



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
School of Medicine

Course: Ethics and Culture of Legality
Semester: August - December 2024

Mission

To educate and train health professionals with academic excellence in the different disciplines of biomedical science so as to enable them to perform their assistance, teaching, and research-for-innovation work within an ethical, humanitarian and all-inclusive framework, with a broad spirit of service and social responsibility, a capacity for self-criticism, and the continuous updating of their knowledge, thus strengthening their integral development.

Vision

The UANL School of Medicine will be, in the year 2030, the best institution in the country in the areas of health services, education, and research. It will be a socially responsible, internationally competitive institution, renowned for its quality in terms of comprehensive education and training, its relevance in the attention to sustainability, and its scientific and technological contributions to the field of biomedicine on behalf of the various sectors of the population.

Profile of a Graduate in Medicine, Surgery, and Midwifery

A physician who is competent at preventing and solving the main primary-care health issues of individuals and of the community from a biopsychosocial, all-inclusive perspective, with a high sense of ethics and morality and who has received comprehensive training and has leadership skills and a capacity for collaborative work, and who is willing to acquire continuous medical education and prepared to enter a postgraduate program, always capable of innovating and generating knowledge with social responsibility.



Learning methodology:

a. *Readings*: It is necessary for the students to read each of the readings set in advance.

Evaluative:

- b. *Class Discussion* (grade weighting of participation set at beginning of session)
- c. *Team Evidence Assignments* (4)
- d. *Cognitive Assignments* (2 exams)
- e. *Attitudinal Competencies*
- f. *Presentations* (1 per team in the semester)
- g. *Integrative Learning Product*

Evaluation weighting:

Summative grading	%
Evidence assignments 1 & 2 (first phase)	10 %
Evidence assignments 3 & 4 (second phase)	10 %
Topic Presentation	5 %
Participation, revision of set reading, and daily activities	10%
Attitudinal Competencies	5%
Exam 1 (week 7)	20%
Exam 2 (week 15)	20%
Integrative Learning Product	20 %
Total	100%



Interaction and organization agreements:

1. Teamwork will be performed throughout the **Ethics and Legality Culture**. In the first class, the professor will form the teams according to the attendance lists and will assign all the course themes. Likewise, the dates when the students will present the corresponding themes in the classroom will be set, using digital presentations, according to the learning unit (course) timeline and with support from the guide "How to make a good presentation?" **THE STUDENTS WILL NOT BE ALLOWED TO SWITCH TEAMS**. They will have to work with the classmates assigned by the professor.
2. Each participant will be responsible for doing the reading assignments prior to every class. If it becomes evident during any of the classes that one or more participants have no adequate knowledge of the assigned readings, *the professor may set some exercises to encourage the revision of the readings' contents* (daily activities).
3. All of us will show **respect** to each other (See attitudinal competencies)
 - Any kind of offense, discrimination, or harassment is prohibited.
 - We will actively listen to the others.
 - Penalizing any breaches of the aforementioned items from the attitudinal competencies' points will be left to the professor's discretion.
4. All assignments copied partially or in their entirety and with no references will be considered as **plagiarism** and it will be voided. Additionally, no points will be credited for attitudinal competencies and the situation will be reported to the authorities as a case of academic fraud.
5. **Evidence assignments will be turned in at the allocated time and date only and in the previously assigned platform or medium.**
6. **In order to take the post-course remedial exam**, the students must submit all evidence assignments, following these directions:
 - If the student worked with his/her team, the team will lend him/her the graded assignments to submit them. Otherwise, the student must complete the evidence assignments individually.
 - **The course evidence assignments are a mandatory requirement** to have the right to take the remedial exam.
 - The exam will cover the contents dealt with throughout the semester. Therefore, the student must consult all the texts that make up the course bibliography.



ATTITUDINAL COMPETENCIES RUBRIC

INSTRUCTIONS: The team must meet and put into practice the 5 attitudinal values, which in turn they will evaluate in the performance of each team member.

1. The students will meet with their team and in a round dynamic activity they will evaluate every attitude in each of their teammates.
2. Each student will write, in a healthy self-critical spirit, in which of the attitudinal competencies they may improve.
3. The team will do an attitudinal competencies evaluation for the professor, which will be turned in independently and anonymously.
4. The professor will compare the evaluation done by the students with his/her own appreciation during the course.

