

**MODULE DESCRIPTION (ANALYTICAL PROGRAM).**

<b>1. Module Information Code:</b>	
• Name of the Institution and School	Universidad Autónoma de Nuevo León, School of Medicine
• Name of the Learning Unit	Bioethics
• Total classroom hours for theory and/or practice.	51 hours
• Total extra classroom hours	39 hours
• Course Modality	Schooled
• Type of academic period in which the module is offered	3rd Semester
• Type of Learning Unit in the Curriculum	Compulsory
• Curriculum area:	ACFP-F
• UANL credit points	3
• Date of module creation:	September 30, 2014
• Date of last amendment:	November 10, 2020
• Person(s) responsible for the module design and amendments:	Dr. Raúl Fernando Gutiérrez Herrera, Dra. Iracema Sierra Ayala.
<b>2. Introduction:</b>	
<p>The learning unit of Bioethics is structured in 4 stages.</p> <p>In stage 1 Introduction to Bioethics, the student knows the foundations and basic theories on which bioethics is based, as well as the first currents that shaped it and those that have emerged over the years. It also recognizes the historical events that have given rise to the generation of new ethical codes and declarations that guide the actions of today's physician. It also integrates the main concepts of research on human beings and other living beings that compromise ethical research practice.</p> <p>In stage 2, called Methodological processes in the identification and analysis of an ethical dilemma, an ethical dilemma in a specific clinical situation is identified and the different ways of solution are evaluated through methodological analysis from the ethical point of view.</p> <p>In stage 3 Bioethics at the beginning of life and refers to the identification of ethical principles and their application to different situations and stages of life through which human beings pass: decisions at the beginning of life, during adolescence, adulthood and in old age.</p> <p>In stage 4 Bioethics at the end of life, the student is made aware of the ethical problems and dilemmas faced by doctors when their patients are suffering from terminal illnesses or poor prognosis.</p> <p>Finally, the PIA is developed, in which the integration of knowledge for the resolution of a specific clinical case from an ethical point of view is embodied.</p>	
<b>3. Purpose(s)</b>	

The purpose of this learning unit is for students to apply bioethical principles in their primary care practice, with a biopsychosocial perspective, leadership and teamwork skills with emphasis on respectful relationships and the pursuit of the common good. That they employ logical, critical, creative and propositional thinking to analyze natural and social phenomena that allow them to make relevant decisions in their area of influence with social responsibility, in line with the values of the institution.

With an ethical attitude and responsibility for their medical practice, with emphasis on respect and maintaining professional secrecy and confidentiality of any information generated in the medical-patient relationship.

This learning unit is related to the learning units of the clinical area because the bioethical bases are fundamental in the medical practice for a correct decision making in benefit of the patient. Likewise, the relationship of this learning unit with the general and specific competences of the graduate profile is based on the close interaction between the health professional and the patients, their families and their environment.

#### **4. Competences of the graduate profile**

##### **a) General competences contributing to this learning unit.**

###### **Instrumental skills:**

1. Apply autonomous learning strategies in the different levels and fields of knowledge that allow them make appropriate and relevant decisions in the personal, academic and professional fields.
2. Use the logical, formal, mathematical, iconic, verbal and non-verbal languages according to their stage of life, in order to understand, interpret and express ideas, feelings, theories and streams of thinking with an ecumenical focus.
3. Use the information and communication technologies as access tools to information and its transformation in knowledge, as well as for learning and collaborative work with cutting-edge techniques that allow its constructive participation in society.
4. Dominate their native language in oral and written form with correctness, relevancy, opportunity and ethics adapting its message to the situation or context, in order to transmit of ideas and scientific findings.
5. Employ logical, critical, creative and proactive thinking to analyze natural and social phenomena that let them make relevant decisions in its area of influence with social responsibility.
7. Develop inter, multi and transdisciplinary academic and professional proposals according to the best global practices to promote and consolidate the collaborative work.
8. Use methods and techniques of traditional and cutting-edge research for the development of their academic work, the practice of their profession and the generation of knowledge.

###### **Personal and social interaction skills**

9. Maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context with the purpose of promoting environments of peaceful coexistence.
10. Intervene in front of the challenges of contemporary society at the local and global level with a critical attitude and human, academic and professional commitment to help consolidate the general wellness and sustainable development.

