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Информация о владельце:

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MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean

Faculty of Medicine and Biology

ASSESSMENT TOOLS FUND FOR THE DISCIPLINE

«Medical Ethics and Deontology»

Name of the discipline (module)

- Specialty: 31.05.01 General Medicine
- Mode of training: Full-time
- Year of commencement of studies: 2026
- Delivered in Semester 3

Introduction

1. Intended for carrying out current control of academic performance progress and intermediate attestation in the discipline of Medical Ethics and Deontology for students of the specialty (majoring in) 31.05.01 General Medicine.

2. The ATF is an appendix to the program of the discipline (module) «Medical Ethics and Deontology»

3. Developer(s): G.S. Ivchenko, Acting Head of the Department of Propaedeutics of Internal Diseases (Full Name, Position)

4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: S.I. Kubanov, Associate Professor of the Department of Surgery, Orthopedics and Traumatology (Full Name, Position)

Committee members: E.V. Denisova, Acting Deputy Dean for Academic Affairs, S.M. Kotelevets, Professor of the Department of Propaedeutics of Internal Diseases

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period for the ATF shall be determined by the period of implementation of the educational program.

1. Description of Evaluation Criteria at Various Stages of Their Formation, Description of Evaluation Scales

Levels of formation of competence(s), indicator(s)	Descriptors			
	Minimum level not achieved (Unsatisfactory) 2 points	Minimum level (Satisfactory) 3 points	Intermediate level (Good) 4 points	High level (Excellent) 5 points
Competency: UC-5 Capable of analyzing and taking into account cultural diversity through the process of intercultural interaction.				
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness for communication in verbal and written forms. Indicator: ID-1 UC-5 Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks and strengthen social integration	Does not select methods of constructive interaction with people, taking into account their socio-cultural characteristics	Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics	Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks	Selects methods of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully perform professional tasks and strengthen social integration
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness for communication in verbal and written forms.	Does not demonstrate a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of

Indicator: ID-2 UC-5 demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of historical development of Russia (including key events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings.	development of Russia	development of Russia	Russia (including key events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and educational tasks)	Russia (including key events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Readiness for communication in verbal and written forms. Indicator: ID-3 UC-5 analyzes various socio-cultural trends, facts, and phenomena on	Does not analyze various socio-cultural trends	Analyzes various socio-cultural trends, facts, and phenomena	Analyzes various socio-cultural trends, facts, and phenomena on the basis of a holistic view of the foundations of the universe and prospects for its development	Analyzes various socio-cultural trends, facts, and phenomena on the basis of a holistic view of the foundations of the universe and prospects for its development, understands the relationships between the diversity of worldviews and the course of the development of history, science,

the basis of a holistic view of the foundations of the universe and prospects for its development, understands the relationships between the diversity of worldviews and the course of the development of history, science, human concepts of nature, society, cognition, and oneself				human concepts of nature, society, cognition, and oneself
Competency: UC-9. Capable of employing basic defectological knowledge in social and professional spheres.				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 UC-9 operates with the concepts of inclusive competency, its components, and structure; understands the features of applying basic defectological knowledge in social and professional spheres.	Does not operate with the concepts of inclusive competency, its components, and structure	Operates with the concepts of inclusive competency, its components, and structure	Operates with the concepts of inclusive competency, its components, and structure; understands the features of applying basic defectological knowledge	Operates with the concepts of inclusive competency, its components, and structure; understands the features of applying basic defectological knowledge in social and professional spheres

Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-2 UC-9 applies basic defectological knowledge in social and professional spheres when interacting with persons with disabilities and handicapped individuals.	Does not apply basic defectological knowledge	Applies basic defectological knowledge	Applies basic defectological knowledge in social and professional spheres	Applies basic defectological knowledge in social and professional spheres when interacting with persons with disabilities and handicapped individuals
Competency: UC-11				
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Indicator: ID-1 UC-11 is familiar with current legal norms ensuring the fight against corruption in various spheres of life, with methods for corruption prevention and the development of an intolerant attitude towards it.	Not familiar with current legal norms ensuring the fight against corruption in various spheres of life	Familiar with current legal norms ensuring the fight against corruption in various spheres of life	Familiar with current legal norms ensuring the fight against corruption in various spheres of life, with methods for corruption prevention	Familiar with current legal norms ensuring the fight against corruption in various spheres of life, with methods for corruption prevention and the development of an intolerant attitude towards it
Learning outcomes for the discipline	Does not prevent corruption risks	Prevents corruption risks	Prevents corruption risks in professional	Prevents corruption risks in

