

UNIVERSIDAD ANAHUAC
UNIVERSITY AUTHORIZED NAME

DOCTORATE OF BIOETHICS
LEVEL AND NAME OF THE CURRICULAR PLAN

VALIDITY

Master Degree in Philosophy, Bioethics, Law, Health sciences or in other area with professional experience linked to the area of Bioethics, with the approval of the Admission's Committee. If not from the areas mentioned before, the students shall be required to take an introductory course.

ACADEMIC BACKGROUND FOR ADMISSION

MODALITY

IN-CLASS

COURSE LENGTH

15 WEEKS

CODE

2013

GENERAL OBJECTIVES OF THE CURRICULAR PLAN

Graduates of the PhD Bioethics are researchers inspired by the perennial values of personalism, with the necessary knowledge, skills and abilities to do their professional practice responsibly, in a practical way, with the ability to understand and accept truth from the various currents that make up Bioethics and apply such truth to collegiate and individual ethical decision making processes.

General objectives:

1. Do qualitative and quantitative research, in the field of bioethics, relevant to bioethical current issues.
2. Write research articles and reviews with argumentative clarity appropriate for interdisciplinary bioethical journals.
3. Form interdisciplinary research groups in the field of social bioethics for the deeper analysis and study of the discipline.

GRADUATE PROFILE

As a result of their studies at the University, in the following academic areas, graduates are expected to:

Academic Area. Philosophy

1. Discuss key bioethical issues soundly, using traditional logic rules.
2. Define rules and procedures for interdisciplinary discussion in the field of bioethics, distinguishing clearly the ethical judgment.
3. Do interdisciplinary research with emphasis on ethical issues, pointing out the various philosophical currents involved.
4. Identify the different arguments and positions raised in the bioethical issue, identifying anthropology and perspective.
5. Base their ideas on the different ethical positions on bioethical issues, taking into consideration the dignity of the person and respect for others' arguments.

Academic Area. Law

6. Present the main topics of discussion in the bio-legal area using proper legal terminology.
7. Identify the participation and integration of bioethics in various international treaties, analyzing the legal arguments presented.
8. Propose public policies in the bio-legal field, based on the knowledge of the process from creation to implementation of rules.

Academic Area. Research

9. Write research, divulgation and review articles related to the bioethical field, using the appropriate methodology.
10. Prepare the research protocol for their doctoral theses, including relevant information.

Academic Area. Bioethics

11. Reflect on current topics of interest in the field of bioethics, which require the ethical and responsible participation of all the multidisciplinary team.
12. Analyze some of the ethical dilemmas that arise in clinical bioethics, in order to propose solutions and guide their professional practice.

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LIST OF SUBJECTS OR LEARNING UNITS COMPULSORY SUBJECTS	CODE	SERIAL NUMBER	HOURS		CREDITS	FACILITIES
			THEORETICAL	PRACTICAL		
Philosophical Argumentation	FIL5046		1	2	4	A
Clinic Bioethics	FIL5047		2	1	5	A
Environmental Bioethics and Human Ecology	FIL5051		3	0	6	A
Biotechnology and Neuroethics	FIL5052		3	0	6	A
Bioethical Reflection on the Origins of Life	FIL5053		3	0	6	A
Bioethical Reflection on the End of Life	FIL5054		3	0	6	A
Interpretation of Data and Statistical Analyses	MAT5043		2	1	5	A/A*
Documental Research in Bioethics	INV5072		1	2	4	A/O
Bioethics Authors	FIL5055		3	0	6	A
Research Methodology	INV5073		1	2	4	A
Legal Rules: Elaboration and Functioning	DER5205		3	4	10	A
Bio-Philosophy Seminar	FIL5056		3	0	6	A
Bio-Legal Seminar	DER5034		3	0	6	A
Doctoral Thesis Seminar	INV5074		3	8	14	A/O
TOTAL CREDITS					88	