11. Practice the values promoted by the UANL: truth, equality, honesty, liberty, solidarity, respect for life and anyone's, peace, respect for nature, integrity, ethics behavior and justice, within their personal and professional environment in order to make a sustainable society.

**Integrative skills**

13. Take the lead according to social and professional needs to promote relevant social change.

14. Resolve personal and social conflicts in accordance with specific techniques in the academic field and their profession for the proper decision making.

**b) Specific competences of the graduate profile that contributes to the learning unit**

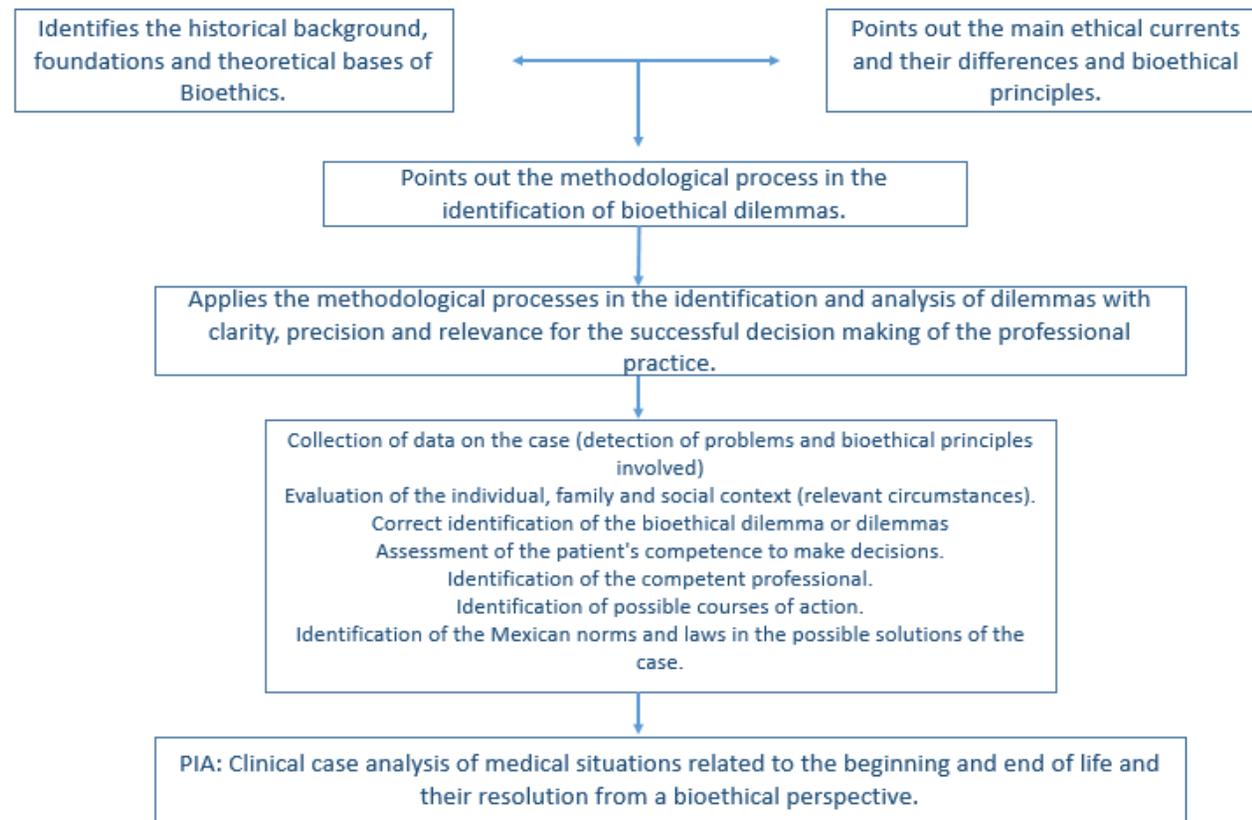
2.- Solves clinical problems through deductive reasoning, interpretation of findings and definition of their nature with the aim of making decisions and determine action principles of the medical practice to follow in a responsible way, impacting individual and collective health.  
7.- Applies the scientific method for the resolution of medical problems with an innovative, analytic and self-critical attitude for preventing, diagnosing and treating diseases.

8.- Integrates professional values and ethics into his medical practice, making no difference due to gender, race, political or sexual preference, religious beliefs, activities developed, disabilities or socioeconomic level, promoting social inclusion and contributing to the population's well-being, their life quality and human development.

