

SYLLABUS

INTERNATIONAL EUROPEAN
UNIVERSITY



SCHOOL OF
MEDICINE

HISTORY OF UKRAINE
WITH A COURSE IN THE
HISTORY OF MEDICINE

2024



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Discipline		HISTORY OF UKRAINE WITH A COURSE IN THE HISTORY OF MEDICINE		
Teacher(s)		Oleg Mykolayovych Rud		
Profile of the teacher(s)		https://business.ieu.edu.ua/en/departments/department-of-tourism-and-educational-management#zzz-rud		
Consultations				
Face-to-face consultations		Second Thursday of the month from 16.00 to 17.00		
Online consultations		First Monday of the month from 17.00 to 18.00		
E-mail		olehrud@ieu.edu.ua		
Form of Final Control	credit	differentiated credit	exam	
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1 Brief Summary of the Discipline

The discipline “*History of Ukraine with the Course of History of Medicine*” is an essential part of the educational training of future physicians, aimed at providing a comprehensive understanding of the historical and sociocultural processes that have influenced the development of Ukrainian society and the medical profession. The course explores key milestones in the history of medicine, public health, and medical education from antiquity to the present day, with a particular focus on the Ukrainian context. Students will examine how major historical events—such as wars, epidemics, scientific discoveries, and political changes—have shaped medical thought, clinical practice, and healthcare systems. Emphasis is placed on the achievements of prominent physicians, the emergence of medical institutions, and the evolution of approaches to diagnosis, treatment, and prevention. The course also introduces the origins and progression of evidence-based medicine as a foundation for modern clinical work. By critically engaging with the history of medicine, students develop analytical thinking, historical awareness, and a deeper understanding of the physician’s evolving role in society. Special attention is given to the resilience and progress of Ukrainian medicine under conditions of adversity and transformation.

2 Purpose and Objectives of the Discipline

The discipline aims to provide medical students with a comprehensive understanding of the historical development of Ukrainian society and the evolution of medicine as a science and profession. This course aims to cultivate analytical thinking, historical awareness, and a critical view of the medical profession's social, ethical, and scientific foundations. Through the study of historical processes and medical progress, students will gain insights into the formation of modern healthcare systems and the role of the physician within them.

Objectives of the Discipline:

- To introduce students to the main stages of world and Ukrainian medicine development.
- To highlight the role of key historical events in shaping healthcare systems and medical education.
- To familiarize students with the contributions of outstanding physicians and scientists.
- To encourage critical thinking regarding the evolution of medical ethics and professional values.
- To promote historical awareness as a foundation for understanding modern medical challenges.

3 Credits ECTS

- 3 ECTS credits
- 90 hours in total
- 32 contact (classroom) hours
- 58 hours of independent work

4 Course structure

Titles of content sections and topics	Number of hours			
	Total	Among them		
		L.	Pr.	Ind.
Chapter 1. History of Ukraine				
Topic 1. The Formation of Ukrainian Lands: From Prehistoric Times to Kyivan Rus'	6	2		4



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Course structure

Topic 2. Ukrainian Lands Under Foreign Rule (14th–18th Century): Socioeconomic and Scientific Influences	6		2	4
Topic 3. The Cossack State and the Evolution of Healthcare in the 17th–18th Century	4	2		2
Topic 4. Ukraine in the 19th – Early 20th Century: Nation-Building, Revolutions, and Public Health	6		2	4
Topic 5. Soviet Ukraine (1922–1991): Political Transformations, Science, and Medicine	6	2		4
Topic 6. Independent Ukraine: Nationhood, Healthcare Reforms, and Global Integration	6		2	4
Total of chapter 1	34	6	6	22
Chapter 2. The history of medicine				
Topic 7. The Emergence of Medical Knowledge: Healing Practices in Early Societies	6	2		4
Topic 8. Medicine in Antiquity: Theoretical and Practical Foundations in Classical Civilizations	6		2	4
Topic 9. Medical Science in the Middle Ages: Scholasticism, Islamic Contributions, and the First Hospitals	6	2		4
Topic 10. The Scientific Revolution and the Transformation of Medical Knowledge in the Renaissance and Enlightenment	6		2	4
Topic 11. The Rise of Modern Medicine: Microbiology, Aseptic Surgery, and the Foundations of Public Health	6	2		4
Topic 12. The Evolution of Healthcare Systems in Ukraine: From Traditional Healing to Contemporary Medical Reforms	6		2	4
Topic 13. The Impact of Pandemics on Medical Advancements: Historical Perspectives and Global Lessons	6	2		4
Topic 14. The Future of Medicine: Artificial Intelligence, Regenerative Technologies, and Global Health Trends	4		2	4
Topic 15. Ethical Dilemmas in Medical History: From Experimentation to Bioethics	6		2	4
Topic 16. Women in Medicine: From Historical Barriers to Leadership in Healthcare	2		2	
Total of chapter 2	56	8	12	36
TOTAL IN THE DISCIPLINE	90	14	18	58

