

UNIVERSIDAD ANAHUAC

UNIVERSITY AUTHORIZED NAME

MASTER OF BIOETHICS

LEVEL AND NAME OF THE CURRICULAR PLAN

VALIDITY

Bachelor's Degree in any area of knowledge

ACADEMIC BACKGROUND FOR ADMISSION

MODALITY IN-CLASS

COURSE LENGTH 11 weeks

CODE 2011

GENERAL OBJECTIVES OF THE CURRICULAR PLAN

Graduates of the MS Bioethics are people of integrity, with a deep human and moral education, inspired by the perennial values of Christianity, with high-quality education to do their professional practice responsibly, in a practical way, and under a comprehensive perspective. Graduates are able to provide value judgments on political and health decisions affecting human life and health, responding to the needs of our country, in particular, and from around the world, in general.

When facing political and health issues, he/she will be able to offer value judgments responding to people and society needs.

General Objectives

1. Will use ethics to assess, through philosophical thinking, ethical problems in life and in the health sciences, with an absolute respect for the human life and dignity.
2. Analyze legal and health implications, to resolve ethical conflicts.
3. Analyze ethical issues when resolving conflicts and as basis for decision making.
4. Encourage teamwork among different professionals.
5. Analyze bioethical dilemmas and propose solutions to address them.
6. Advise Hospital's Committee of Ethics or Research Ethics Committees.

GRADUATE PROFILE

Academic Area. Philosophical

1. Identify and value the nature and dignity of the human person, his/her relational being and transcendence.
2. Analyze and judge the different concepts of person used by modern science, ideology and society in general.
3. Analyze and assess the different currents of thought, in order to place the background and scope of conflicting ideologies in the bioethical field.
4. Analyze, critically, different cultural practices from a personalist, ethical framework.

5. Propose solutions and solve practical, ethical problems under the most appropriate hierarchy and classification of principles and moral values.
6. Prepare argument proposals aligned to the parameters of correctness and clarity required by the scientific discourse.
7. Propose solutions to practical issues of bioethical discernment and expression.

Academic Area. Legal

1. Identify the importance and relevance of law as science, the elements that make up its general theory and infer the role of law in bioethics.
2. Understand the applicable legal framework and its implications in the field of bioethics.
3. Analyze the legal concept of person and its impact on legal action, based on the Constitution and the Civil and Criminal Law Codes.
4. Analyze the guiding principles of medical practice under legal and ethical perspectives.
5. Understand the close relationship between Health Law and Bioethics, identifying medical-legal conflicts.
6. Identify responsibility and criminal implications, of conducts that can be considered as crimes relevant to the health sciences practice.

Academic Area. Medical

1. Identify and analyze the anatomical, physiological and pathological aspects of some medical issues that have bioethical impact.
2. Update medical knowledge of the most controversial topics due to their ethical implications, in order to have all the necessary tools to make ethical judgments and formulate criteria for action.

Academic Area. Bioethical

1. Assess the moral content of human action, and distinguish and analyze the principles and values involved, taking into consideration the various currents of thought.
2. Assess possible solutions to practical health sciences problems regarding bioethical principles.
3. Apply ethical and bioethical principles and moral values, specific to different problems, from a reasoned perspective on dignity and centrality of humans.
4. Compare approaches and values of different philosophical currents underpinning the methodology in bioethics before the current issues.
5. Make decisions ethically, focused on the good and truth.
6. Recognize and apply the bioethical scientific methodology to the various clinical areas of the medical profession and to the moral issues arising therein.
7. Advise Hospital's Bioethics Committees and Ethics in Research Committees.