9.- Respects the patient's integrity keeping the patient's medical information as an essential part of their professional secret in order to preserve his rights.

10.- Promotes an organizational work culture for the health field, acknowledging the multidisciplinary work, respect for institutional policies and the observance of rules in order to contribute to a comprehensive treatment of patients.

## 5. Course Roadmap:



**Phase 1: Introduction to bioethics.**

**Component(s) of the competence:**

Comprises the foundations and theoretical bases of bioethics through the knowledge of the different ethical currents and historical antecedents that allow its application in current medical practice and in research on human beings and other living beings.

Evidence of student learning	Performance Criteria	Learning activities	Content	Resources
<p>Essay on the analysis of the main ethical currents and their application in today's medicine.</p>	<ol style="list-style-type: none"> <li>1. Appropriate use of technical language, with substantiated arguments.</li> <li>2. Identifies the historical background, foundations and theoretical bases of Bioethics.</li> <li>3. Points out the main ethical currents and their differences.</li> <li>4. Identifies the four ethical principles. Describe the main objective of each of the four ethical principles.</li> <li>5. Identifies the most important elements for research on human beings and other living beings.</li> <li>6. Uses Word format, Arial 10 font, single line spacing, letter size page (One page), 2.5cm margin, portrait orientation, spell check.</li> </ol>	<p>Active reading on the subject.</p> <p>Research of transcendent historical antecedents in bioethics.</p> <p>Explains, clarifies and exemplifies the basic concepts and principles of bioethics.</p> <p>Interaction during the class, understanding of the reading material.</p> <p>Analysis of the content through the interaction in class with the professor.</p> <p>Elaboration of conceptual maps of the differences between bioethical currents.</p>	<p><b>Conceptual Content</b> Ethics and bioethics</p> <p>Main bioethical theories</p> <p>Main historical events that favored the development of bioethics</p> <p>Interaction of bioethics with other disciplines</p> <p>International Code of Medical Ethics</p> <p>Bioethics Code for Health Personnel in Mexico</p> <p>Attributes of health care personnel</p> <p>Doctor-patient relationship</p> <p>Humanism and values</p> <p><b>Procedural Content</b> Recognize basic concepts of bioethics</p> <p>Identify differences between different ethical currents</p> <p><b>Attitudinal Content</b></p>	<p>Projector and blackboard.</p> <p>Educational Platform.</p> <p>Videos and Printed Media.</p> <p>School of Medicine classrooms.</p> <p>Work manual.</p> <p>Textbook.</p> <p>Reference books.</p>

	<p>7. Includes at least three APA-style bibliographic references.</p> <p>8. Delivery on the day, time and in the format indicated.</p>		<p>Reflective capacity before the different ethical currents for its analysis.</p> <p>Respect and tolerance to the diversity of opinions.</p> <p>Respect for cultural diversity Ethical commitment</p> <p>Social Responsibility</p>	
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**Phase 2: Methodological processes in the identification and analysis of an ethical dilemma.**

**Component(s) of the competence:**

Applies the methodological processes in the identification and analysis of dilemmas with clarity, precision and relevance for the successful decision making of the professional practice.

Evidence of student learning	Performance Criteria	Learning activities	Content	Resources
Flowchart of the process of identification and analysis of bioethical dilemmas.	<p>1. Appropriate use of technical language, with substantiated arguments.</p> <p>2. Points out the methodological process in the identification of bioethical dilemmas:</p> <ul style="list-style-type: none"> <li>• Collection of data on the case (detection of problems and bioethical principles involved).</li> <li>• Evaluation of the individual, family and social context (relevant circumstances).</li> <li>• Correct identification of the bioethical dilemma(s).</li> <li>• Assessment of patient competence for decision making.</li> </ul>	<p>Interaction during class, comprehension of reading material.</p> <p>Discussion of cases and bioethical dilemmas.</p> <p>Analysis of the content through the interaction in class with the professor.</p> <p>Elaboration of concept maps and flowcharts.</p>	<p><b>Conceptual Content</b> Ethical Dilemma</p> <p>Introduction to bioethical terminology (medical futility, therapeutic ferocity, confidentiality, truthfulness, conflict of interest, human dignity)</p> <p>Methodology for case identification.</p> <p>Informed consent in primary care</p> <p>Decision-making competence</p> <p><b>Procedural Content</b> Recognize definitions</p>	<p>Projector and blackboard.</p> <p>Educational Platform.</p> <p>Videos and Printed Media.</p> <p>School of Medicine classrooms.</p> <p>Work manual.</p> <p>Textbook.</p> <p>Reference books.</p>

