsinki of the World Medical Association. Ethical principles for conducting biomedical experiments.

28. Name the principles proclaimed in the Nuremberg Code.
29. Ethical committees: history of creation and main areas of activity.
30. Geneva Declaration of the World Medical Association (International Oath of Physicians upon entering the medical community).
31. Convention for the Protection of Human Rights and Dignity with regard to the Application of Biology and Medicine: Convention on Human Rights and Biomedicine.
32. Name the main international and Russian legislative acts regulating experiments involving humans.
33. The principle of “do no harm” and the principle of “do good” as the main moral regulators in traditional medical ethics.
34. The principle of respect for patient autonomy and the rule of informed consent.
35. Types and forms of interaction between doctor and patient.
36. Rules of truthfulness and confidentiality (“medical confidentiality”).
37. Characteristics of various options for the relationship between doctor and patient: paternalism, collegiality, technicalism, contractualism and contractual option.
38. Professional ethics and etiquette, their features in the field of medicine and healthcare.
39. Appearance and speech of a medical worker. The doctor's word as a healing factor.
40. Concept and history of patient rights.
41. Russian legislation on patient rights.
42. Classification of patient rights.
43. Informed voluntary consent of the patient.
44. Doctors' rights.
45. Basic rules for moral regulation of people's behavior.
46. Biomedical ethics and medical law: the problem of relationship.
47. The modern stage of experimentation on humans.
48. Basic documents regulating research on humans.
49. Ethical principles for biomedical research on human subjects.
50. Ethics of experimentation on animals.
51. History of experimentation on animals.
52. Basic ethical principles for the treatment of experimental animals
53. Health, illness and ethical aspects of medical and preventive care.
54. Healthy lifestyle as a factor in saving human life and health
55. Legal and ethical criteria for the acceptability of receiving organs from living donors.
56. Moral and legal problems of organ transplantation from a deceased person.
57. The process of medicalization of death and the problems of life-sustaining treatment. Arguments "for" and "against" euthanasia.
58. Palliative care.
59. Abortion and the ethics of responsible procreation.
60. The problem of the moral status of the embryo and fetus.
61. Moral problems of using methods of artificial human reproduction.
62. Civil and political rights of people with mental disorders.
63. State policy in the field of public health protection, ensuring the prevention of the occurrence and spread of infectious diseases.
64. History of AIDS research. Scale and rate of spread.
65. Psychological adaptation of an HIV-infected person.

List of situation tasks

Task No. 1. A teenager was admitted to the trauma department after being injured in a traffic accident (he was hit by a car while riding a bicycle). The doctor on duty had some time left before his shift, and he decided, without providing assistance, to transfer the patient to the changing doctor. To the doctor who came on duty

it took time to prepare for the implementation of therapeutic measures. As a result of untimely assistance, the child died. The fatal accident was the fact that the teenager was the son of a doctor who did not help the victim and did not even approach him.

1. How to evaluate a doctor's action from a bioethics perspective?
2. What punishment should the doctor suffer?
3. Or can he be considered already punished?

Task No. 2. A 12-year-old child received an injury to the maxillofacial area while playing hockey, which resulted in complete dislocation of two maxillary incisors. We contacted the doctor on duty at the clinic at our place of residence, since it was a day off at the specialized dental clinic. The doctor treated the wound and stitched the upper lip. The teeth that the patient brought with him...threw away with the trash.

1. How do you evaluate the doctor's actions?
2. In accordance with what model of relationship with the patient did the doctor behave?
3. What would you do if you were a doctor?

Task No. 3. At a consultation with a pediatric neurologist in the presence of both parents, it was suggested that the child's pathology was hereditary. Clinically, this pathology was not noted in the parents, which caused some bewilderment in the father.

1. Can these actions of the doctor be regarded as causing harm?
2. How ethical are the actions of a doctor?
3. In accordance with what model of relationship with the patient did the doctor behave?
4. What would you do if you were a doctor?

Task No. 4. A pediatric traumatologist, examining a child, 2 weeks after a complex fracture of the radius, asks the mother: "Who treated you so poorly?" At the same time, he indicated that everything that had been done needed to be redone immediately, and only he was able to cure it correctly and well. He advised me to go to court and demand compensation from the doctor who previously treated me for material and moral damage.

1. Is it possible to have such an active position as a doctor? Interpreted as following the principle of "do good".
2. Did the doctor violate any rules of medical ethics?
3. In accordance with what model of relationship with the patient did the doctor behave?
4. What would you do if you were a doctor?

Task No. 5. The child has laryngeal stenosis and clinical death from suffocation. The neighbor, a doctor by training, performs a tracheotomy with a kitchen knife, chest compressions and mechanical ventilation. Since the case is extreme, the doctor does not have time to put on gloves and take a breathing mask, and breathes directly into the bloody tracheotomy tube. The boy was saved, but the doctor was infected with hepatitis C from the child.

1. What principle of bioethics does the doctor demonstrate?
2. Do you think it is right to risk your health to save the life of a patient?
3. What would you do if you were a doctor?

