

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education  
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт клинической медицины

---

УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

**Working programme of the discipline**

The art of healing

---

Higher education level

Specialist degree

---

Area of study / speciality

31.05.01 - General Medicine

---

Focus /specialization of the study programme

General Medicine

---

Mode of study

full-time

---

Nizhny Novgorod

Year of commencement of studies 2025

## 1. Место дисциплины в структуре ОПОП

Дисциплина ФТД.01 Искусство врачевания является факультативом в образовательной программе.

## 2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-2: Способен управлять проектом на всех этапах его жизненного цикла	<p>УК-2.1: Формулирует в рамках поставленной цели проекта совокупность взаимосвязанных задач, обеспечивающих ее достижение. Определяет ожидаемые результаты решения выделенных задач</p> <p>УК-2.2: Проектирует решение конкретной задачи проекта, выбирая оптимальный способ ее решения, исходя из действующих правовых норм, имеющихся ресурсов и ограничений.</p> <p>УК-2.3: Решает конкретные задачи проекта заявленного качества и за установленное время</p> <p>УК-2.4: Публично представляет результаты решения конкретной задачи проекта.</p>	<p>УК-2.1: Specialist knows possible ways (algorithms) of putting project results into practice, current legal norms, available resources and limitations; algorithms for finding optimal ways to solve problems within the framework of a given goal; ways to define a set of interrelated tasks within the framework of a given work goal, ensuring its achievement</p> <p>УК-2.2: Specialist is able to organize and coordinate the work of project participants, contribute to the constructive overcoming of emerging disagreements and conflicts, and provide the team with the necessary resources.; to present publicly the results of the project (or its individual stages) in the form of reports, articles,</p>	Собеседование	Зачёт: Тест

		<p>speeches at scientific and practical seminars and conferences; see the result of an activity and plan a sequence of steps to achieve it; create a schedule plan for the implementation of the project and a plan for monitoring its implementation</p> <p>УК-2.3: Specialist knows how to develop a project concept within the framework of the designated problem, formulating goals, objectives, relevance, significance (scientific, practical, methodological and other depending on the type of project)</p> <p>УК-2.4: Specialist is proficient in verbal and non-verbal techniques of public defense of the developed project.</p>		
<p>УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>	<p>УК-4.1: Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.</p> <p>УК-4.2: Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном(-ых) языках.</p>	<p>УК-4.1: Specialist knows the rules for the design of abstracts, essays, reviews, articles, reports, presentations.</p> <p>УК-4.2: Specialist is able to present the results of academic and professional activities</p> <p>УК-4.3: Specialist is proficient in the genres of written and</p>	Сообщение	<p>Зачёт: Практическое задание</p>

	УК-4.3: Демонстрирует умение выполнять перевод профессиональных текстов с иностранного(-ых) на государственный язык и обратно.	oral communication in the academic field, including in terms of intercultural interaction; network usage skills The Internet and social networks in the process of educational and academic professional communication.		
--	--	---	--	--

### 3. Структура и содержание дисциплины

#### 3.1 Трудоемкость дисциплины

	очная
<b>Общая трудоемкость, з.е.</b>	<b>1</b>
<b>Часов по учебному плану</b>	<b>36</b>
в том числе	
<b>аудиторные занятия (контактная работа):</b>	
- занятия лекционного типа	<b>0</b>
- занятия семинарского типа (практические занятия / лабораторные работы)	<b>14</b>
- КСР	<b>1</b>
<b>самостоятельная работа</b>	<b>21</b>
<b>Промежуточная аттестация</b>	<b>0</b> <b>Зачёт</b>

#### 3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/ лабора торные работы), часы	Всего	
	о ф о	о ф о	о ф о	о ф о	о ф о

Is medicine art or science?	5		2	2	3
The Heart of the Matter: A Matter of the heart.	5		2	2	3
Children's Voices and Healing.	5		2	2	3
Creativity and innovation in health context.	5		2	2	3
Medicine in literature.	5		2	2	3
Medicine on screen.	5		2	2	3
The communicative culture of the humanist doctor.	5		2	2	3
Аттестация	0				
КСР	1			1	
Итого	36	0	14	15	21

### Contents of sections and topics of the discipline

#### MODULE 1. Is medicine art or science?

Interdisciplinary space between health sciences and the arts is explored. Medical humanities make the practice of medicine more humane. Art therapy and the applied arts (music, visual arts and drama) are thriving and finding growing applications in medical contexts as part of a healing process.