<p>Primer examen parcial</p>	<ul style="list-style-type: none"> <li>• Identification of the competent professional.</li> <li>• Identification of possible courses of action.</li> </ul> <p>3. Use Word, Arial font, size 10, single line spacing, page is letter size (one page), margin 2.5cm, vertical orientation, spell check.</p> <p>4. There must be a clear indication of where the flow starts and ends.</p> <p>5. Consists of vertical and horizontal lines.</p> <p>6. The text should be readable and not too long.</p> <p>7. Each arrow represents the flow of information.</p> <p>8. Includes at least three APA-style bibliographic references.</p> <p>9. Delivery on the day, time and in the format indicated.</p>		<p>Describe the methodological process in the identification and analysis of bioethical dilemmas.</p> <p>Elaborate flow charts.</p> <p><b>Attitudinal Content</b></p> <p>Respect and tolerance for diversity of opinion.</p> <p>Respect for cultural diversity</p> <p>Ethical commitment</p> <p>Social Responsibility</p> <p>Reflexive capacity for the identification of bioethical dilemmas</p>	
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**Phase 3: Bioethics through life.**

**Component(s) of the competence:**

Analyze the bioethical principles in the most frequent dilemmas throughout life for a correct decision making.

Evidence of student learning	Performance Criteria	Learning activities	Content	Resources
<p>Clinical case analysis of medical situations related to the beginning of life and their resolution from a bioethical perspective.</p>	<ol style="list-style-type: none"> <li>1. Appropriate use of technical language, with substantiated arguments.</li> <li>2. Identifies the ethical dilemma(s) present in the clinical case provided.</li> <li>3. Identifies the parts involved for decision making.</li> <li>4. Distinguishes between the different possible solutions according to the main bioethical currents.</li> <li>5. Identifies the Mexican regulations and laws in the possible solutions of the case.</li> <li>6. Delivery on the day, time and in the format indicated.</li> </ol>	<p>Active reading on the subject.</p> <p>Analysis of the content through the interaction in class with the professor.</p> <p>Conducts question and answer sessions on the specific ethical dilemmas most frequently encountered.</p> <p>Clarifies and exemplifies possible solutions to the ethical dilemma.</p>	<p><b>Conceptual Content</b> Person and Human Dignity</p> <p>Ethical dilemmas at the beginning of life and the social, cultural and religious implications:</p> <ul style="list-style-type: none"> <li>-Abortion</li> <li>-Surrogate motherhood</li> <li>-In vitro fertilization and assisted reproduction</li> <li>-Bioethical aspects of contraception</li> </ul> <p><b>Procedural Content</b> Recognize definitions</p> <p>Analyze cases and bioethical dilemmas</p> <p><b>Attitudinal Content</b> Reflexive capacity for the identification of bioethical dilemmas</p> <p>Respect and tolerance for diversity of opinion.</p> <p>Respect for cultural diversity</p> <p>Ethical commitment</p> <p>Social Responsibility</p>	<p>Projector and blackboard.</p> <p>Educational Platform.</p> <p>Videos and Printed Media.</p> <p>School of Medicine classrooms.</p> <p>Work manual.</p> <p>Textbook.</p> <p>Reference books.</p>

**Phase 4: Bioethics at the end of life.**

**Component(s) of the competence:**

Analyze the bioethical principles in the most frequent dilemmas at the end of life for a correct decision making.

