

UGANDA MARTYRS UNIVERSITY

INSTITUTE OF ETHICS



MASTER OF ARTS IN BIOETHICS

2017/2018/2019

John Mary Mooka Kamweri, PhD

MASTER OF ARTS IN BIOETHICS

MA BIOETHICS PROGRAMMES

- a. M.A Bioethics (Full-time – Two years)
- b. M.A Bioethics (Part-time – two years)

MODE OF DELIVERY

The modules in the programme are delivered in two modes namely: Full-time at Nkozi main Campus and Part-time at Rubaga.

PROGRAMME RATIONALE

Since the 1990s, Uganda has been actively involved in multinational cooperation and collaboration to resolve ethical issues in global health, human rights, and bio-politics. Uganda's success in reducing HIV prevalence through a predominantly behavioral change strategy is well documented in ethics literature. Uganda has also played a pivotal role in global HIV/AIDS research. On the domestic level, the country has embarked on initiating ethical and legal mechanisms to deal with persistent ethical issues in clinical trials, medical malpractice, counterfeit drugs, human and organ trafficking. But probably more challenging is the advance of innovative biotechnology such as in genetic modification of species. This trajectory makes it necessary for the country to engage in an ethically informed discourse grounded in Bioethics knowledge. Bioethics is a multi-disciplinary study that critically analyzes right and wrong, and what ought to be done when medicine, science, and innovative technologies are applied on living organisms.

JUSTIFICATION

The 21st Century is shaping up to be the era of a biological revolution. The new advances in medical technologies, genetic engineering, gene therapy, and stem cell research open new prospects for personalized medicine, genetic alteration of species, and the excitement of solving persistent issues such as poverty and hunger. Uganda is increasingly becoming a beneficiary of these scientific innovations with the introduction of medical procedures and technologies such as dialysis machines, Computed Tomography (CT) scans, as well as delicate organ transplant procedures and genetics information capabilities. But scientific innovations and medical advancement also entail attentiveness to people's rights and the need for ethical oversight. These

developments make the education of bioethics (health care ethics education) in Uganda extremely necessary.

Thus, the introduction of Bioethics education in institutions that offer higher education in Uganda is long overdue. The new cooperation and collaboration in the global community necessitates increased awareness of the ethical implications of applying new emerging technologies, science and medical innovations on humans and other living organisms. Moreover, the link between health and human rights is beneficial only when it promotes human flourishing. The UNESCO's Universal Declaration of Bioethics Human Rights (UDBHR) offers an appropriate human rights framework that accommodates diversity of faith and cultural values while emphasizing the inviolable and inherent dignity of persons.

PROGRAMME OBJECTIVES

- (i) To help students understand the broader dimensions of theory and methods in bioethics from historical, systematic, and religious perspectives.
- (ii) To teach students learn to communicate effectively in relating theory and practice in matters of bioethics methodological issues; develop critical analysis skills and cogent arguments, and learn to effectively engage scholarly literature in writing bioethics researched essays from historical, systematic, and religious perspectives.
- (iii) To ensure students develop competencies and ethical values that make them resource persons in ethical leadership.

LEARNING OUTCOMES

- (i) Students should have acquired knowledge competencies in theory and methods in bioethics from historical, systematic and religious perspectives.
- (ii) Students should have acquired effective competencies to engage in scholarly communication of ethical issues; have learnt to develop critical analysis skills and cogent arguments; and are able to effectively engage diverse ethics literature in developing bioethics essays.

(iii) Students should have acquired competencies in ethical leadership.

ENTRY REQUIREMENTS

A candidate seeking admission into the M.A. Bioethics programme should possess a primary degree with first class or an upper second class in sciences or humanities. A candidate who possesses a Master's Degree obtained through following taught courses and the presentation of a minor thesis, done in a recognized university, can also be admitted. All eligible candidates will be subjected to a graduate admission test (GAT) before they qualify for admission, except those with a first-class degree from a reputable university.

Targeted Students

Apart from students who seek direct entry through taught courses in Universities, the MA Bioethics programme targets professionals in the fields of health care, scientific research, policymakers, legislators, judiciary, academia, environmentalists, and rights advocacy. This is also because of its multi-disciplinarity.

DURATION OF THE PROGRAMME

Programme	Duration
MA Bioethics Full-time	Two years
MA Bioethics Part-time	two years

Full-time Mode

The Full-time MA Bioethics mode will run for one year and one semester at Nkozi main campus and will comprise of three semesters. The course is based on a Semester – Credit Unit System. For this purpose, a semester is defined as the duration of 17 weeks during which the registration, teaching and mode of assessment of university courses shall take place at the scheduled time. The 17 weeks will be divided into 15 weeks of teaching and 2 weeks of examination.

Part-time Mode

The Part-time MA Bioethics mode will run for two years at Rubaga campus. Students are expected to attend classes for 70 consecutive weekends. During this period they will prepare and

hand in their dissertations/ capstone project. In this modular mode, the exam is done at the end of each module, and specifically the weekend after classes.

GRADING SYSTEM

Master's Programmes

Courses: 80%

Theses / Capstone project: 20%

The Dissertation / Capstone Project Marks:

Written Dissertation / Capstone Project: 70%

Oral Defence 30%

Classification of Awards

Based on the recommendation of Senate, the M.A Degree shall be classified as follows:

Distinction	75 and above	4.60 – 5.00
Credit	60-74	3.60 – 4.39
Pass	50-59	2.00 – 3.59

Calculating GPA

<u>Range</u>	<u>Letter grade</u>	<u>Numerical grade</u>
80-100	A	5.0
75-79.9	B+	4.5
70-74.9	B	4.0
65-69.9	B-	3.5
60-64.9	C+	3.0
55-59.9	C	2.5
50-54.9	C-	2.0

45-49.9	D+	1.5
40-44.9	D	1.0
35-39.9	D-	0.5
Below 35	E	0.0

CURRICULUM STRUCTURE

The M.A. Bioethics Degree requirement is 60 credits. This involves 12 core courses (51 credits), 1 elective course (3 credits) selected out of two elective courses, and a capstone project or dissertation, as applicable, extended over a period of three semesters for full-time students (6 credits). For part-time students, the courses will be covered over a period of 70 consecutive weekends.

One contact hour shall be the equivalent of 1 hour of lecture per week or 2 hours of practical (PH), or tutorial or field. A credit unit (CU) shall be the equivalent of 15 lecture hours (LH) per semester.