(module): Raising a comprehensively developed personality. Indicator: ID-2 UC-11 prevents corruption risks in professional activity; excludes interference in their professional activity in cases of inducement to commit corruption offenses.	in professional activity	in professional activity	activity; excludes interference in their professional activity	professional activity; excludes interference in their professional activity in cases of inducement to commit corruption offenses
Learning outcomes for the discipline (module): Raising a comprehensively developed personality. Indicator: ID-3 UC-11 interacts in society on the basis of an intolerant attitude towards corruption	Does not interact in society on the basis of an intolerant attitude towards corruption			Interacts in society on the basis of an intolerant attitude towards corruption
Competency: GPC-1				
Learning outcomes for the discipline (module): Acquisition of special medical skills and their application in practical healthcare. Indicator: ID-1 GPC-1 Uses the basic norms of medical law	Does not use	Uses	Uses the basic norms	Uses the basic norms of medical law
Learning outcomes for the discipline (module): Acquisition of	Does not apply ethical principles in practice	Applies ethical principles in practice	Applies ethical and deontological principles in practice	Applies ethical and deontological principles in practice, uses

special medical skills and their application in practical healthcare. Indicator: ID-2 GPC-1 Applies ethical and deontological principles in practice, uses knowledge of the history of medicine.				knowledge of the history of medicine
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The evaluation of the competency formation level in the discipline is carried out on the basis of the Regulations on conducting current control of academic progress and intermediate attestation of students in higher education educational programs – Bachelor’s programs, Specialist’s programs, Master’s programs – at the Federal State Autonomous Educational Institution of Higher Education NORTH-CAUCASUS FEDERAL UNIVERSITY in its current edition.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
3rd semester			
1.	c	Medical ethics studies: a) the complex of medical services aimed at restoring the health of the patient; b) the relationships between team members and the patients' relatives; c) the features of the development and dependence of the moral behavior of a medical worker on the conditions of his/her practical activity.	UC-5
2.	b	The concept of medical ethics includes: a) the idea of the optimal activity of medical workers; b) a scientific section that includes the ethical and moral aspects of the activities of healthcare workers; c) achievements in the field of modern medicine.	UC-5
3.	a	The term "medical ethics" reflects: a) the relationship between staff and patients within the limits of norms established by morality and ethics; b) medical confidentiality; c) the attitude towards a person without a disease.	UC-5
4.	a	Morality is: a) a form of social consciousness that contains ideas and notions about the behavior of people in society; b) generally accepted and repeated forms of human behavior; c) the spiritual and moral rules of human existence.	UC-5
5.	c	The term "ethics" was first used to denote a science by: a) Pythagoras; b) Socrates; c) Aristotle.	UC-5
6.	a	Bioethics is: a) the social and ethical consequences of the application of biomedical technologies; b) the protection of human autonomy; c) the maintenance of the prestige of the profession of a physician and a nurse.	UC-5
7.	c	Iatrogenic diseases include: a) the influence of the "word" of a physician or a nurse; b) mental changes that are caused by medical activity; c) all of the above is correct.	UC-5
8.	cell theory	Name the theory created by the German scientists T. Schwann and M. Schleiden:	UC-9
9.	a	One of the principles of medical deontology:	UC-9

		a) the actions of a medical worker must be directed to the benefit of the patient; b) in the process of working with a patient, experience must be gained; c) assistance to the patient must be provided taking into account the surrounding environment.	
10.	b	The first to designate ethics and deontology as a science was: a) Hippocrates; b) Aristotle; c) Bentham.	UC-9
11.	b	The illegal issuance of medical prescriptions is regarded as: a) self-interest; b) criminal liability; c) a misdemeanor.	UC-9
12.	a	One of the documents in the field of medical ethics is: a) the International Code of Medical Ethics; b) the norms of medical ethics; c) responsibility and law.	UC-9
13.	b	Medical confidentiality corresponds to: a) the principle of justice; b) the principle of confidentiality; c) the principle of kindness.	UC-9
14.	a	The main principle of the modern model of professional ethics is: a) the priority of the rights and respect for the dignity of the patient; b) the principle of the priority of science; c) the principle of fulfilling one's duty.	UC-9
15.	c	For which works was I. P. Pavlov awarded the Nobel Prize? a) for research on the structure of bile acids and similar substances; b) for the discovery of blood groups; c) for his work on the physiology of digestion; d) for his teaching on higher nervous activity; e) for his work on vitamins.	UC-11
16.	b	The provision of medical care to a patient may be carried out: a) on the basis of indications; b) on the basis of informed consent; c) on the basis of the wishes of relatives.	UC-11
17.	b	A distinctive feature of the professional ethics of medical workers is: a) the priority of medical science over the interests of patients; b) the right to behavior deviating from the norm; c) a conscious choice of rules of conduct.	UC-11
18.	c	Iatrogenic diseases include:	UC-11