Task No. 6. The emergency hospital does not have a 24-hour endoscopy service, but patients with surgical emergencies, including those with suspected gastrointestinal bleeding, are admitted 24 hours a day. In such cases, the surgeon calls an endoscopist by telephone, who comes to the hospital and takes part in stopping the bleeding. However, his overtime work is not paid. In the absence of endoscopic homeostasis, the patient's alternative is urgent surgical intervention.

1. What would you do if you were a doctor in an endoscopy room, given that over the past month you have been called to the hospital seven times at night?
2. What principle of medical ethics did the doctor follow?

Task No. 7. During clinical classes with students, the professor consulted a 7-year-old child with complex congenital pathology of the maxillofacial region. During the consultation, the mother asked the students to leave the office, as she did not want her child's pathology to be shown to them. The professor explained that these are resident doctors who are not indifferent to this situation and will continue to treat children with a similar pathology. The mother was not satisfied with the explanation, was offended, took the child, expressing the idea that she wanted to be treated in a private clinic, where her child would not be shown to others. A few years later, this patient returned to the clinic, but with a more severe pathology, since the treatment of her child was not carried out at the proper professional level, although in more comfortable conditions.

1. In this conflict, whose side are you on?
2. Which principle of bioethics was violated in this case?
3. Is the professor to blame for aggravating the child's pathology?
4. What would you do if you were a doctor?

Task No. 8. A young woman, 32 years old, consulted an obstetrician-gynecologist about pregnancy. From her life history it is known that she had rubella. This disease in the early stages causes congenital deformities in 60-70% of cases. The doctor advised the woman to terminate the pregnancy, arguing that she would give birth to a freak. The woman began to get nervous and her condition worsened sharply.

1. How ethical are the actions of a doctor?
2. In accordance with what model of relationship with the patient did the doctor behave?
3. How should the doctor's behavior be corrected?

Task No. 9. Patient K. came for a consultation with a cardiologist professor about cardiophobia. The professor was at a department meeting, and the patient was seen by the doctor on duty. At first, he spent a long time figuring out why exactly he should study with K., aimed at consulting with the professor. Then, having familiarized himself with the examinations carried out and not finding any concerns from the point of view of cardiology, he snapped with displeasure: "Cardiophobia is the fear of death from heart disease. According to us, everything is "clean" for you. Don't be afraid, you won't die "from the heart." Go to a psychiatrist!"

1. How ethical are the actions of a doctor?
2. What social attitudes underlie medical actions?
3. In accordance with what model of relationship with the patient did the doctor behave?
4. What would you do if you were a doctor?

Task No. 10. The mother of a disabled child was given a referral for a consultation with a psychoneurologist at Children's Regional Hospital No. L. At the reception of the above hospital, based on the referral, they issued a card and sent her to the office of psychoneurologist NN. After waiting in line, the mother and child entered the office, and the doctor began the appointment, asking what complaints were bothering her. At the end of the examination of the child, the doctor looked at the card and saw that the child was disabled and hard of hearing. She began to kick them out of the office, saying that she did not accept deaf children, since she had a corridor full of healthy ones. And she doesn't get paid for children like this child. After the incident, the mother turned to the manager, to which she replied: the psychoneurologist NN was invited, is not under her command, and she cannot help in any way.

1. What psychological and deontological mistakes did the doctor make?
2. How should the doctor's behavior be corrected?

Task No. 11. Associate Professor T., during a lesson with a student group, decided to consult a patient with complaints of pain and discomfort in the epigastric region, belching, heartburn, and nausea. Questioning the patient while collecting her medical history, he found out that several years ago she was treated at a dermatovenerological dispensary. The survey was conducted deliberately loudly, obviously for demonstration to students. The patient cried and left.

1. How ethical are the actions of a doctor?
2. What deontological mistakes did the doctor make?
3. In accordance with what model of relationship with the patient did the doctor behave?
4. What would you do if you were a doctor?

Task No. 12. Patient T., 80 years old, was admitted to the emergency department with a stroke. The patient's condition is serious and he is in deep stupor. But admission to the intensive care unit was denied. The patient's relatives were very indignant and demanded an explanation from the doctor on duty. He motivated his decision by the fact that he did not want to waste his time in vain, since the patient is elderly and the prognosis of his disease is poor, and at any moment a young patient who is more likely to have a favorable outcome can be admitted.

1. Can these actions of the doctor be regarded as causing harm?
2. How ethical are the actions of a doctor?
3. What would you do if you were a doctor?

Task No. 13. A 16-year-old girl turned to the antenatal clinic at her place of residence with a request to terminate her pregnancy. The doctor, having learned the patient's age, began to be indignant: "This didn't happen in our time! Don't you have a head on your shoulders? You need to think about the consequences. I guess I'll have to tell my parents." The girl considered the doctor's behavior unethical and wrote a complaint to the administration.

1. Evaluate the doctor's actions.
2. In accordance with what model of relationship with the patient did the doctor behave?
3. How would you adjust the doctor's behavior?