Summary of the Courses

LH=Lecture Hours

PH=Practical Hour

CH=Contact Hour

CU=Credit Unit

2PH=1LH

1CU = 15 Hours

C=Core

E=Elective

Full-time Mode

Year One – Semester One

Course Code	Course Name	LH	PH	CH	CU	C/E
MABE1101	Introduction to Bioethics	75	20	65	5	C
MABE1102	Method in Bioethics	75	20	65	5	C
MABE1103	Clinical Bioethics	75	70	40	5	C
MABE1104	Bioethics and Law	60	20	50	4	C
MABE1105	Medical Research Ethics	60	20	50	4	C

Year One – Semester Two

Code	Course Name	LH	PH	CH	CU	C/E
MABE1106	Public Health Ethics	60	20	50	4	C
MABE1107	Ethics of the Environment	60	20	50	4	C
MABE1208	Capstone Project / Dissertation Introduction	90	120	30	6	C
MABE1209	Catholic Bioethics	60	20	50	4	C
MABE1210	Professional Ethics and Medicine	60	20	50	4	C

Year Two – Semester One (Student will be required to select one of the two elective courses)

Code	Course Name	LH	PH	CH	CU	C/E
MABE1211	Global Bioethics	60	20	50	4	C
MABE1212	Ethics of Medical and Reproductive Technologies	45	10	40	3	E
MABE1213	Religion and Bioethics	60	20	50	4	C
MABE1214	Ethics of Palliative Care	45	10	40	3	E
MABE1215	Vulnerability and Choice of Healthcare	60	20	50	4	C

Part-time Mode

Year One

Course Code	Course Name	LH	PH	CH	CU	C/E
MABE1101	Introduction to Bioethics	75	20	65	5	C
MABE1102	Method in Bioethics	75	20	65	5	C
MABE1103	Clinical Bioethics	75	70	40	5	C
MABE1104	Bioethics and Law	60	20	50	4	C
MABE1105	Medical Research Ethics	60	20	50	4	C
MABE1106	Public Health Ethics	60	20	50	4	C
MABE1107	Ethics of the Environment	60	20	50	4	C

Year Two

Code	Course Name	LH	PH	CH	CU	C/E
------	-------------	----	----	----	----	-----

MABE1208	Capstone Project / Dissertation Introduction	90	120	30	6	C
MABE1209	Catholic Bioethics	60	20	50	4	C
MABE1210	Professional Ethics and Medicine	60	20	50	4	C
MABE1211	Global Bioethics	60	20	50	4	C
MABE1212	Ethics of Medical and Reproductive Technologies	45	10	40	3	E
MABE1213	Religion and Bioethics	60	20	50	4	C
MABE1214	Ethics of Palliative Care	45	10	40	3	E
MABE1215	Vulnerability and Choice of Healthcare	60	20	50	4	C

PROGRAMME ORGANIZATION

The courses have been organized in such a way that they start with the general introductory courses and proceeds with core courses. Elective courses are taught towards the end of the programme. Bioethics being multidisciplinary the programme engages cross cutting knowledge and competencies in relevant sciences and humanities to equip students with theory, practical skills, and ethical leadership competencies.

In all, the programme has 15 course units including a capstone project. The student will be required to take 13 core courses and select 1 elective course out of the 2 available elective courses. For the full-time students, the first 5 course units are taught in the first semester of year one. Another 5 units are taught in the second semester. In the first semester of the second year, four more courses will be taught; and the student concentrates on completion of the dissertation or a capstone project. At that stage each student is given a supervisor to guide him or her throughout the period of research. The student should submit a written work of not less than 50 pages.

For Part-time student, the first 7 course units are taught in the first year. Another 6 units are taught in the second year. The student then concentrates on completing the capstone project/dissertation of not less than 50 pages in the second year.

DIDACTIC CONCEPT

In order to effectively teach the course units under the IEDS programme, a variety of teaching methods and strategies are employed. The very common methods used are: lecture, discussion, group work, presentations, and research. Field trips/community outreach and demonstrations are also used by the Lecturers.

Students with particular challenges in given courses are guided individually by the respective Lecturers during the time provided for tutorials which is one hour per week per course. Besides, each is provided with an academic advisor to accompany and guide him or her in academic matters.

STUDENTS ASSESSMENT

Assessment in the IEDS takes various forms namely: course work, class presentations, end of semester examinations which is both written and oral, and dissertations. The students do a minimum of two and a maximum of four course works. The course work are either presented in class or submitted without presentation. The dissertation is supervised by a lecturer in the Institute right from the moment of proposal writing up to the final dissertation. There are forms that the student and supervisors' signs after submitting and return of assessed chapter or report. The dissertation is marked by three examiners including the Supervisor and one External Examiner.

The course work covers 50% of the course assessment and the final assessment covers the other 50%. The way assessment is done is in line with the guidelines given in the university Academic Handbook. Students in the final year have the option of doing oral examinations but not in more than two courses.

The assessment of whatever form is guided by the course objectives which mostly tests the students' cognitive abilities but consideration given for practical application of the theories (psychomotor Skills) and values judgment (Affective skills). The students are given a course outline for each course unit that guides them during their study.

The pass mark for the course work and final examinations are both 50% and each of them have to be passed independent of the other. Any student who scores below 50% in course work does not qualify for final examinations. S/he can only do the final examinations after doing and passing a remedial course work. If a student fails the remedial course work s/he repeats the whole course unit. The marks of any repeated failed paper is scaled down to 50%. However, if a student is not satisfied with the mark scored s/he has an option to appeal in writing to the Academic Registrar through the Director of the Institute for a remark.

PROGRAMME CONTENT

The programme content greatly reflects the learning outcomes of the MA in Bioethics. Each module is designed in such a way that it addresses both theoretical and practical requirements of bioethics from historical, systematic, and religious perspectives. The content of each module engages critical and creative abilities within the historical and geographical context in which students will work.

DETAILED COURSES OUTLINE

MODULE NAME: INTRODUCTION TO BIOETHICS
YEAR: 1
SEMESTER 1
COURSE CODE: MABE1101
CREDIT HOURS: 75
CREDIT UNITS: 5

Course Description

The course introduces the students to bioethics as an inter-disciplinary inquiry into ethical issues when health care interface with life sciences, humanities, and technology, and as reflectively examined by patients and doctors, patients and nurses, scientists, academics, media, courts, and politicians. Students will learn of the roots of bioethics in the medical ethics tradition based in the Hippocratic Oath, professional codes, and the religious moral reflections. In the late 1960s bioethics emerged and developed with distinct types of theory and method in three interconnected areas, as observed by Tom L. Beauchamp: (1) general normative moral theories such as utilitarianism, Kantian, principles, casuistry, virtue ethics, feminist ethics, and others; (2) moral and conceptual analysis of basic moral notions such as informed consent, the killing /letting die, ordinary and extraordinary treatment; (3) methodology like use of cases, narratives, specified principles, theory-application, reflective equilibrium, legal methods, and others. The development was in response to the new ethical challenges arising from new developments in

medical science and technologies. The field has since expanded to include environmental ethics and issues in social ethics such as human rights and responsibilities.

Course Objectives

- (i) To introduce students to the definition of bioethics and understand the multi-disciplinary nature of bioethics.
- (ii) To train students to identify and explain bioethics issues, and relate them to ethical theories, conceptual analysis, and methodology in bioethics.
- (iii) To help students gain skills and tools for analysis of bioethics situations and generate ethical questions and solutions.

Learning Outcomes

- (i) Students should be able to explain the meaning of bioethics and relate it to interdisciplinary fields.
- (ii) Students should be able to explain method in bioethics.
- (iii) Students should have the competence to serve as resource persons in clarifying and applying ethical tools to complex bioethics questions.