NAME:	GROUP:		TEAM:
ATTITUDINAL COMPETENCY:	NO AGREEMENT AT ALL	SOME AGREEMENT	IN AGREEMENT
RESPECT: Listens attentively to classmates. Uses non-offensive, non-discriminatory language and is open to listening to the different points of view nonjudgmentally.	0	0.5	1.0
RESPONSIBILITY: Takes action to respond to the situations, tasks, and challenges that come up during the semester, using his/her skills.	0	0.5	1.0
CARE: Actively cares for his/her personal well-being, the well-being of his/her teammates and that of the people around him/her, fostering their biological, psychological, and social wellbeing.	0	0.5	1.0
HONESTY AND JUSTICE: Does not participate in the plagiarism of theoretical contents, distributes tasks and responsibilities equitably, contextualizing according to the circumstances and needs of each person and of the team.	0	0.5	1.0
FREEDOM: Shows to others what he/she really thinks and feels. Uses inclusive language and is open to accepting people as they are and not as they should be.	0	0.5	1.0
TOTAL SUM:			



BASIC GUIDELINES FOR CLASS PRESENTATION AND PRESENTATION OF THE INTEGRATIVE LEARNING PRODUCT

1. The team must cover the content of the reading in its entirety, or the content of their PIA (Integrative Product).
2. All team members must participate in the presentation.
3. All team members must be punctual on the day of their presentation.
4. The professor will raffle the order in which the team members will participate.
5. The team members must dress formally on the day of the presentation.
6. The presentation slides must show images directly related to the topic presented.
7. A maximum of 40 words per slide is permitted.
8. Maximum presentation time will be 30 minutes.
9. Minimum presentation time will be 15 minutes.
10. The team is responsible for bringing their own laptop, speakers, flash drive (USB), and everything that is necessary for the correct presentation of their class.



CLASS PRESENTATION RUBRIC

Checklist

INDICATORS	VALUE	POINTS
The student shows clear evidence of a thorough understanding of the topic presented, placing and contextualizing each of the works and authors mentioned during their presentation.	1	
The student's interpretation is appropriate to the assigned topic and the bibliographical material utilized.	1	
Uses critical thinking and includes a personal response to the topic being dealt with. By the same token, he/she provides clarifications and makes pertinent references during the presentation.	1	
Presentation of support materials will be coherently structured, well developed and persuasive for the purposes pursued in the presentation, appropriately integrating various examples and visual and auditory aids.	1	
The language used throughout the presentation is clear, varied, precise, and concise. Adequate voice tone and modulation are maintained. It is clear that vocabulary choice was prepared, of both everyday and conceptual words.	1	
TOTAL	5	



Description of evidence assignments and PIA:

All evidence assignments must have a cover, including:

A centered heading at the top of the page:

Assignment Number

Title of work, middle of the page, centered.

Professor's name and date. Bottom of the page, indented on the left.

Group. Team number and names of team members. Bottom of the page, indented on the right.

(Example attached in the next page)

FORMAT OF ASSIGNMENT'S BODY:

Font: Times New Roman 12.

Line spacing: 1.5 lines in the contents.

Page numbering.

Bibliography section.

Both the bibliography and the literal quotes and paraphrases made must be in APA format.



Universidad Autónoma de Nuevo León
School of Medicine
Department of General University Education
Ethics and Culture of Legality

Evidence Assignment 1
Previous Answer – Question – Subsequent Answer

Group 12 Team 6

Beethoven, Ludwig Van 1890296
Ciccone, Madonna Louise Veronica1238344
Dalí y Domenech, Salvador Jacinto1627394
Mondrian, Piet 1783349
Vivaldi, Antonio Lucio1882349

Professor: José Vieyra
July 30, 2024



REFERENCES

Mahillo, Javier. Ética y vida. Introducción a la ética y problemas bioéticos (*Ethics and life. An introduction to ethics and bioethical problems*) (págs.13 – 61) Ed. Eiunsa. Barcelona. 1994.

Bauman, Z. Ética posmoderna. Introducción. La moralidad em las perspectivas moderna y posmoderna (*Post-modern ethics. Morality in modern and postmodern perspectives*) (p. VII – XXVI). Ed. Siglo XXI. 2005

Martínez Navarro, Emilio. La ética cívica como núcleo de la educación moral en una sociedad pluralista. Edición digital (*Civic ethics as the core of moral education in a plural society*). Recuperado en http://www.emiliomartinez.net/pdf/Etica_Civica.pdf

Ramón. Ética para la bioética en Bioética, derecho y Sociedad (*Ethics for bioethics, in Bioethics, law, and Society*). Edición de María Casado. Ed. Trotta. Madrid, 2015.

Fromm, Erich. Ética y Psicoanálisis (*Ethics and Psychoanalysis*). FCE. Mexico. 1980. P.p. 227 – 243

Bunge, Mario. Filosofía para Médicos (*Philosophy for Physicians*). Ed. Gedisa. Spain. 2012. p.p. 160 – 169

Rosen, Michael. Dignidad, su historia y su significado (*Dignity, its history and its meaning*). Ed. Trillas. Mexico. 2015. P.p. 123 – 148

Nikken, Pedro. Sobre el concepto de derechos humanos (*On the concept of human rights*). Ed. Digital.

Márquez Rábago, Sergio. Estado de derecho en México (*Rule of law in Mexico*). Biblioteca Jurídica Virtual UNAM. (P.p. 211 – 230)

Ruiz Llanos, Adriana. Derechos humanos, ética e interculturalidad, en Antropología médica y interculturalidad (*Human rights, ethics and interculturality in medical anthropology and interculturality*). Ed. McGrawHill Education. 2016. P.p. 45 – 58