#### MODULE 2. The Heart of the Matter: A Matter of the heart.

The heart is one of the most vital organs and is the biological mechanism that maintains our blood circulation and life. But in literature as in social discourse, 'the heart' signifies a more subjective as well as existential part of our lives, not only commonly referring to love, but also to loss, longing, passion and the like. On heart transplants.

#### MODULE 3. Children's Voices and Healing.

Children enduring serious illness, pain and discomfort in institutional settings. Social scientists believe that the way sick children are cared for could be transformed if their voices and experiences were considered more seriously. Are youth and sickness causes for powerlessness, or can they be made into opportunities for transformation? Role of play and the applied arts in a health context.

#### MODULE 4. Creativity and innovation in health context.

Creativity as a core element in innovation is crucial especially in a situation of limited resources for health, rural health care, when you have to make the most of what is available. Cultivating creative thoughts: converging worlds of physics, philosophy, and neuroscience get us thinking about the processes that drive our most inventive thinking. Innovation can be created and nurtured: the local environment sometimes drives invention and innovation - sometimes in providing inspiration, other times innovation arises in the face of limitation and challenges.

#### MODULE 5. Medicine in literature.

The field of literature and medicine contributes methods and texts that help physicians develop skills in the human dimensions of medical practice. Five broad goals are met by including the study of literature in medical education: 1) Literary accounts of illness can teach physicians concrete and powerful lessons about the lives of sick people; 2) great works of fiction about medicine enable physicians to recognize the power and implications of what they do; 3) through the study of narrative, the physician can better understand patients' stories of sickness and his or her own personal stake in medical practice; 4) literary study contributes to physicians' expertise in narrative ethics; and 5) literary theory offers new perspectives on the work and the genres of medicine.

#### MODULE 6. Medicine on screen.

Cinema is another art form through which the vicissitudes and complexities of human life can be explored and

analyzed. It also serves as a mirror reflecting the human condition and the society in which we live, and empowers us all to be better human beings. The use of cinema in medical education has the potential to teach students about a variety of subjects, for instance by illustrating a lecture on communication skills with a clip of Sir Lancelot Spratt (Doctor In The House, 1954) demonstrating a paternalistic, doctor-centred approach to medicine or nurturing an ethical discussion around palliative care and dying using the cinematic adaptation of American playwright Margaret Edson's *Wit* (2001).

MODULE 7. The communicative culture of the humanist doctor.

Empathy and sympathy when dealing with patients. The four pillars of medical ethics: beneficence (doing good), non-maleficence (to do no harm), autonomy (giving the patient the freedom to choose freely, where they are able), justice (ensuring fairness). Communication: doctor-patient-relatives-colleagues.

#### **4. Учебно-методическое обеспечение самостоятельной работы обучающихся**

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

1. Charon R. Narrative medicine, a model for empathy, reflection, profession and trust. *JAMA* 2001; 286:1897e902.
2. Fritz GK, Poe RO. The role of a cinema seminar in psychiatric education. *Am J Psychiat* 1979; 136:207e10.
3. Powley E, Higson R. *The Arts in Medical Education: A Practical Guide*. Oxford, UK: Radcliffe, 2005.
4. Alexander M, Lenahan P, Pavlov A. *Cinemameducation*. Oxford, UK: Radcliffe, 2005.
5. Beauchamp TL, Childress JF. *Principles of biomedical ethics*. New York (NY): Oxford University Press; 2009. pp. pp.162–4.