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Individual Tasks

As part of independent study, students are required to complete individual assignments that enhance their analytical skills, deepen their understanding of historical processes in medicine, and develop critical thinking. These tasks integrate historical research with modern medical challenges, preparing students for evidence-based decision-making and interdisciplinary collaboration.

Types of Individual Tasks:

- **Historical Medical Case Simulations** – Analysis of real historical medical cases (e.g., plague treatments, battlefield surgery, early anesthesia) with a comparative evaluation of historical and modern approaches.
- **Thematic Research Essays** – In-depth research on key figures, discoveries, or medical breakthroughs that have shaped modern healthcare.
- **Medical Ethics in History: Debate & Policy Proposal** – Examination of historical ethical dilemmas (e.g., human experimentation, early vaccine opposition, eugenics) and formulation of ethical guidelines based on modern bioethics principles.
- **Comparative Analysis of Epidemic Responses** – A research-based comparison of historical pandemics (e.g., Spanish flu, cholera, COVID-19) with evaluating how public health policies evolved.
- **Museum Exhibit Review** – Critical reflection on a visit to a medical history museum (or a virtual collection), analyzing historical artifacts and their significance in the development of medicine.
- **Innovators in Medicine: Video or Podcast Project** – A short video or podcast episode discussing a historical medical figure, their contributions, and their impact on contemporary medicine.
- **"Letter from the Past" Writing Task** – A reflective letter written from the perspective of a historical physician, describing their work, medical challenges, and vision for the future of medicine.
- **Book Reviews** – Critical analysis of historical medical literature or modern publications on medical history, with an emphasis on their relevance to today's medical practice.

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Teaching Methods

The discipline is delivered using a combination of traditional and innovative teaching methods aimed at developing students' academic competence, critical thinking, and professional identity. Instruction is based on student-centered learning, with an emphasis on active engagement and interdisciplinary integration. Core teaching methods include:

- **Lectures** – Structured academic presentations supported by visual and digital materials to provide theoretical foundations and contextual understanding.
- **Practical (seminar) classes** – Focused on discussion, analysis of primary sources, medical-historical case studies, and application of knowledge in small groups.
- **Case-Based Learning (CBL)** – Use of historical medical cases to develop analytical thinking and draw parallels with contemporary medical practice.
- **Problem-Based Learning (PBL)** – Student-led exploration of historical or ethical problems through research, reasoning, and discussion.
- **Team-Based Learning (TBL)** – Collaborative activities that promote teamwork, leadership, and peer-to-peer learning.
- **Student presentations** – Preparation and delivery of individual or group presentations on assigned topics to enhance academic communication skills.
- **Debates and role-play simulations** – Experiential learning strategies to explore ethical dilemmas, historical scenarios, and professional behavior.
- **Digital learning tools** – Integration of virtual exhibits, online archives, interactive maps, and timelines to support autonomous learning and engagement with historical content.



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6 Type of Assessment

Assessment in the discipline is conducted through both current (formative) and final (summative) control in accordance with the academic regulations and approved assessment criteria.