Course Content

	Units	hours
1	Definition of bioethics	1hr
2	The medical ethics tradition: the Hippocratic Oath, professional codes, and the religious moral theological reflections	4hrs
3	Paternalism, scientific misconduct, and the emergence of Bioethics <ul style="list-style-type: none"> a. Research with human subjects b. Genetics c. Advances in innovative medical technologies: organ transplant, artificial organs, reproductive technologies d. Death and dying 	17hrs
4	Medical Codes (Nuremberg Code, Declaration of Helinski, The Tuskegee Syphillis Experiment)	11hrs
5	Bioethics as a discipline and as a discourse	4hrs
6	Emerging ethical issues in new medical science and technologies	11hrs
7	Environmental ethics	6hrs
8	Social ethics - Human rights and responsibilities	5hrs
9	Theory and method <ul style="list-style-type: none"> a. General normative moral theories b. Methodology 	16hrs

	c. Moral and conceptual analysis of basic moral notions	
--	---	--

Mode of Delivery

The course involves seminar, lectures, discussions, and class presentations; class attendance and participation; and, group work and discussion. Each group of students will be assigned a topic to research on. The group will present their work to the class and submit a two page summary to the instructor. The students will identify and critically analyze the ethical issues in light of the acquired knowledge and skills in moral reflection. Each individual student will also carry out a research project. With the help of the instructor, a student will identify a topic of interest and write a 5-8 pages, double-spaced essay. The student should demonstrate knowledge of ethical theories and principles and application to specific ethical problems. The essay will be submitted two weeks before the final examination and will account for 30% of the final grade.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

1. Jonsen, Albert. 1998. *The Birth of Bioethics*, New York, NY: Oxford University Press.
2. Tom L. Beauchamp, and James Childress. 2013. *Principles of Biomedical Ethics*, 7th ed., Oxford, NY: Oxford University Press.
3. Kelly, David F., Gerard Magill and Henk ten Have. 2013. *Contemporary Catholic Health Care Ethics*, 2nd ed. Washington, D.C.: Georgetown University Press.
4. Beauchamp, Tom L. Does Ethical Theory Have a Future in Bioethics? 35 *Journal of Law, Medicine & Ethics*, 209 (2004).
5. Beauchamp, Tom L., and LeRoy, 6th ed. 2003. *Contemporary Issues in Bioethics*. Belmont, CA: Wadsworth – Thomson Learning.
6. Dolgin, Janet, and Lois L. Shepherd. 2005. *Bioethics and Law*. New York, NY: Aspen Publishers, Part 1, pp.3-45.

MODULE NAME: METHOD IN BIOETHICS
YEAR: 1
SEMESTER 1
COURSE CODE: MABE1102
CREDIT HOURS: 75
CREDIT UNITS: 5

Course Description

The justification of bioethics claims requires an analysis of the foundations of moral thought. In contemporary bioethics debate, ethical foundations and justification of methods in bioethics tend to be categorized as foundationalism or non-foundationalism. When emphasis is put on ethical foundationalism, bioethics views are justified on the basis of comprehensive and rationally defensible ethical theories such as virtue ethics, natural law, utilitarianism, liberalism, or Kantian deontology. Non-foundationalists justify bioethics views on the basis of a framework of universal ethical principles. To draw clear distinctions, this course critically studies theory and methods by exploring the historical, the systematic, and the religious dimensions of bioethics. The study of the systematic perspective involves the analysis of the roles of norms, ethical theories, universal principles, rights theories, casuistry, and ethics of care, multiculturalism and relativism. Special emphasis will be put on analysis of the distinctiveness of the framework of universal principles and on the religious approaches in bioethics / healthcare ethics.

Course Objectives

(i) Knowledge competencies

To understand the broader dimensions of theories and methods in bioethics from: historical, systematic, and religious perspectives.

(ii) Scholarship Competencies

Too help students communicate effectively in relating theories and methods to bioethics methodological issues. Students should also demonstrate critical analysis, and cogent arguments that engage scholarly literature in writing bioethics researched essays from historical, systematic, and religious perspectives.

(iii) Ethical Leadership

To provide competencies for ethical leadership and sophistication required in bioethics discourses that advance the necessary skills and competencies in services such as ethics consultations, ethics committees, and institutional review boards.

Learning Outcomes

(i) The students should have acquired understanding of the development of normative methods in bioethics, from a historical perspective.

(ii) Upon the completion of the course, the student should have mastered the bioethics / healthcare methods of moral justification using norms, principles, and ethical theories.

(iii)The student should have gained understands and is able to analyze the distinctive religious method in bioethics / Healthcare Ethics.

Course Content

1	<i>Historical analysis:</i> an understanding of the historical development of bioethics; and, how the normative method in bioethics has developed.	10hrs
2	Medical ethics as a precursor to bioethics	3hrs
3	Theological basis of bioethics / healthcare ethics a. Dignity, integrity and sanctity of life traditions, Freedom and moral	11hrs

	agent, right and wrong, natural law tradition, moral principles, casuistry	
4	The problems that gave rise to bioethics beginnings	7hrs
5	Philosophical perspectives on bioethics / health care ethics problems a. Foundationalism, non-foundationalism, and the common morality b. Ethical theories: virtue, utilitarian, deontology, contractarian, communitarianism, libertarianism, liberal individualism, rights theory, pragmatism, and the ethics of care	11hrs
6	Theories of biomedical ethics, framework of universal principles	10hrs
7	Principles and UNESCO's 15 Bioethics Principles	9hrs
8	<i>Systematic analysis</i> A systematic analysis of methods of moral justification using norms, principles and theories	7hrs
9	<i>Religious analysis</i> Religious analysis as a distinct method in bioethics	7hrs

Mode of Delivery

One class room presentation will be required of each student. The student will submit to the instructor, a two-page written document of his / her presentation. Each student will be required to submit a term paper of not less than 5 pages and not more than 8 pages. Students will engage in group work to evaluate the dimensions of religious method in given ethical cases. Each group of students will make a classroom presentation and submit a one-page written document of their presentation to the instructor.

Mode of Assessment

Classroom attendance and participation	10% of the final grade
Group Assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

Historical analysis

1. Jonsen, Albert. 1998. *The Birth of Bioethics*, New York, NY: Oxford University Press, ch.1-4 and 10-12.

Systematic analysis

2. Beauchamp, Tom L and James Childress. 2013. *Principles of Biomedical Ethics*, 7th ed., Oxford, NY: Oxford University Press, chapters 1-3, 4-8, 10.
3. *Foundationalism and Comprehensive Ethical Theories*
4. Chadwick, Ruth, Henk ten Have, and Eric M. Meslin, eds. 2011. *The Sage Book of Health Care Ethics*, SAGE Publications Ltd., pp. 21-24.
5. Nozick, Robert. 1974. *Anarchy, State, and Utopia*, New York, NY: Basic Books.
6. John Stuart Mill (original work published in 1859). *On Liberty* (edited with an introduction, by Elizabeth Rapaport). Indianapolis, IN: Hackett Publishing Company, Inc, 1970).
7. John Stuart Mill (original work published in 1863), *Utilitarianism*, 2nd ed. (edited with an introduction by George Sher), Indianapolis, IN: Hackett Publishing Company, Inc, 2001.
8. Immanuel Kant (Thomas K. Abbot, trans., original work published in 1785). 1994. *Fundamental Principles of Metaphysics of Morals*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Common Morality and Principles

9. Gert, Bernard, Charles M. Cluver, and K.D Clouser. "Common Morality versus Specified Principlism: Reply to Richardson." *Journal of Medicine and Philosophy* 25 (2000): 308-22.
10. Rauprich, Oliver. "Common Molarity: Comments on Beauchamp and Childress," *Theoretical Medicine and Bioethics* 29 (2008), 43-71.
11. Turner, Leigh. "Zones of Consensus and Zones of Conflicts: Questioning the 'Common Morality' Presumption in Bioethics," *Kennedy Institute of Ethics Journal* 15 (2005), 323-46.