#### **5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)**

##### **5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:**

##### **5.1.1 Model assignments (assessment tool - Interview) to assess the development of the competency УК-2:**

##### **INTERVIEW\*\* (on film “Father”)**

##### **Watch the film *The Father* (2020) and be ready to discuss the questions**

1. What was your initial reaction to the film, and why? Which moments did you find particularly powerful or moving?
2. Throughout the film, characters appear to change their identities and time seems muddled. Why do you think the filmmakers chose to tell the story this way? What impact did it have on you as the viewer?
3. *THE FATHER* started life as a stage play. Is there anything ‘theatrical’ about the film? What is unique about cinema as a way of telling stories?
4. What impression did you form of Anthony as a character, and what sort of person might he have been before he became unwell? Why do you think he tells Laura (Imogen Poots) that he used to be a dancer? ‘What about me? Who exactly am I?’ – Anthony

5. How does the film depict the challenges of living with dementia, and of caring for someone with dementia? Were any of these challenges familiar to you?
6. How important are memories to your own sense of identity? If you lost your memories, do you think you would still be you?

#### THE MEMORIES THAT MADE ME

Think of a treasured memory of an event that has, in ways big or small, helped make you who you are today. Write down:

- What you remember – are there details like sights, sounds, smells and textures?
- How does the memory make you feel today?
- What is it about this memory that changed or shaped you? How is your life different as a result?

If you would rather, you could create a drawing or collage around these questions, rather than responding with words.

7. Anne's story shows that there are no easy answers when it comes to caring for an elderly parent or loved one. How might grown children show care to ageing loved ones in different ways?
8. What did you think of Anne's decision to move to Paris and pursue a new life? How do we balance our responsibility towards others with our own hopes and dreams in life?
9. What is your takeaway from the film?

#### List of films and TV series for discussion

- 1) *the Father*(2020)
- 2) *One flew over cuckoo's nest*(1975)
- 3) *the Doctor* (1990)
- 4) *Awakenings* (1990)
- 5) *The Boy, the Horse, the Fox and the Mole* (2022)
- 6) *The good doctor* (2017-2024)
- 7) *Doctor In The House* (1954)

#### Assessment criteria (assessment tool — Interview)

Grade	Assessment criteria
pass	The student demonstrates comprehensive and systematic knowledge of all program material. While minor inaccuracies and non-critical errors are present in task responses, these do not reflect fundamental misunderstandings and can be corrected with instructor guidance. All assignments were completed in full.
fail	The students show gaps in their knowledge of core course material and make fundamental errors when completing program assignments. Tasks were only partially completed.

#### 5.1.2 Model assignments (assessment tool - Report) to assess the development of the competency YK-4:

#### ORAL REPORT\*\*

An oral presentation needs an introduction, a body and a conclusion.

### **The Introduction**

An introduction is essential. It allows you to engage your audience and set the scene for the talk which follows. Without an introduction, your audience will not know where you are taking them and what your main points will be. A good introduction should include:

- § your name (and perhaps your academic background)
- § the subject of your talk
- § a brief background to the subject
- § a statement as to why the subject is important
- § an outline of the main points
- § any questions that you will address
- § any questions or points you want the audience to consider while you're talking.

The introduction helps the audience to follow your talk by knowing what points to expect, and the order of these points. Do not spend too long on the introduction, but do give your audience time to assimilate what you are saying. You should spend most time on the body of the talk. For example, if you're giving a 10 minute presentation then 2-3 minutes is enough for the introduction. If you need to give a lot of background, you can move that to the body section.

### **The Body**

The body is the major part of the presentation. This is where you elaborate on your points, perhaps with images or sound—as they say, ‘A picture is worth a thousand words.’ Be careful not to use gimmicks though; include only those things which will help you to make your point more clearly or forcefully. Remember to give examples for each point, and use graphs or tables if appropriate.

### **The Conclusion**

Your conclusion should match the points in your introduction and body, but never be longer than the introduction. It should leave the audience with a final impression of the subject. You should consider the following questions:

- § What were your major points?
- § Did you answer any questions during the talk?
- § Did you ask the audience any questions which you need to recap now?
- § Is there anything the audience are not clear about?
- § What do you want your audience to remember after your talk?

### **Topics for an oral report**

1. Medicine as art and science.
2. Medical humanities.
3. Narrative medicine.
4. Qualities of a good modern doctor.
5. The best doctor.
6. Role of play and the applied arts in a health context.
7. Creativity and innovation in health context.
8. Healthcare-related innovations created in response to a local need.
9. The Heart of the Matter: A Matter of the heart. (What is it that keeps us alive? What does your heart mean to you?)
10. On heart transplants.
11. Children's Voices and Healing (children enduring serious illness, pain and discomfort).
12. Breaking bad news.

