

Ministry of Science and Higher Education of the Russian Federation
Federal State Autonomous Institution of Higher Education
“National Research Nuclear University “MEPhI”

INSTITUTE OF ENGINEERING PHYSICS FOR BIOMEDICINE
DEPARTMENT OF FUNDAMENTAL MEDICINE

APPROVED HTC ИФИБ

Protocol No. 3.1

dated 30.08.2024

ACADEMIC COURSE OUTLINE

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Educational program track (speciality) [1] 31.05.01 General Medicine

Semester	Labour input, credits	Total course academic, hours	Lectures, hrs.	Practical sessions, hrs.	Laboratory sessions, hrs.	In the form of practical studies, hrs.	Independent studies, hrs.	Independent studies monitoring, hrs.	Course progress, Exam/Pass-fail exam/Term
10	2	72	16	32	0		24	0	PFE
Total	2	72	16	32	0	0	24	0	

ABSTRACT

1. ACADEMIC COURSE GOALS AND OBJECTIVES

2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
ОПК-1 [1] – Capable of implementing moral and legal norms, ethical and deontological principles in professional activities.	3-ОПК-1 [1] – Know: - main regulatory legal acts governing physician's activities; - concepts of medical confidentiality, informed voluntary consent for medical intervention, clinical guidelines, procedures and standards of medical care; - fundamental rights and obligations of physicians and patients; - principles of medical ethics (morality) and deontology. У-ОПК-1 [1] – Be able to: - find and apply current regulatory legal acts in professional activities; - protect the rights of physicians and patients. В-ОПК-1 [1] – Possess skills in: - interaction with colleagues and patients in compliance with ethics and deontology; - obtaining informed voluntary consent from patients or their legal representatives for medical interventions.
ОПК-3 [1] – Capable of countering the use of doping in sports and preventing it.	3-ОПК-3 [1] – Know: - the content of the concepts "doping" and "anti-doping rule violation"; - the consequences of doping use and anti-doping rule violations У-ОПК-3 [1] – Be able to: - explain the consequences of ignoring and violating anti-doping rules in sports В-ОПК-3 [1] – Possess skills in: - countering the use of doping
ОПК-11 [1] – Capable of preparing and applying scientific, research-production, project-related, organizational-managerial, and regulatory documentation within the healthcare system.	3-ОПК-11 [1] – Know: - the purpose of various types of documentation in medicine and healthcare; У-ОПК-11 [1] – Be able to: - search for and select scientific, project-related, organizational-managerial, and regulatory documentation in accordance with assigned tasks in professional activities; - analyze and apply scientific, project-related, organizational-managerial, and regulatory documentation to solve professional tasks; В-ОПК-11 [1] – Possess skills in: - preparing work plans and activity reports according to specified formats; - drafting

	organizational-administrative documents and preparing proposals for amendments to regulatory legal documents in the field of healthcare and medical sciences, as well as local regulatory acts of healthcare organizations
YK-11 [1] – Capable of fostering zero tolerance towards manifestations of extremism, terrorism, corrupt practices and countering them in professional activities	3-YK-11 [1] – Know: current legal norms ensuring opposition to extremism, terrorism, and corrupt behavior; indicators of extremism, terrorism, and corrupt behavior; fundamentals of preventing extremism, terrorism, and corrupt behavior Y-YK-11 [1] – Be able to: plan, organize, and conduct measures to form a civic position based on zero tolerance towards extremism, terrorism, and corrupt behavior; apply measures to counter extremism, terrorism, and corrupt behavior in professional activities B-YK-11 [1] – Possess: skills in developing zero tolerance towards extremism, terrorism, and corrupt behavior; skills in countering extremism, terrorism, and corrupt behavior in professional activities

4. PEDAGOGIC POTENTIAL OF THE COURSE

Pedagogic tracks/objectives	Pedagogic goals (code)
Spiritual and moral education	Establishing conditions for: formation of ethical thinking and professional responsibility of a scientist (B2)
Vocational and labor education	Establishing conditions for: formation of a deep understanding of the profession's social role, a positive and active commitment to the values of the chosen specialty, and a responsible attitude towards professional activity and work (B14)
Vocational and labor education	Establishing conditions for: formation of psychological readiness for professional activity in the chosen profession (B15)
Professional education	Establishing conditions for: formation of responsibility for professional choice, professional development and professional decisions (B18)
Professional education	Establishing conditions for: formation of the ability and commitment to adhere to professional norms that ensure the ethical character of both work activities and personal conduct outside of work (B21)

5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>10 Semester</i>						
1	Unit	1-8	8/16/0	T-8 (25)	25	T-8	3-ОПК-1, У-ОПК-1, В-ОПК-1, 3-ОПК-3, 3-ОПК-11, У-ОПК-11, В-ОПК-11, 3-УК-11, У-УК-11, В-УК-11
2	Unit	9-15	8/16/0	T-14 (25)	25	T-14	3-ОПК-1, У-ОПК-1, В-ОПК-1, 3-ОПК-3, 3-ОПК-11, У-ОПК-11, В-ОПК-11, 3-УК-11, У-УК-11, В-УК-11
	<i>Totals for 10 Semester</i>		16/32/0		50		
	Assessment events for 10 Semester				50	PFE	3-ОПК-1, У-ОПК-1, В-ОПК-1, 3-ОПК-3, 3-ОПК-11, У-ОПК-11, В-ОПК-11, 3-УК-11, У-УК-11, В-УК-11