Current (Formative) Assessment:

Current control is implemented during each class and is aimed at evaluating students' assimilation of theoretical material and engagement in learning activities. It is mandatory and includes the following formats:

- Oral questioning (individual, frontal, or combined)
- Structured interviews and academic discussions
- Test-based assessment, including open-ended and multiple-choice tasks

Students receive grades for each topic covered in the curriculum using the traditional 4-point grading scale ("5", "4", "3", "2"), based on performance and participation. All types of academic work—lectures, practical classes, and individual tasks—are subject to assessment. The teacher evaluates each student during every practical session and records the grade in the student's academic progress log.

Final (Summative) Assessment:

The final control is conducted in the form of a written examination, which includes:

- Test questions (both open and closed formats)
- Theoretical short-answer or essay-based questions

The summative assessment aims to evaluate the overall level of knowledge acquired throughout the course and the student's ability to apply historical understanding in the context of medical education.

7 Assessment Procedure

The current academic performance of students is evaluated on a traditional 4-point scale (2, 3, 4, 5) during each practical session in accordance with the approved assessment criteria for the discipline.

Each student must receive a grade for every topic covered, as these grades are subsequently converted into points using a 200-point grading scale.

- **"5" (Excellent)** – The student provides a complete, accurate, and well-reasoned response to a theoretical question or successfully performs a practical task; demonstrates the ability to independently analyze the material, correctly applies relevant terminology, meets the lexical minimum, and presents answers in a clear and logical manner.
- **"4" (Good)** – The student sufficiently covers the essence of the question, uses appropriate terminology and vocabulary, but may demonstrate minor inaccuracies that do not distort overall understanding.
- **"3" (Satisfactory)** – The student partially discloses the content of the question, demonstrates minimal understanding of key terms and concepts, and makes fundamental errors in explanation.
- **"2" (Unsatisfactory)** – The student does not meet the minimum criteria required for successful performance.

Semester credit is recorded as "Passed" / "Not Passed" and is also assessed on a **200-point** scale. The final score is calculated by determining the arithmetic mean of the current grades (on the 4-point scale) and converting it into the 200-point system.

To receive credit for the discipline, a student must achieve a **minimum of 120** points.

The final knowledge control for the discipline is conducted in the form of a **test**, which includes theoretical questions and test-based items.



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7 Assessment Procedure

The learning outcome is also assessed on a two-point scale (pass/fail).

Scale for transferring points to the national system	
according to the national system	200-point
passed	from 120 to 200 point
no passed	less 119 point

8 Methodological Support

The discipline is supported by basic methodological materials provided to students for all types of educational activities: lectures, practical classes, and independent work.

Includes:

- Brief lecture outlines and presentations
- Guidelines for preparation and participation in practical classes
- Materials for independent study
- Test examples and sample questions for self-assessment
- Tasks and questions for final knowledge control

All materials are provided in printed or digital form and are available through the university's educational platform or directly from the instructor.

9 List of Questions to Be Answered for Final Exam

1. Describe the main stages of settlement and state formation on the territory of Ukraine in prehistoric times and the Kyivan Rus' period.
2. What was the cultural and political significance of Kyivan Rus' in the development of Ukrainian identity?
3. Analyze the influence of foreign rule (Polish, Lithuanian, Ottoman, Austro-Hungarian) on Ukrainian territories in the 14th–18th centuries.
4. What were the consequences of political fragmentation in Ukrainian lands during the early modern period?
5. Describe the political structure and military organization of the Cossack Hetmanate.
6. How was medical care provided during the Cossack era, and what sources of medical knowledge existed?
7. What were the main features of Ukrainian national revival movements in the 19th century?
8. How did industrialization and urbanization affect public health in Ukrainian territories?
9. Outline the structure and function of the Soviet healthcare system in Ukraine.
10. What were the achievements and limitations of medical science and education in Soviet Ukraine?
11. Identify the main stages of healthcare reform in independent Ukraine.
12. What are the current challenges and priorities of Ukraine's medical education and healthcare system?
13. What were the dominant healing practices in prehistoric and tribal societies?
14. How did early medicine combine spiritual beliefs with empirical knowledge?
15. Describe the main features of ancient medical systems in Egypt, India, China, and Greece.
16. What role did Hippocrates and Galen play in the formation of classical medical theory?