13. Difficult patient encounters.

14. End-of-life issues.

15. Medical mistakes.

### Assessment criteria (assessment tool — Report)

Grade	Assessment criteria
pass	The student demonstrates comprehensive and systematic knowledge of all program material. While minor inaccuracies and non-critical errors are present in task responses, these do not reflect fundamental misunderstandings and can be corrected with instructor guidance. All assignments were completed in full.
fail	The students show gaps in their knowledge of core course material and make fundamental errors when completing program assignments. Tasks were only partially completed.

### 5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

#### Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено		зачтено				
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов

						задания в полном объеме	
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторым и недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторым и недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач

### Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

### 5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

#### 5.3.1 Model assignments (assessment tool - Test) to assess the development of the competency UK-2

#### TEST

**Do the test. Choose the correct answer.\***

1. What does empathy mean?

- a) The ability to acknowledge someone else's feelings
- b) The ability to understand someone else's feelings
- c) The ability to pretend to know what someone else is feeling

2. Can empathy be taught in a lecture?

- a) No, you are naturally empathetic
- b) It can help, but you also develop empathy over time
- c) Yes, it's the best way to learn

3. What's more important for a Doctor when dealing with a patient?

- a) Empathy
- b) Sympathy
- c) Equally important

4. Why is empathy important for a Doctor?

- a) It could help you think of a treatment you hadn't previously thought of
- b) It helps the patient feel comfortable discussing their health with you
- c) It breaks down the barrier between Doctor and patient
- d) All of the above

5. Which of these phrases would be a good way to demonstrate empathy towards a patient?

- a) Saying "I know how you feel"
- b) Saying "I can't imagine what you're going through"
- c) Saying "everything is fine"

6. Which of these is a good way to show empathy with your facial expression?

- a) By reacting calmly to the situation
- b) By remaining neutral
- c) By keeping a warm smile

7. If you are with a patient and there is a silent pause, what would be a good way to deal with this?

- a) Save everyone from awkwardness by talking
- b) Keep quiet and give the patient time to compose themselves
- c) Stay silent to force the patient to speak next

8. If a patient were emotional when talking to you, what would be an empathetic way to respond?

- a) Saying "I can see this is hard to talk about, and I appreciate you opening up"
- b) Tell them they don't have to say anything if they don't want to

9. What does non-maleficence mean in medical ethics?

- a) Giving the best treatment possible to the patient following their wishes
- b) The duty to do no harm to the patient

c) Making the patient aware of the potential risks of undergoing treatment

10. What is the 'beneficence' pillar of medical ethics?

a) Whether the action in question is in the patient's best interests

b) The patient's right to decide what will benefit them

c) Whether the action in question will harm the patient

11. With respect to medical ethics, what does non-maleficence mean?

a) First, do no harm

b) Only benefit

c) The autonomy of each and every individual

d) Justice

12. Among competent adults, who is the sole individual that can determine what is the greater or lesser harm for an individual?

a) The individual themselves

b) The physician

c) Their nurse

d) A family member

13. Which of the following is an example of beneficence?

a) giving a patient a helpful medication

b) disturbing a scarce vaccine randomly among society

c) respecting a person

d) giving a person the ability to make their own decision

14. (open question)\*\* What is meant by beneficence (doing good) as one of the four pillars of medical ethics:

15. (open question)\*\* What is meant by non-maleficence (to do no harm) as one of the four pillars of medical ethics:

16. (open question)\*\* What is meant by autonomy (giving the patient the freedom to choose freely, where they are able) as one of the four pillars of medical ethics:

17. (open question)\*\*What is meant by justice (ensuring fairness) as one of the four pillars of medical ethics:

**KEYS** 1- b, 2-b, 3- c, 4-d, 5-a, 6-c, 7-b, 8-a, 9-b, 10-a, 11-a, 12-a, 13-a, 14- Beneficence is a core principle in medical ethics that guides practitioners to act as they believe is in the best interest of the patient. Unlike non-maleficence, it goes beyond simply doing no harm and encourages to actively help others; 15 - Non-maleficence is a core principle of medical ethics stating that a physician has a duty to 'do no harm' to a patient. It directs a medical professional to consider the benefits of all procedures and weigh them against the potential risks and burdens on the patient; 16- Patient autonomy is a fundamental principle in medicine that recognizes the rights of patients to make decisions about their own healthcare. It emphasizes that individuals have the ultimate authority to determine what happens to their bodies and to participate in the decision-making process regarding their treatment options. This means that healthcare professionals cannot impose treatments or interventions on patients without their informed consent. Instead, they must provide patients with all relevant information,

including potential risks, benefits, and alternatives, to enable them to make informed decisions about their care. The only exception is in cases where the patient is deemed unable to make autonomous decisions; 17- Justice – in the context of medical ethics – is the principle that when weighing up if something is ethical or not, we have to think about whether it’s compatible with the law, the patient’s rights, and if it’s fair and balanced. It also means that we must ensure no one is unfairly disadvantaged when it comes to access to healthcare. Justice is one reason why the NHS has certain entitlements, such as free prescriptions for lower-income individuals.

#### **Assessment criteria (assessment tool — Test)**

Grade	Assessment criteria
pass	The student demonstrates comprehensive and systematic knowledge of all program material. While minor inaccuracies and non-critical errors are present in task responses, these do not reflect fundamental misunderstandings and can be corrected with instructor guidance. All assignments were completed in full.
fail	The students show gaps in their knowledge of core course material and make fundamental errors when completing program assignments. Tasks were only partially completed.

### **5.3.2 Model assignments (assessment tool - Practical task) to assess the development of the competency YK-4**

#### **PRACTICAL TASK (BOOK REVIEW)\*\*\***

A critical book review is a thoughtful discussion of a text’s contents, strengths, and limitations. A book review should reflect your capacity to read critically and to evaluate an author’s arguments and evidence. Compose your review as you would any essay, with an argument supported by evidence, and a clear, logical structure.

##### **Initial Steps**

1. Read the book carefully, taking notes on material that you think may be relevant or quotable and on your impressions of the author's ideas and arguments.
2. Determine the author’s principal argument, the chief themes of the text, the kinds of evidence used, and the way in which the author uses them.

##### **Organizing the Review**

1. All reviews begin with bibliographic information: the author’s name, the book’s full title, place of publication, publisher, edition, date, pagination.
2. In no more than two paragraphs, introduce the book. Give your initial appraisal of the work, including your key observation on the text. This key observation will be your thesis. Try not to begin with a flat statement such as “This book is interesting.” Begin with an anecdote, a challenging quotation, or a key observation.
3. Follow with descriptive analysis and evaluation of the text. You may either treat these topics separately, first describing the book’s contents, the author's argument, presentation, and evidence, and then offering your own evaluation, or you may weave the two together. In either case,
  - a. clearly set out the author’s purpose in writing the book, and whether or not you think the author has succeeded.
  - b. describe the author’s arguments and the themes of the book, and give your appraisal of their validity and effectiveness.

- c. describe the sources and evidence the author uses to prove his case, and evaluate their appropriateness and sufficiency. What are the author's sources? Should the author have used more, or different, sources?
  - d. Comment on the author's organization and writing style.
4. Conclude. Here you may make more general remarks about the text and the ideas presented in it. If you have not already done so, indicate whether you feel the book is worthwhile, and for what audience. Is the book outstanding? Will it make a lasting contribution to its field, or is it less satisfactory?

### **Analysis of Content**

1. What is the author's principal argument? What are her/his conclusions?
2. What medical issues does the author choose to emphasize?
3. Does the author's presentation contradict or refute alternative interpretations?
4. What methods of analysis does the author employ?
5. What sorts of evidence does the author employ?
6. Who is the author? Is he/she qualified to write this work?
7. When was the work written? How relevant is it today?