Evidence of student learning	Performance Criteria	Learning activities	Content	Resources
<p>Clinical case analysis of medical situations related to the end of life and its resolution from a bioethical perspective.</p> <p>Final Exam.</p>	<ol style="list-style-type: none"> <li>1. Appropriate use of technical language, with substantiated arguments.</li> <li>2. Identifies the ethical dilemma(s) present in the clinical case provided.</li> <li>3. Identifies the parts involved for decision making.</li> <li>4. Distinguishes between the different possible solutions according to the main bioethical currents.</li> <li>5. Identifies the Mexican regulations and laws in the possible solutions of the case.</li> <li>6. Delivery on the day, time and in the format indicated.</li> </ol>	<p>Active reading on the subject.</p> <p>Analysis of the content through the interaction in class with the professor.</p> <p>Conducts question and answer sessions on the specific ethical dilemmas most frequently encountered.</p> <p>Clarifies and exemplifies possible solutions to the ethical dilemma.</p>	<p><b>Conceptual Content</b> Ethical dilemmas at the end of life and the social, cultural and religious implications: Dementia Terminally ill Suicide, assisted suicide and euthanasia Advanced Directives Organ Donation</p> <p><b>Procedural Content</b> Recognizes definitions</p> <p>Analysis of cases and bioethical dilemmas</p> <p><b>Attitudinal Content</b> Reflexive capacity for the identification of bioethical dilemmas</p> <p>Respect and tolerance for diversity of opinion.</p> <p>Respect for cultural diversity Ethical commitment</p> <p>Social Responsibility</p>	<p>Projector and blackboard.</p> <p>Educational Platform.</p> <p>Videos and Printed Media.</p> <p>School of Medicine classrooms.</p> <p>Work manual.</p> <p>Textbook.</p> <p>Reference books.</p>

## 7. Summative Evaluation

Essay on the main ethical trends and their application in today's medicine .....	7.5%
Workbook.....	2.5%
Flowchart of the process of identification and analysis of bioethical dilemmas .....	7.5%
Workbook.....	2.5%
Flowchart of the process of identification and analysis of bioethical dilemmas through lifetime.....	12.5%
Workbook.....	2.5%
Flowchart of the process of identification and analysis of bioethical dilemmas at the end of life... Workbook.....	12.5%
PIA- Case resolution from a bioethical perspective .....	10%
Partial Exam .....	20%
Final Exam.....	20%
Total.....	100%

## 8. Course Integrative Product.

PIA: Clinical case analysis of medical situations related to the beginning and end of life and their resolution from a bioethical perspective.

## 9. References

### Textbooks

1. Clinical Ethics. Albert R. Jonsen, Mari Siegler, William J. Winslade. McGraw-Hill. Seventh Edition 2010.
2. Classic Cases in Medical Ethics. Gregory E. Pence. Fourth Edition. McGraw-Hill. 2004.
3. Contemporary Issues in Bioethics. Tom L. Beauchamp, LeRoy Walters, Fourth Edition. International Thompson Publishers. 8th Edition 2013.
4. Ethical Practice in Clinical medicine. William J. Ellos. Case Studies by John Douard. London and New York. 1990
5. Moral Matters. Ethical Issues in medicine and the life Sciences. Arthur Caplan. John Wiley and Sons Inc. 1995.
6. Ética Perinatal. Celina Gómez Gómez, Manuel Gómez Gómez. Ediciones Gómez Gómez. 2007

### Electronic sources:

<http://www.bioethics.net/>

<http://jme.bmj.com/>

<http://bmcmethics.biomedcentral.com/>

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8519>

<https://kenedyinstitute.georgetown.edu/>

<https://revistaredbioetica.wordpress.com/2010/12/09/novedades-de-bioetica-en-la-unesco/>

<http://www.saber.ula.ve/handle/123456789/4859>

APPENDIX.

ASSESSMENT AND WORKLOAD

Module workload		Number of hours	Percentage
Contact hours	Class-based instruction	30h (58.82%)	56.66%= 51 horas
	Essay	2h (3.92%)	
	Flowcharts	3h (5.88%)	
	Written exercises	12h (23.52%)	
	Exam taking	2h (3.92%)	
	Course integrative product (CIP)	2h (3.92%)	
Independent study	Study	33h (84.61%)	43.33%= 39 horas
	Exam preparation	6h (15.38%)	
Total hours of the workload: 30 hours X 3 credits UANL/ECTS*		90 h	

\*European Credit Transfer and Accumulation System  
1 UANL credit = 30 hours

*NOTE: Rubrics, checklists and evaluation formats are elaborated by using the performance criteria described in each stage of the module.*

SUPLEMENTO COVID-19

Seguindo las recomendaciones de la Secretaría de Salud del país y la Rectoría de la Universidad, ante la coyuntura de salud COVID-19, la organización de la docencia desde marzo del 2020, seguirá un modelo híbrido, donde la docencia se ajustará a los horarios aprobados por la Secretaría de Salud siguiendo un modelo de Presencialidad / No presencialidad en la medida en que las circunstancias sanitarias y la normativa lo permitan. Los estudiantes asistirán a las clases de manera no presencial mediante la transmisión de las mismas de manera síncrona/asíncrona vía “on line”.