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List of Questions to Be Answered for Final Exam

17. What contributions did Islamic physicians make to global medical knowledge in the Middle Ages?
18. Describe the role of medieval European monasteries and hospitals in healthcare and education.
19. How did anatomical discoveries during the Renaissance transform medical science?
20. What medical ideas and innovations emerged during the Enlightenment?
21. Explain the significance of Pasteur's and Koch's work for microbiology and clinical medicine.
22. How did aseptic and antiseptic techniques improve surgical outcomes in the 19th century?
23. What were the key features of public health development in the 19th and early 20th centuries?
24. Describe traditional Ukrainian healing practices and their influence on early healthcare.
25. Trace the transformation of Ukraine's healthcare system from the late 19th century to the present.
26. How have pandemics historically influenced medical science and public health policy?
27. What lessons have been learned from the COVID-19 pandemic in the context of healthcare systems?
28. What ethical violations occurred in the history of medical experimentation?
29. How did the emergence of bioethics shape modern medical practice?
30. What historical barriers did women face in entering the medical profession?
31. How have women contributed to the advancement of medicine and healthcare leadership?
32. What role does artificial intelligence play in the future of diagnostics and treatment?
33. Identify current global trends and challenges shaping the future of medicine.

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Recommended Resources

Core Literature:

1. Hrytsan I. History of Medicine: A Thematic Reader for Medical Students. Kyiv: IEU Press, 2024.
2. Subtelny O. Ukraine: A History. University of Toronto Press, 2009.
3. Magocsi P.R. A History of Ukraine: The Land and Its Peoples. University of Toronto Press, 2010.
4. Porter R. The Greatest Benefit to Mankind: A Medical History of Humanity from Antiquity to the Present. Harper Collins, 1997.
5. Bynum W. A Little History of Science. Yale University Press, 2012.
6. Hrytsak Y. Ukraine: A Brief History of a Big Country. Kyiv: Yakaboo Publishing, 2022.

Additional Literature:

1. Wujastyk D., Smith F.P. Modern and Global Histories of Medicine. Cambridge University Press, 2020.
2. Loudon I. Western Medicine: An Illustrated History. Oxford University Press, 2001.
3. Kravchenko V. History of Ukraine in the Global Context. Lviv: Litopys, 2021.
4. Ukrainian Institute of National Memory. Historical and Civic Guidebooks. Available at: <https://uinp.gov.ua>
5. AccessMedicine (McGraw Hill) – Digital access to textbooks, multimedia resources, and clinical tools for medical education provided by IEU. Available at: <https://accessmedicine.ieu.edu.ua/>

Multimedia and Online Resources:

- Virtual Medical Museum Collections (e.g., Wellcome Collection, Science Museum London)
- Yale University: Introduction to the History of Medicine – [Open Yale Courses]
- Harvard Medical School: Center for the History of Medicine – [<https://countway.harvard.edu/chom>]
- Ukrainian Virtual Encyclopedia – [<https://encyclopedia.com.ua>]



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Tips for Successful Studying

Dear student,

Studying the history of Ukraine and the evolution of medicine is not just about learning facts — it's about understanding your roots as a future physician, learning from the past, and shaping the kind of doctor you will become. Let these tips guide you through the course with curiosity, purpose, and confidence.

- **Engage actively** — don't just read; explore. Think about how each historical event or medical discovery relates to the world you're entering as a future healthcare professional.
- **Think critically** — ask questions, connect the dots, challenge ideas. This is how medicine — and great thinking — has always progressed.
- **Participate in discussions** — your perspective matters. Speaking up helps you find your voice and sharpen your thinking.
- **Connect the past to the present** — understand how medical traditions, ethics, and systems evolved to better appreciate your profession today.
- **Use all available tools** — textbooks, online platforms like AccessMedicine, documentaries, museum resources — they're all here to help you succeed.
- **Plan your study time wisely** — consistent effort beats last-minute cramming. Work steadily, rest intentionally.
- **Be curious** — the best doctors never stop asking “why?” Go beyond the syllabus if something sparks your interest.
- **Don't be afraid to ask** — your questions show that you care about learning deeply. Stay open and stay engaged.

Above all, stay motivated. You are not just studying history — you are becoming part of it.

And remember:

“Wherever the art of medicine is loved, there is also a love of humanity.”

— Hippocrates