### **Evaluation of Content**

1. Is the book convincing in style and substance? Why or why not?
2. Does the author accomplish her/his purpose?
3. Is the author fair to his/her subjects, or is the author overly biased? Is the book accurate or misleading?
4. Does the author describe but not analyze?
5. Does the author treat all available data equally well?
6. Are all arguments in the book equally well supported? Is the book marred by generalizations or speculations?
7. Is the author's use of evidence adequate and convincing?
8. Does the author omit possible alternative interpretations? Is the author's approach flexible, or is it dogmatic?
9. Is the book well-organized? Are all parts of the book equally well reasoned and developed?
10. Is the book well written, or is it in some way repetitive, obscure, or confusing?
11. To whom would the book appeal? What audience did the author intend?

### **List of books for reading and reviewing**

Henry Marsh *Do No Harm*

Adam Kay *This is going to Hurt*

Lisa Sanders *Every Patient Tells a Story*

Samuel Shem *The House of God*

Jerome Groopman *How Doctors Think*

Sandeep Jauhar *Intern a doctor's initiation*

Robert H. Miller and Daniel M. Bissell *Med School Confidential*

Atul Gawande Being Mortal

Paul Kalanithi When Breath Becomes Air

Elisabeth Kübler-Ross On Death and Dying

Archibald Cronin The Citadel

Arthur Hailey The Final Diagnosis

Richard Gordon A Doctor in the house

### **Assessment criteria (assessment tool — Practical task)**

Grade	Assessment criteria
pass	The student demonstrates comprehensive and systematic knowledge of all program material. While minor inaccuracies and non-critical errors are present in task responses, these do not reflect fundamental misunderstandings and can be corrected with instructor guidance. All assignments were completed in full.
fail	The students show gaps in their knowledge of core course material and make fundamental errors when completing program assignments. Tasks were only partially completed.

## **6. Учебно-методическое и информационное обеспечение дисциплины (модуля)**

Основная литература:

1. Биоэтика : учебник и практикум для вузов / Е. С. Протанская [и др.] ; под редакцией Е. С. Протанской. - Москва : Юрайт, 2025. - 278 с. - (Высшее образование). - ISBN 978-5-534-15482-5. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=922316&idb=0>.
2. Ушаков Евгений Владимирович. Биоэтика : учебник и практикум для вузов / Е. В. Ушаков. - Москва : Юрайт, 2025. - 294 с. - (Высшее образование). - ISBN 978-5-534-16998-0. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=920774&idb=0>.
3. Басов А. В. Биоэтика : учебно-методическое пособие для обучающихся по специальности 33.05.01 «фармация» / Басов А. В. - Волгоград : ВолгГМУ, 2023. - 76 с. - Книга из коллекции ВолгГМУ - Медицина. - ISBN 978-5-9652-0854-8., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=887795&idb=0>.
4. Giovanni Maio. Essays in Medical Ethics : Plea for a Medicine of Prudence. - Thieme Medical Publishing Inc., 2017. - 1 online resource. - ISBN 9783132411456. - ISBN 9783132411364. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=856071&idb=0>.
5. John A. Lynch. The Origins of Bioethics : Remembering When Medicine Went Wrong. - Michigan State University Press, 2019. - 1 online resource. - ISBN 9781609176174. - ISBN 9781611863413. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=856172&idb=0>.

## Дополнительная литература:

1. Разин Александр Владимирович. Этика : Учебник / Московский государственный университет им. М.В. Ломоносова, философский факультет. - 4-е изд. - Москва : ООО "Научно-издательский центр ИНФРА-М", 2012. - 416 с. - ВО - Бакалавриат. - ISBN 978-5-16-004997-7., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=605091&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

ЭБС «Юрайт». Режим доступа: <http://biblio-online.ru>.

ЭБС «Консультант студента». Режим доступа: <http://www.studentlibrary.ru>.

ЭБС «Лань». Режим доступа: <http://e.lanbook.com/>.

ЭБС «Znaniyum.com». Режим доступа: [www.znaniyum.com](http://www.znaniyum.com).

## **7. Материально-техническое обеспечение дисциплины (модуля)**

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ФГОС ВО по направлению подготовки/специальности 31.05.01 - General Medicine.

Авторы: Ганюшкина Елена Валентиновна.

Заведующий кафедрой: Золотова Марина Вианоровна, кандидат филологических наук.

Программа одобрена на заседании методической комиссии от 28 ноября 2024, протокол № №9.