Principlism and Universal Principles

12. Gert, Bernard. Charles M. Culver, and K. Danner Clouser. 2006. *Bioethics: A Systematic Approach*, 2nd eds., New York, NY: Oxford University Press, chapters 1-5.
13. Richardson, Henry. "Specifying, Balancing, and Interpreting Bioethics Principles," *Journal of Medicine and Philosophy* 25 (2000): 285-307.
14. Gert, Bernard, Charles M. Cluver, and K.D Clouser. 2000. "Common Morality versus Specified Principlism: Reply to Richardson," *Journal of Medicine and Philosophy* 25 (2000): 308-22.
15. Herissone-Kelly, Peter. "The Principlist Approach to Bioethics, and its Stormy Approach Journey Oversees," in Matti Hayry and Tuija Takala, ed., *Scratching the Surface of Bioethics*, Amsterdam: Rodopi, 2003, pp.65-77.

Casuistry (Case-based Reasoning)

16. Jonsen, Albert. "Casuistry: An Alternative or Complement to Principles?" *Kennedy Institute of Ethics Journal* 5, no. 3 (1995): 237-51.
17. Kuczewski, Mark. "Casuistry and Principlism: The Convergence of Method in Biomedical Ethics," *Theoretical Medicine and Bioethics* 19 (1998): 509-24.

Reflective Equilibrium

18. Arras, John D .2007. "The Way we Reason Now: Reflective Equilibrium in Bioethics," in Bonnie Steinbock, ed. (2007). *The Oxford Handbook of Bioethics*, Oxford, NY: Oxford University Press, 46-71.
19. Rawls, John. 1971. *A Theory of Justice*, Cambridge, MA: Harvard University Press.
20. Ten Have, Henk, and Michele Jean. 2009. *The UNESCO Universal Declaration on Bioethics and Human Rights: Background, principles and application*. Paris, France: UNECSO Publishing.

Human Rights Theory

21. Ten Have, Henk, and Michele Jean. 2009. *The UNESCO Universal Declaration on Bioethics and Human Rights: Background, principles and application*. Paris: UNESCO Publishing.
22. Sen, Amartya. 1997. *Human Rights and Asian Values*. New York: Carnegie Council.
23. Aurora Ploma. 2005. *The Law and Ethics of Medical Research: International Bioethics and Human Rights*. London: Cavendish.

Virtue Ethics and Ethics of Care

24. MacIntyre, Alasdair. 1998. *After Virtue: A Study in Moral Theology*, 2nd. Notre Dame: University of Notre Dame Press.
25. Pellegrino, Edmund. "Toward a Virtue-Based Normative Ethics for Health Professions." *Kennedy Institute of Ethics Journal* 5, no. 3 (1995).
26. Rosalinda, Hursthouse. 1999. *On Virtue Ethics*. Oxford, NY: Oxford University Press, pp. 1-42.
- 27.

Multicultural and Relativism

28. H.T. Engelhardt Jr. 1996. *Foundations of Bioethics*, 2nded. New York, NY: Oxford University Press, chapter 1, pp.1-31.
29. Nicholas A. Christakis, "Ethics are Local: Emerging Cross-Culture Variation in the Ethics for Clinical Research." *Social Science and Medicine* 35 (1992): 1079-91.
30. Baker, Robert. "A Theory of International Bioethics: Multiculturalism, Postmodernism, and the Bankruptcy of Fundamentalism." *Kennedy Institute of Ethics Journal* 8 (September 1998): 201-31.

Religious Analysis

31. Kelly, David F. 2013. *Contemporary Catholic Health Care Ethics*, 2nd edition. Washington, D.C: Georgetown University Press, chapters 2-10, 12-21.
32. Mackler, Aaron. 2006. *Introduction to Jewish and Catholic Bioethics: A Comparative Analysis*, Washington, D.C: Georgetown University Press.
33. Gill, Robin. 2006. *Health Care Ethics and Christian Ethics*, New York, NY: Cambridge University Press.

MODULE NAME: CLINICAL BIOETHICS
YEAR: 1
SEMESTER: 1
COURSE CODE: MABE1103
CREDIT HOURS: 75
CREDIT UNITS: 5

Course Description

The first part of the course will equip the student with conceptual knowledge and terminologies of relevant ethical and clinical issues. An assessment will be done to determine the student's suitability prior to a supervised placement in a clinical environment. The second part of the course is a clinically based practicum that consists of supervised placement in an ethics rotation at a given Hospital. The student will be expected to read, discuss ethical issues, and participate in the hospital's Institutional Ethics Committee (IEC). The student will do rotations in specified hospital units as he/she develops his/her observation and analytical skills of clinical ethics issues, professional ethics, and organization ethics components across the health care organization.

Course Objectives

- (i) To provide students with an experience-based scholarly knowledge and professional skills for providing ethical services in health care.
- (ii) To equip students with tools for ethical leadership in integrating clinical, professional, and organizational ethical component in healthcare organizations.
- (iii) To train students become resource persons in clinical situations which require ethical competence.

Learning Outcomes

- (i) Students should have gained conceptual knowledge and terminology of relevant ethical and clinical issues.
- (ii) Students should have gained competence in ethical leadership, which is essential in integrating clinical, professional, and organizational ethical components in healthcare organizations.
- (iii) Students should have acquired knowledge of ethical services needed by individuals and healthcare policymakers.

Course Outline

1	Understanding of relevant ethical concepts and terminologies a. Withdraw of treatment, withholding of treatment, pain medication, informed consent, competence and decision-making capacity, confidentiality, privacy, hydration and nutrition, heart-lung death, brain death, persistent vegetative state (PVS), autopsy, organ donation, HIV/AIDS, pediatric issues, conflict of interest, advance directives, ethics consultation, euthanasia, physician-assisted death, abortion, and physician's professional responsibilities.	22hrs
2	Identifying, analyzing, and resolving ethical challenges	10hrs
3	Theoretical basis / ethical justification	
4	Theoretical basis / ethical justification a. Ethical theories application b. Specified principles application c. Legal mechanisms application	18hrs
5	Relevant legal doctrines and court precedence	10hrs
6	Ethics committees and ethics consultation services	9hrs
7	Integrated approach: clinical, professional and organizational ethics components.	6hrs

Mode of Delivery

The first part of the course will involve lectures, seminars, and class discussions.

The second part of the course will be an experience-based curriculum involving supervised hospital rotations. The student will be required to record their attendance on a sign-in sheet. Each rotation will target distinctive learning objectives and focusing on training and assessment of the student's observation and analytical skills in scholarly and professional ethical services. Students will also attend a mandatory one weekly seminar; and, at least one ethics committee (IEC) and one ethics consultation services in the rotation period. The students will complete a minimum of eight clinical hours per week and make a record of the ethical issues encountered. The student will then select one ethical dilemma / encountered ethical problem, and write a journal of less than three pages, making an analysis and application of ethical tools. The student will select one journal and make a presentation to the class at the end of the supervised rotations.