* – abbreviated name of assessment

** – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
T	Testing
PFE	Pass/fail examination

SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>10 Semester</i>	16	32	0
1-8	Unit	8	16	0
1 - 4	Введение в медицинское право	All		
		4	8	0
		Online		
		0	0	0
5 - 8	Антидопинговое и антикоррупционное законодательство.	All		
		4	8	0
		Online		
		0	0	0
9-15	Unit	8	16	0
9 - 11	Правовые критерии юридической ответственности медицинских работников	All		
		4	8	0
		Online		
		0	0	0
12 - 15	Отдельные правоприменительные практики	All		
		4	8	0
		Online		
		0	0	0

Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

PRACTICAL SESSIONS TOPICS

Weeks	Topics / Content
	<i>10 Semester</i>
1 - 4	Введение в медицинское право
5 - 8	Антидопинговое и антикоррупционное законодательство.
9 - 11	Правовые критерии юридической ответственности медицинских работников
12 - 15	Отдельные правоприменительные практики

6. EDUCATIONAL TECHNOLOGIES

7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)
ОПК-1	3-ОПК-1	PFE, T-8, T-14, T-8, T-14
	У-ОПК-1	PFE, T-8, T-14, T-8, T-14
	В-ОПК-1	PFE, T-8, T-14, T-8, T-14
ОПК-11	3-ОПК-11	PFE, T-8, T-14, T-8, T-14
	У-ОПК-11	PFE, T-8, T-14, T-8, T-14
	В-ОПК-11	PFE, T-8, T-14, T-8, T-14
ОПК-3	3-ОПК-3	PFE, T-8, T-14, T-8, T-14
	У-ОПК-3	T-8, T-14
	В-ОПК-3	T-8, T-14
УК-11	3-УК-11	PFE, T-8, T-14, T-8, T-14
	У-УК-11	PFE, T-8, T-14, T-8, T-14
	В-УК-11	PFE, T-8, T-14, T-8, T-14

Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64			F
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

CORE READING:

1. ЭИ Ш 37 Медицинское право : учебник для вузов, Шевченко О. А. [и др.], Санкт-Петербург: Лань, 2024
2. ЭИ А 62 Противодействие коррупции : учебное пособие для вузов, Амиантова И. С., Москва: Юрайт, 2024
3. ЭИ А 65 Профилактика допинга в спорте : учебное пособие для вузов, Андриянова Е. Ю., Москва: Юрайт, 2024

FURTHER READING:

1. ЭИ S53 Access to Medicine Versus Test Data Exclusivity : Safeguarding Flexibilities Under International Law, Shaikh, Owais H. , Berlin, Heidelberg: Springer Berlin Heidelberg, 2016
2. ЭИ С30 Медицинское право: судебная практика в России и за рубежом : монография, Семина Т.В., Москва: Проспект, 2024
3. ЭИ С 77 Правовой минимум медицинского работника (врача) : , Старчиков М.Ю., Москва: ГЭОТАР-Медиа, 2022
4. ЭИ К 30 Противодействие терроризму : учебное пособие для вузов, Кафтан В. В., Москва: Юрайт, 2024
5. ЭИ Ю 70 Юридические основы деятельности врача. Медицинское право : Гриф УМО по медицинскому и фармацевтическому образованию вузов России., , Москва: ГЭОТАР-Медиа, 2008

SOFTWARE:

No special softwares is required

LMS AND ONLINE RESOURCES

<https://online.mephi.ru/>

<http://library.mephi.ru/>

9. LOGISTICAL SUPPORT

1. Интерактивная доска SMART SBM 685 (64-407)
2. Монитор Dell P2720D (64-407)
3. Мышь, клавиатура (64-407)
4. Персональный компьютер: Моноблок Lenovo V540-24IWL All-In-One 23,8" i3-8145U 8Gb 256GB_SSD_M.2 Intel (64-407)
5. Проектор SMART P109 (64-407)

10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

В процессе организации и проведения учебного процесса преподавателя необходимо уметь планировать и организовывать свое время, что позволяет распределить учебную нагрузку и является важным условием успешного преподавания дисциплины.

Преподаватель должен активно непосредственно участвовать в учебном процессе и проводить подготовку к нему. Необходимость постоянной подготовки к лекциям, семинарским и практическим занятиям обусловлена потребностью отражать современные подходы, взгляды, данные по темам и разделам. Проводя подготовку к учебному процессу необходимо изучать современные методические рекомендации, результаты научных исследований, новые технологии и т.д.

Целью работы преподавателя должно быть эффективное восприятие материала слушателями. В процессе преподавания реализуются следующие виды учебных работ: лекция, семинарское и практическое занятие, самостоятельная работа. При реализации различных видов учебной работы преподаватель должен использовать образовательные технологии (создание интерактивных презентаций, обучающие компьютерные программы, технологии развития мышления (эффективная лекция, таблицы, работа в группах и т.д.)

Author(s):

Krupnova Tatyana Sergeevna / Крупнова Татьяна
Сергеевна /