LIST OF SUBJECTS OR LEARNING UNITS ELECTIVE BLOCK	CODE	SERIAL NUMBER	HOURS		CREDITS	FACILITIES
			THEORETICAL	PRACTICAL		
Economic and Financial Analysis of Health	ADM5166		3	0	6	A
Ecology and Environment	DER5110		3	0	6	A
Implementation and Structure of Hospital Bioethics Committees	FIL5057		3	0	6	A
Ethics in Media and Hypermedia	FIL5131		2	0	4	A
Evolution, Human Genetics and Health	SLD5200		3	0	6	A
Applied Genomics and Proteomics	MED5022		3	0	6	A
Globalization and Legislation	DER5448		3	0	6	A
Innovation and Social Responsibility	SOC5111		3	0	6	A
Descriptive and Inferential Statistical Measurement	MAT5136		2	1	5	A/A*
Interdisciplinary Research Methodology	INV5183		2	1	5	A/O
Neurobiology	SLD5203		3	3	9	A
Oncology and Molecular Biology	MED5023		3	0	6	A
Public Policies	ECO5109		3	5	11	A
Health Promotion	SLD5204		3	0	6	A

A = Classroom
A* = Didactic classroom
O = Other

MINIMUM NUMBER OF CREDITS TO BE CREDITED BY SUBJECT OR EDUCATIONAL EXPERIENCE, ELECTIVE BLOCK SUBJECTS OR SUBJECTS INCLUDED IN THE GENERAL OFFER OF THE INSTITUTION.

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Students shall cover the doctorate credits as follows:

COMPULSORY SUBJECTS CREDITS	88
ELECTIVE SUBJECTS CREDITS	6
TOTAL CREDITS	94

Credits in this curriculum can be susceptible for accreditation in national or foreign institutions as long as they respect the terms established by the Student Exchange Regulations and / or General Regulations provided by the SEP.

The subjects in this curriculum can be susceptible for accreditation without any equivalency, as long as they have been passed by the student and are common to other curriculums of the National Education System in terms of the Agreement 286, guideline no. 21.

Clock hours can be taught on a weekly or intensive basis according to the University's schedule.



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PROPOSAL FOR ASSESSMENT AND PERIODICAL UPDATE OF THE CURRICULAR PLAN

Progressive evaluations will be performed on the curricular plan of the PhD Bioethics in order to gather sufficient and reliable information to ensure it is kept up to date, guaranteeing its continuous improvement.

Objectives

1. Assess the curricular plan as the product of a design or planning phase by the academic personnel of the School or Faculty and institutionally by the Academic Vice-Rectory.
2. Assess the curriculum systematically in order to obtain objective information to identify its efficiency, relevance and effectiveness levels, which are essential for feedback purposes and modification of the educational process.
3. Identify precisely and objectively any changes in the students' knowledge, skills, abilities and attitudes, from admission to graduation to be able to assess the level of compliance with the learning outcomes in the curriculum and the corresponding competencies in accordance with the curricular plan. This is the assessment of student learning.
4. Identify the effectiveness of the teaching methodologies, according to the achievement of the learning outcomes, and if weaknesses are identified, the assessment will guide the modifications to be made to this methodology, in order to improve it. This is the assessment of faculty activity and administration regarding the teaching activity.

Instruments

1. For the internal evaluation of the curricular plan, the technique used is on the basis of judgment by institutional experts and the Consultative Council, whom assess the congruency of the plan's elements, validity, sequence and content structure.
2. To measure the achievement of students' competencies, all kinds of instruments will be used (tests, checklists, measurement scales, etc.), provided that they accurately assess the learning acquisition in terms of content and content usage. The assessment of student learning during the courses is the professors' responsibility.
3. To measure the efficiency of teaching, the integrated system for professor evaluation, which has been established by the University, will be used.
4. To measure the efficiency of the teacher support services and the educational administration, the institution will design instruments to measure precisely the different ways in which the University supports and encourages university teaching.

At the end of every academic cycle and at graduation of every student generation, the institution will apply instruments to obtain information about the professional profile achieved; instruments such as examinations of general knowledge, questionnaires for graduate follow-up and opinion surveys regarding organizations that graduates join for work.

The information derived from this assessment process will be used as feedback and as a framework for the modification or renewal of the curricular plan.