Mode of Assessment

Individual assessment prior to supervised placement	40% of the final grade
Four journals	40% of the final grade
Class participation, attendance of IEC and Ethics consultation	20% of the final grade

Course Materials

1. Junkerman, Charles, Arthur Derse, and David Schierdermayer. 2008. *Practical Ethics for Students, Interns, and Residents*, 3rd ed. Hagerstown, MD: University Publishing Group.
2. USCC.2009. *Ethical and Religious Directives for Catholic Health Care Services*, 5th edition. Washington, CD: USCCB.
3. Kelly, David F., Gerard Magill and Henk ten Have. *Contemporary Catholic Health Care Ethics*, 2nd ed. Washington, D.C.: Georgetown University Press, 2013.
4. American Society for Bioethics and Humanities (ASBH). (2010). *Core Competencies for Health Care Ethics Consultation*. Glenview, IL: ASBH.
5. Blake, David C. 2000. Reinventing the Health care Ethics Committees. *HEC Forum* 12(1): 8-32.
6. Caltoni, P. 2001. Clinical Bioethics: Identity, Roles, and Aims. *Med Secoli* 13(1): 187-97.

MODULE NAME: BIOETHICS AND LAW
YEAR: 1
SEMESTER: 1
COURSE CODE: MABE1104
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

Bioethics and Law may appear to be strange bedfellows, but students will learn of an interface between ethical frameworks and legal mechanisms that have, over the last four decades, influenced the way ethical decisions are made and justified in medical practice and research. International law, constitutional law, common law, statutory law, and the law of torts, have been repeatedly invoked in cases of medical malpractices, negligence, lack of informed consent, disrespect for bodily integrity, absence of decisional autonomy, intrusion of privacy and confidentiality, and, injustice in allocation and access to scarce healthcare resources. This course will examine a selected range of legal mechanisms and judicial interventions that have set precedence for dealing with complex issues in bioethics and law. Special attention will be paid to recent judicial interventions in medical liability cases in Uganda.

Course Objectives

- (i) To help student learn the ethical frameworks and legal mechanisms that are determinative in decision making in research and medical practice.
- (ii) To help students learn the substantive and procedural issues at the interface between bioethics and law.
- (iii) To enable students understanding how the judiciary interpret and apply international law, constitutional law, statutes, and ordinances to resolving specific cases in the fields of bioethics and law.

Learning Outcomes

- (i) Students should have gained understanding of the legal and ethical frameworks that justify decisions and actions by healthcare professional and policymakers.
- (ii) Students should be able to identify substantive ethical and legal issues in complex bioethics issues.
- (iii) Students should have developed into resource persons to provide guidance in ethical decision making in research and medical practice.

Course Outline

1	Autonomy and Bodily Integrity <ol style="list-style-type: none">a. Informed consentb. Absence of informed consentc. Decision making capacityd. Privacy and Confidentialitye. Anatomic gift	10hrs
2	Caring for minors: children <ol style="list-style-type: none">a. Medical decision making for or by childrenb. Children access to healthcare.	4hrs
3	Human Genetics and Eugenics	6hrs
4	Assisted reproductive technologies and arrangements	4hrs
5	Innovative surgeries	4hrs
6	Human subject research and Experimental healthcare	7hrs
7	Conflicts of Interests facing individual health care providers	4hrs
8	Conflicts of interests involving health care products and discoveries	3hrs
9	Access to health care	4hrs
10	Public health and bioethics <ol style="list-style-type: none">a. Control and prevention of infectious diseasesb. AIDS	6hrs
11	Caring for the elderly	2hrs
12	End-of-life decision-making <ol style="list-style-type: none">a. Withholding or Withdrawing life-sustaining treatmentb. Physician-assisted suicide	4hrs
13	Definition of determination of death	2hrs

Mode of Delivery

The course involves seminar, lectures, discussions, and class presentations; class attendance and participation; and, group work and discussion. Each group of students will be assigned a topic to

research on. The group will present their work to the class and submit a two page summary to the instructor. The students will identify and critically analyze the ethical issues involved in the case. Each individual student will also carry out a research project. With the help of the instructor, a student will identify a topic of interest and write a 5-8 pages, double-spaced essay. The student should demonstrate knowledge of ethical tools and legal mechanisms and application to specific bioethics / healthcare ethics problem. The essay will be submitted two weeks before the final examination and will account for 30% of the final grade.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

1. Beauchamp, Tom L., and LeRoy, 6th ed. 2003. *Contemporary Issues in Bioethics*. Belmont, CA: Wadsworth – Thomson Learning.
2. Dolgin, Janet, and Lois L. Shepherd. 2005. *Bioethics and Law*. New York, NY: Aspen Publishers, Part 1, pp.3-45.
3. Gostin, Lawrence O. “Pandemic Influenza: Public Health Preparedness for the Next Global Health Emergency.” *Journal of Law, Medicine and Ethics* 32 (2004): 565-73.
4. Gostin, Lawrence O. “Public Health in an Age of Terrorism: Rethinking Individual Rights and Common Good.” *Health Affairs* 21, no.6 (2002): 79-93.
5. Gostin, Lawrence O. ed. 2002. *Public Health Law and Ethics: A Reader*. Berkeley and Los Angeles, CA: University of California Press, Ltd.
6. Annas, George. “Bioterrorism, Public Health, and Civil Liberties.” *New England Journal of Medicine* 346, no.17 (2002): 1332-47.
7. Directorate of Ethics and Integrity – Office of the President. September 2013. *The National Ethical Values Policy*. Kampala: The Government of Uganda.
8. Directorate of Ethics and Integrity – Office of the President (September 2013). *Simplified Version of the Anti Corruption Laws*. Kampala: The Government of Uganda.
9. *The Constitution of the Republic of Uganda (1995)*.

MODULE NAME: MEDICAL RESEARCH ETHICS
YEAR: 1
SEMESTER 1
COURSE CODE: MABE1105
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

Student will be taught selected history of medical research with human subjects and engaged in a systematic examination of fundamental ethical issues in current research debate. Focus will be put on crucial issues such as: multinational research, research with children, research integrity, participant selection, informed consent, risk-benefit assessment, respect for human research participants, ethical review, and investigator’s behavior. The course will also systematically examine selected research ethics concerns in Uganda.

Course Objectives

- (i) To introduce students to the historical development and analysis of the ethical issues in the research debate.
- (ii) To enable students understand, interpret and explain basic ethical concepts and how they apply to research ethical questions.
- (iii) To familiarize students with the current research ethics development in Uganda and how it relates to international research.

Learning Outcomes

- (i) Students should be able to explain how current research ethics has developed in the international community.
- (ii) Students should be able to explain research ethics development in Uganda.
- (iii) Students should have gained competence as resource persons to provide ethical guidance on research questions.