		a) the influence of the "word" of a physician or a nurse; b) mental changes that are caused by medical activity; c) all of the above is correct.	
19.	c	A distinctive feature of the professional ethics of medical workers is: a) the priority of medical science over the interests of patients; b) the right to behavior deviating from the norm; c) a conscious choice of rules of conduct.	UC-11
20.	c	Iatrogenic diseases include: a) the influence of the "word" of a physician or a nurse; b) mental changes that are caused by medical activity; c) all of the above is correct.	UC-11
21.	a	Bioethics is: a) the social and ethical consequences of the application of biomedical technologies; b) the protection of human autonomy; c) the maintenance of the prestige of the profession of a physician and a nurse.	UC-11
22.	b	The illegal issuance of medical prescriptions is regarded as: a) self-interest; b) criminal liability; c) a misdemeanor.	GPC-1
23.	Categories of medical ethics	conscience, meaning of life, duty, tact, dignity, honor — measures of equality and inequality — do no harm, do good, do kindness — these are	GPC-1
24.	Medical ethics	The science that studies the norms, principles, and methods of evaluating the interaction of medical workers with colleagues, patients, and their relatives is...	GPC-1
25.	Moral	What type of responsibility in medicine fits into the concept of bioethics?	GPC-1
26.	It is manifested by memory impairment, depression, dyssomnia, polyneuromyopathy, dysphagia, and decreased physical endurance.	The most typical manifestations of PIT syndrome	GPC-1
27.	the use of melatonin-containing medications	According to the Russian guidelines for rehabilitation in intensive care, which medications are advisable to prescribe for the prevention of circadian sleep rhythm disorders?	GPC-1

28.	c	A distinctive feature of the professional ethics of medical workers is: a) the priority of medical science over the interests of patients; b) the right to behavior deviating from the norm; c) a conscious choice of rules of conduct.	GPC-1
29.	c	Iatrogenic diseases include: a) the influence of the "word" of a physician or a nurse; b) mental changes that are caused by medical activity; c) all of the above is correct.	GPC-1
30.	a	The term "medical ethics" reflects: a) the relationship between staff and patients within the limits of norms established by morality and ethics; b) medical confidentiality; c) the attitude towards a person without a disease.	GPC-1

2. Description of the Evaluation Scale

Within the framework of the rating system, students' academic progress in each discipline is evaluated during current control and intermediate attestation. The rating system for assessing students' knowledge is based on the use of a combination of control activities to check the covered material (checkpoints), optimally located throughout the entire time interval of studying the discipline. The principles of the rating system for assessing students' knowledge are based on the requirements described in the Regulations on the organization of the educational process based on the rating system for assessing students' knowledge at NCFU.

3. Criteria for Evaluating Competencies

The grade **Excellent** shall be awarded to a student if the theoretical content of the course has been mastered completely, without gaps; the material is presented exhaustively, consistently, clearly, and logically; the student freely copes with tasks, questions, and other types of knowledge application; uses additional material in the answer; all tasks provided for by the program are completed, and the quality of their execution is evaluated by a number of points close to the maximum; analyzes the obtained results; demonstrates independence when performing tasks.

The grade **Good** is to be awarded to a student if the theoretical content of the course is mastered completely, the necessary practical competencies are mainly formed, all educational tasks provided for by the training program are completed, and the quality of their execution is sufficiently high. The student firmly knows the material, presents it competently and strictly on the merits of the matter, without allowing significant inaccuracies in answering the question.

The grade **Satisfactory** is awarded to a student in case the theoretical content of the course has been mastered in part only, but the gaps are not of a significant nature, most of the tasks provided for by the program are completed, but contain errors, the student allows inaccuracies and insufficiently correct wording when answering the question, and violations of logical sequence are observed in the presentation of the program material.

The grade **Unsatisfactory** is awarded to a student if they do not know a significant part of the program material, allow significant errors, perform practical works with great difficulty and uncertainty, the necessary practical competencies are not formed, most of the educational tasks provided for by the training program are not completed, and the quality of their execution is evaluated by a number of points close to the minimum.