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LIST OF SUBJECTS OR LEARNING UNITS COMPULSORY SUBJECTS	CODE	SERIAL NUMBER	HOURS		CREDITS	FACILITIES
			THEORETICAL	PRACTICAL		
Philosophical Anthropology	FIL5101		2.5	0	4	A
Philosophical aspects of bioethics	FIL5048		2.5	0	4	A
Bio law	DER5032		2.5	0	4	A
Bioethics of the end of life	BIO5001		2.5	0	4	A
Bioethics on the beginning of life	BIO5002		2.5	0	4	A
Bioethics: An applicable ethics	BIO5003		2.5	0	4	A
Bioethics and human sexuality	BIO5004		2.5	0	4	A
Bioethics and technology	BIO5005		2.5	0	4	A
Bioethics committees	BIO5006		2.5	0	4	A
Bioethics research methodologies	INV5059		2.5	0	4	A*
Thinking models in Bioethics	BIO5007		2.5	0	4	A
Neurobioethics and ecology	BIO5008		2.5	0	4	A
Critical thinking	FIL5049		2.5	0	4	A
Bioethics Seminar	BIO5009		2.5	0	4	A
Bioethics research seminar	INV5060		2.5	0	4	A
Current trends in Bioethics	BIO5010		2.5	0	4	A
Health topics in bioethics	MED5026		2.5	0	4	A
Legal topics in bioethics	DER5033		2.5	0	4	A
Selected topics in bioethics	BIO5011		2.5	0	4	A
TOTAL CREDITS					76	

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LIST OF SUBJECTS OR LEARNING UNITS ELECTIVE BLOCK	CODE	SERIAL NUMBER	HOURS		CREDITS	FACILITIES
			THEORETICAL	PRACTICAL		
Citizenship and State in personalism gender perspective	SOC5010		2	1	4	A
Communication, critical reception and dialogue	COM5001		3	0	4	A
International cooperation for development	NEI5110		3	0	4	A
Development of skills to manage job, life and family	SOC5004	SOC5008	2	1	4	A
Personalism in gender perspective policy development and institutionalization	DER5023		2	1	4	A
Integral development of the individual	HUM5006		2	1	4	A
Human organizations and talent management	ADM5062		3	0	4	A
Research design	INV5061		2.5	0	4	A
Sense of human life	HUM5008		2	1	4	A
Personalism in equity gender	FIL5027		2	1	4	A
Business ethics	FIL5017		3	0	4	A
Social Ethics	FIL5028		2	1	4	A
Aesthetics, contemplation and artistic comprehension	ART5001		3	0	4	A
Family studies, family as basis of our Nation	SOC5005		2	1	4	A
Gender studies and social structures	DER5024		2	1	4	A
National and international gender legal regulations	DER5025	DER5022	2	1	4	A
Gender equity social and economic studies	SOC5006		2	1	4	A
Ancient philosophy	MH0204		4	0	6	A
Contemporary philosophy	MH0716		4	0	6	A
Philosophy of nature	FIL5023		3	0	4	A
Medieval philosophy	MH0408		4	0	6	A
Modern philosophy	MH0612		4	0	6	A
History of the women's influence in culture and society	SOC5007		2	1	4	A
Research project integration	INV5062		2.5	0	4	A
Social responsibility and corporate governance	SOC5116		3	0	4	A
Philosophy and cultural challenges in today's world	FIL5036		3	0	4	A
Logics	FIL5037		3	0	4	A
Historic map of philosophy I	FIL5038		3	0	4	A
Metaphysics	FIL5040		3	0	4	A
Globalization, justice and solidarity based economy	DER5027		3	0	4	A

Politics, state and democracy	DER5028		3	0	4	A
Social Responsibility	SOC5119		3	0	4	A
Challenges and implication of people in postmodern times	SOC5009		2	1	4	A
Workshop on oral communication and argumentation	COM5002		1.5	1.5	3	1.5A /1.5 A*
Advanced writing workshop	COM5003		1.5	1.5	3	1.5A /1.5 O
Natural theology	REL5006		3	0	4	A
Theory of Knowledge	FIL5041		3	0	4	A

MINIMUM NUMBER OF CREDITS ELECTIVE SUBJECTS OR ELECTIVE EDUCATIONAL EXPERIENCES OR SELECTED FROM WITHIN THE GENERAL INSTITUTIONAL OFFER.

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Minimum credits required for accreditation:

TOTAL CREDITS COMPULSORY SUBJECTS	76
TOTAL CREDITS ELECTIVE SUBJECTS	8
TOTAL CREDITS	84

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. (Official Gazette of the Federation October 30th, 2000).

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

PROPOSAL FOR ASSESSMENT AND PERIODICAL UPDATE OF THE CURRICULAR PLAN

Progressive evaluations will be performed on the curricular plan of the MS 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-Rector.
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.

Gloria Santos Mateos
HEAD OF CURRICULAR EVALUATION DEPARTMENT, SEP