Course Content

1	Selected history of research with human subjects	12hrs
2	Multinational research	8hrs
3	Research with children	6hrs
4	Research integrity	2hrs
5	Participant selection	2hrs
6	Informed consent	5hrs
7	Risk-benefit assessment	5hrs
8	Respect for human research participants	5hrs
9	Independent review	3hrs
10	Investigator’s behavior	2hrs
11	Research ethics development in Uganda	10hrs

Mode of Delivery

The course involves seminar, lectures, discussions, and class presentations; class attendance and participation; and, group work and discussion. Each group of students will be assigned a topic to

research on. The group will present their work to the class and submit a two page summary to the instructor. The students will identify and critically analyze the ethical issues in research ethics. Each individual student will also carry out a research project. With the help of the instructor, a student will identify a topic of interest and write a 5-8 pages, double-spaced essay. The essay will be submitted two weeks before the final examination and will account for 30% of the final grade.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

1. Emanuel, Ezekiel J., et al. eds. 2011. *The Oxford Textbook of Clinical Research Ethics*. Oxford, New York: Oxford University Press.
2. Oliver, Paul. 2010. *The Student's Guide to Research Ethics*. Maidenhead, UK: McGraw Hill/Open University Press.
3. Rothman, David J. 2003. *Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making*. New York: Basic Books.
4. Chadwick Ruth, Henk ten Have and Eric Meslin. eds. 2011. *The Sage Handbook of Healthcare Ethics: Core and Emerging Issues*. Los Angeles, CA: Sage Publication.
5. Callahan, Daniel. 2003. *What Price Better Health? Hazards of Research Imperative*. Berkeley, Los Angeles, CA: University of California Press.
6. Macklin, Ruth. 2011. *Ethics and Global Health: Research Policy and Practice*. New York: Oxford University Press.
7. Macklin. 2004. *Double Standards in Medical Research in Developing Countries*. Cambridge, UK: Cambridge University Press.
8. Petryna, Adrian. 2009. *When Experiments Travel: Clinical Trials and the Global Search for Human Subjects*. Princeton and Oxford: Princeton University Press.

MODULE NAME: PUBLIC HEALTH ETHICS
YEAR: 1
SEMESTER 2
COURSE CODE: MABE1106
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

Unlike clinical medicine which is concerned with treatment and with the individual, public health primarily focuses on prevention and on population interests. Here population interests refer not to the aggregates of individual interests but to the common good within the context of culture, community, and society. From this perspective of population interests the course examines and analyses ethical dimensions of health promotion, prevention, epidemiology, chronic diseases, immunization, screening, aging, and health policy in public health. Special attention will be paid to studying specific cases related to access to scarce health resources, health inequalities, coercion and infectious disease, disasters, bioterrorism, humanitarian intervention, drug use, *Bodaboda* and public safety, smoking and alcohol consumption. The course will explore the background to the development of public health ethics and examine the emerging ethical frameworks. One such framework issues from the link between public health and human rights. To make practical the application of an ethical framework, selected problem areas of persistent issues such as HIV/AIDS, Ebola, *Bodaboda* safety, aging and chronic diseases will be critically analyzed to draw relevant ethical perspectives.

Course Objectives

- (i) To avail the student with an ethical framework for understanding and analyzing health care ethical issues arising in the field of public health.
- (ii) To systematically examine diverse problem areas that arises from multidisciplinary fields to engage ethical issues in public health.
- (iii) To understand the specific practices and policy development that related to health care ethical issues in the field of public health.

Learning Outcomes

- (i) Students should be able to analyze fundamental healthcare ethical issues in public health and identify appropriate ethical responses.
- (ii) Students should have gained ability to critically relate health care ethics with multi-disciplinary fields that engage problem areas in public health.
- (iii) Students should have gained competence in research, communicate effectively, and provide ethical leadership in drawing specific practices and policy development in the field of public health.

Course Content

1	Historical analysis and examination of the field of public health and ethics	10hrs
	Ethical dimensions of health promotion, prevention, epidemiology, chronic diseases, immunization, screening, aging, and health policy in public health.	10hrs
2	Areas of specific concern: Scarcity and access to health resources, health inequalities, coercion and infectious disease, disasters, bioterrorism, humanitarian intervention, drug use, transportation and public safety (<i>bodaboda</i>), smoking and alcohol consumption.	8hrs
3	Individual interests in liberty and population interests in health and safety.	6hrs

4	Ethical frameworks within the traditional ethical theories: utilitarianism, communitarianism, libertarianism, individual liberalism and deontological approaches.	5hrs
5	The link between public health and human rights: health, social justice, and human rights	7hrs
6	Universal fundamental bioethics principles as stipulated by UNESCO.	4hrs
7	The practical application of the ethical framework to selected problem areas in HIV/AIDS, Ebola, transportation and public safety (<i>bodaboda</i>), aging and chronic diseases.	5hrs
8	Public health policy development and the formation of bioethics / healthcare ethics committees.	5hrs

Mode of Delivery

The course involves seminar, lectures, discussions, and class presentations; class attendance and participation; and, group work and discussion. Each group of students will be assigned a topic to research on. The group will present their work to the class and submit a two page summary to the instructor. The students will identify and critically analyze the ethical issues in light of the acquired knowledge and skills in moral reflection. Each individual student will also carry out a research project. With the help of the instructor, the student will identify a topic of interest and write a 5-8 pages, double-spaced essay. The essay will be submitted two weeks before the final examination and will account for 30% of the final grade.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

Historical analysis and examination of fundamental ethical issues

1. Rosen, George .1993. *A History of Public Health*. Baltimore, MD: The John Hopkins University Press.
2. Holland, Stephen. 2007. *Public Health Ethics*. Cambridge, UK: Polity Press.
3. Pecham, Stephen, and Alison Hann, (eds) (2010). *Public Health Ethics and Practice*. Bristol, UK: The Polity Press.
4. Dawson, Angus, and Marcel Verweij. 2007. *Ethics, Prevention, and Public Health: Issues in Bioethics*. New York, NY: University of Oxford Press.
5. Nuffield Council on Bioethics. 2007. Public Health: Ethical Issues. www.20health%20-20ethical%20issues.pdf
6. Childress, James, Ruth Faden, Ruth Gaare, Lawrence Gostin, Jeffrey Kahn, Richard Bonnie, Nancy Kass, Ann Mastroianni, Jonathan Moreno, and Phillip Nieburg.

“Public Health Ethics: Mapping the Terrain.” *Journal of Law, Medicine and Ethics* 30 (2002): 170-78.

Specific practices and policy in areas of specific concern: Scarcity and access, health inequalities, pandemics and epidemic, coercion and infectious disease, disasters, bioterrorism, humanitarian intervention, drug use, Transportation and public safety (bodaboda), smoking and alcohol consumption.

7. Annas, George. “Bioterrorism, Public Health, and Civil Liberties.” *New England Journal of Medicine* 346, no.17 (2002): 1332-47.
8. Asingirwe, Narathius, Swizen Kyomuhendo, and Joseph Kiwanuka, eds. 2006. *Rapid Assessment of Trends and Drivers of the HIV Epidemics and Effectiveness of Prevention Interventions in Uganda: A Review of the HIV/AIDS Prevention Intervention in Uganda*. Kampala, Uganda: Uganda AIDS Commission.
9. Barnett, Tony, and Piers Blaikie. 1992. *AIDS in Africa: Its Present and Future Impact*. London, UK: Belhaven Press.
10. Cohen, Jonathan, Rebecca Scheifer, and Tony Tate. “AIDS in Uganda: The Human Rights Dimension.” *The Lancet* 365, no.9477 (2005): 2075-76.
11. Cohen, Suzan A. Beyond Slogans: Lessons from Uganda’s Experience with ABC and HIV/AIDS. *The Guttmacher Report on Public Policy* 6, no.5 (2003).
12. Editorial. “Human Rights and Ethics in Public Health.” *American Journal of Public Health* 96, no.11 (2006): 1903.
13. Gostin, Lawrence O. “Pandemic Influenza: Public Health Preparedness for the Next Global Health Emergency.” *Journal of Law, Medicine and Ethics* 32 (2004): 565-73.
14. Gostin, Lawrence O. “Public Health in an Age of Terrorism: Rethinking Individual Rights and Common Good.” *Health Affairs* 21, no.6 (2002): 79-93.
15. Gostin, Lawrence O. ed. 2002. *Public Health Law and Ethics: A Reader*. Berkeley and Los Angeles, CA: University of California Press, Ltd.
16. Gruskins, Sofia, Michael Grodin, George Annas, and Stephen Marks. 2005. *Perspectives On Health and Human Rights*. New York, NY: Routledge – Taylor and Francis Group.
17. Gruskins, Sophia, Mill EJ., and Tarantola D. “History, Principles, and Practice of Health and Human Rights.” *The Lancet* 370, no.9585 (2007): 4458-55.
18. Hick, John, and Daniel O’ Launglin. “Concept of Operations for Triage of Mechanical Ventilation in an Epidemic.” *Academic Emergency Medicine* 13, no.2 (2006): 2223-8.
19. Thompson, Alison, Karen Faith, Jennifer Gibson, and Rose Uper. “Pandemic Influenza Preparedness: An Ethical Framework to Guide Decision-Making.” *BMC Medical Ethics* 7 (2007): E12.
20. Timberlake, Susan. “Human Rights, Ethics, and Law.” *Health and Human Rights Journal* 3, no.1 (2011): 87-106.
21. Trotter, Griffin. 2007. *The Ethics of Coercion in Mass Casualty Medicine*. Baltimore, MD: John Hopkins University Press.
22. Uganda AIDS Commission. *National Strategic Plan 2011/12-2014/15*. Kampala, Uganda: UAC, 2011.

23. Ten Have, Henk, and Michele Jean. 2009. *The UNESCO Universal Declaration on Bioethics and Human Rights: Background, principles and application*. Paris, France: UNECSO Publishing.

MODULE NAME: ETHICS OF THE ENVIRONMENT
YEAR: 1
SEMESTER: 2
COURSE CODE: MABE1107
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

The increased interest in knowledge of earth's linked physical and biological systems (atmosphere, oceans, soils, minerals, fresh water, and living organisms) has created more awareness of environmental problems such as microbial threats, air pollution, toxic waste, climate change, population growth and overconsumption, shortage of natural resources, deforestation, alteration of the genes of species, and extinction of species. The advent of industrial revolution, the development of the chemical industry, and the introduction of nuclear technology had already markedly changed the relationship between human beings and environment. But, recent advancement in molecular biology, recombination technologies, genetics and biotechnology could have adverse effects on the environment if there is no vigilance in ethical oversight. The acknowledgement that these environmental issues directly impact human being necessitates ethical reflection and policy oversight.

This course is designed to introduce students to the different ways of moral thinking about the importance and interdependent of all forms of earth's biological and physical systems; and to provide guidance towards critical engagement with new trends in bio-environmental ethical concerns.

Course Objectives

- (i) To learn the substantive ethical issues underlying the concern for protection and sustainability of the environment and life forms.
- (ii) To help students engage critical analysis and reflection on ethical theories and principles which inform our responsibility to preserve or sustain the environment.
- (iii) To introduce student to specific ethical practices and policy development in environmental protection and sustainability.

Learning Outcomes

- (i) Students should be able to use ethical reflection to critically inform our obligation to preserve and protect nature.

(ii) Students should be able to write scholarly essays and communicate effectively on the need to protect the environment and life forms.

(iii) Students should have gained ability to demonstrate ethical leadership in guiding public discourse and policy development in connecting life issues and environment.

Course Content

1	Environmental Sustainability: Issues of Development and Environmental degradation. Key Issues in: United Nations Conference on Human Environment (Stockholm, 1972); The Earth Summit – the United Nations Conference on Environmental and Development (Rio de Janeiro, 1992). The United Nations Environmental Programme (UNEP). Millenium Development Goal 7.	6hrs
2	Human beings and their relationship to nature – preservation of natural environment: African indigenous knowledge and role of human beings in protection of the environment, biosphere and biodiversity; anthropocentric approach (moral status of humans as related to other natural beings) and perspectives in Christian tradition, platonic dualism, scientific progress, industrialization, and civilization; instrumental value.	5hrs
3	Preservation of natural environment (wilderness, forests, and animal species).	10hrs
4	Anthropocentric ethics, Biocentric, and Ecocentric Holism.	4hrs
5	Animals: sentience, animal rights.	2hrs
6	Microbial threats (HIV, Ebola, cholera, influenza pandemic etc...).	3hrs
7	Genetic alteration of human being : genetics, stem cells innovations	5hrs
8	Overpopulation, environmental damage, and world hunger: Neo-malthusians, liberalism, conservatism, moderate alternatives.	6hrs
9	Sustainable agriculture and appropriate technologies: Food and Genetically Modified Organisms (GMO).	3hrs
10	Pollution and Hazardous waste: air, water, land, noise.	6hrs
11	Climate change and energy: greenhouse effects, ozone depletion.	4hrs
12	Global sustainability.	6hrs

Mode of Delivery

The course involves seminar, lectures, discussions, and class presentations; class attendance and participation; and, group work and discussion. Each group of students will be assigned a topic to research on. The group will present their work to the class and submit a two page summary to the instructor. The students will identify and critically analyze the ethical issues in light of the acquired knowledge skills in moral reflection. Each individual student will also carry out a research project. With the help of the instructor, a student will identify a topic of interest and write a 5-8 pages, double-spaced essay. The student should demonstrate knowledge of ethical theories and principles and application to bioenvironmental issues. The essay will be submitted two weeks before the final examination and will account for 30% of the final grade.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

1. United Nations. 1992. World Commission on Environment and Development. Rio de Janeiro: UN.
2. ICSU. 1992. Proceedings of the International Conference on Agenda of Science for Environment and Development into the 21st Century (ASCED 21). Paris: ICSU.
3. Ten Have, Henk, et al. eds. 2009. *Environmental Ethics and International Policy*. Paris: UNESCO Publishing.
4. Pojman, Louis, P. 1999. *Global Environmental Ethics*. Mountain View, CA: Mayfield Publishing Company.
5. DesJardins, Joseph. 1993. *Environmental Ethics: Introduction to Environmental Philosophy*. Belmont, CA: Wadsworth Publishing Company.
6. Tandon, P.N. Article 17: Protection of the Environment, the Biosphere and Biodiversity. In Henk ten Have and Michele Jean (2009), *The UNESCO Universal Declaration on Bioethics and Human Rights: Background, Principles and Application*. UNESCO, Paris, pp.248-54.
7. Lewontin, Richard. 2003. "Genes and the Food." in VanDeVeer, Donald, and Christine Pierce, eds. 2003. *The Environmental Ethics & Policy Book.* Belmont, CA: Wadsworth Thomson Learning.
8. Mogelgard. K. March 2003. *Helping People, Saving Biodiversity*. Population Action International.
9. Tandon, P.N. 2000. *Transition to Sustainability: A Compilation of Facts, Figures and Thoughts*. Lecture delivered at the IAP conference on Transition to Sustainability in the 21st Century, held in Tokyo, May 2000. (www.inteacademies.net).
10. Tandon, P.N. Article 17: Protection of the Environment, the Biosphere and Biodiversity. In Henk ten Have and Michele Jean (2009), *The UNESCO Universal Declaration on Bioethics and Human Rights: Background, Principles and Application*. UNESCO, Paris, pp.248-54.
11. Thiroux, Jacques. 1995. *Ethics: Theory and Practice*, 5th edition. Englewood Cliffs, New Jersey: Prentice Hall, pp. 437-67.
12. UNEP. 2002. Earth Summit for Building Sustainable Development. Johannesburg: UNEP.
13. UNESCO. 1999. *The 1999 Declaration on Science*. UNESCO-ICSU World Conference on Science. Budapest: UNESCO.
14. VanDeVeer, Donald, and Christine Pierce. 2003. *The Environmental Ethics & Policy Book*. Belmont, CA: Wadsworth/Thomson Learning.

15. World Scientific Academies. 2000. *Transition to Sustainability in the 21st Century: The Contribution of Science and Technology*. A statement of the World Scientific Academies.

MODULE NAME: CAPSTONE PROJECT/ DISSERTATION INTRODUCTION
YEAR: 1
SEMESTER 2
COURSE CODE: MABE1208
CREDIT HOURS: 90
CREDIT UNITS: 6

Course Description

A capstone project involves a practical field work by the student which aims at applying the knowledge and skills learned to real world setting. The capstone project will be either research oriented or design oriented. While the design of each capstone project is unique, the MA Bioethics programme will emphasize case studies and programme evaluations. The settings may include hospitals, schools, local communities, government agencies, or non-governmental organizations. The goal is to develop a specific unique idea for given professionals, such as, development of a policy, enhancing ethical competencies of staff through training, or the development of ethical leadership skills for the student and the targeted professionals.

Course Objectives

- (i) To enable the student demonstrate skills for problem identification and engagement in professional level skills in the field setting.
- (ii) To enable the student design and implement ethics projects that make positive difference for the community.
- (iii) To provide an opportunity for the student to integrate knowledge, practical skills and leadership competences in addressing problems in the community.

Learning Outcomes:

- (i) The student should be able to identify ethical problems in a real field setting and can engage professional level skills to address those problems.
- (ii) The student should have gained competence in designing relevant ethical programs needed in field settings and can make a positive change in the community.
- (iii) Student should be able to demonstrate ethical leadership and professionalism in dealing with ethical dilemmas in the community.

Course content

1	Student takes the knowledge and skills gained and applies it in the field setting to develop a specific unique idea for given professionals, such as, development of a policy, enhancing ethical competencies of staff through training, or the development of ethical leadership skills for the student and the targeted professionals.	
2	Capstone project Proposal: Project Title, Project Description, Project Rationale, Personal/Professional Expectations, Project Goals, Research, Procedure, Evaluation, Capstone Project Review, The Write-up of the Project, Paper Structure/Organization, Academic honesty, Plagiarism, References.	15hrs
3	Dissertation: Principles and methods of research; writing (sentences, paragraphs, chapters, quoting, citing, modes of presentation).	15hrs
4	Use of research oriented or design frameworks to develop a project document of not less than 50 pages.	60hrs (which should be 120 Practical hours)

Study Materials

1. Writer C. 2009. *Producing the Capstone Project*. Raleigh, NC: Lulu Enterprises Inc.
2. Sharon, B. and Jon Grahe. 2003. *Producing the Capstone Project*. Kendall Hunt Publishing.
3. Hauhart, Robert. 2015. *Designing and Teaching Undergraduate Capstone Courses*. Kendall Hunt Publishing.
4. Anderson, B. et al. 2014. *DNP Capstone Project: Exemplars of Excellence in Practice*. Springer Publishing Company.
5. Barzun J. and Graft, F.H. 1957. *The Modern Researcher*. New York, NY: Harcourt, Brace, and Company.
6. Barzun J. and Graft, F.H. 1957. 2004. *The Modern Researcher*, 6th Ed. Cengage Learning, Inc.
7. Turabin, K. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th Ed. University of Chicago Press.

Mode of Delivery

The course will involve field work and supervisors assistance.

Mode of Assessment

After handing in the Capstone project, it will be distributed to 3 examiners, including the supervisor and two external examiners, who will each award marks out of 100. The average of the three will make up the final mark.

MODULE NAME: CATHOLIC BIOETHICS
YEAR: 1
SEMESTER 2
COURSE CODE: MABE1209
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

Catholic bioethics has a distinct methodological approach that grounds the verification of moral claims in natural law theory. In Thomistic exposition, “natural law is the participation of the eternal law of God in the rational creature (Thomas Aquinas 1948, ST I-II q.91, art.2, and, q. 94, art.1).” In moral analysis, this means that “human persons discover right and wrong through reason and life experience by examining, collectively and individually, the emergent patterns of creation as God created them (Kelly 2004, 88).” Subsequently, the understanding of the supernatural destiny of the human person and the dignity of human life is pivotal in contemporary understanding of Catholic health care ethics. In exploring the nature of the human person and the human act, human life is seen both in its individual and social dimensions. From the anthropological and human relatedness themes flow the notions of sanctity of human life, solidarity, common good, stewardship, justice, rights and personal responsibilities. Catholic health care reaffirms these ethical standards from which practical guidance in health care ethics / bioethics is drawn.

Course Objectives

- (i) To help students understand the theological basis, method, and application of Catholic moral standards to contemporary bioethics issues.
- (ii) To enable students gain competence in research, communicate effectively, and write scholarly work that demonstrates critical thinking and analysis.
- (iii) To help students relate and apply Catholic ethics tools to other disciplines that raise ethical issues.
- (iv) To ensure that students effectively function as resource persons on matters pertaining to Catholic moral perspectives in contemporary bioethics issues.

Learning Outcomes

- (i) Students should be able to demonstrate understanding of Catholic moral perspectives in bioethics.
- (ii) Students should have acquired the abilities to effectively function as resource persons on Catholic moral thought in bioethics.

Course Content

	Methodological framework (anthropocentric / personalism)	4hrs
	Natural law theory	4hrs
	Physicalism	2hrs
	Principles of double effect, principles of material and formal cooperation	4hrs
	Personalism <ul style="list-style-type: none"> a. The dignity of human life; the integrity of the human person; sanctity of human life; human relatedness; solidarity; common good; stewardship; justice; and, rights and personal responsibilities. b. Implication and application to bioethics c. Sanctity of human life d. Ethical issues in beginning of life – abortion, in vitro-fertilization, sterilization, embryonic stem cell research, genetic engineering e. Ethical Issues at the end of human life – physician-assisted suicide, euthanasia, hydration and nutrition, pain and pain management, medical futility 	12hrs
	Medical decisions <ul style="list-style-type: none"> a. Foregoing treatment b. Ordinary and Extraordinary care c. Withdrawing and withholding care d. Killing and Allowing to Die e. Decisions by competent patients f. Decision for Incompetent Patients g. Relational autonomy h. Allocation of scarce health care resources i. Rationing 	12hrs
	Organizational ethics and Catholic health care	6hrs
	Embryonic stem cells	4hrs
	Research Ethics	7hrs
	Ethics Committees (Institutional Review Board (IRB); Institution Ethics Committees (IEC).	5hrs

Mode of Delivery

The course involves seminar, lectures, discussions, and class presentations; class attendance and participation; and, group work and discussion. Each group of students will be assigned a topic to research on. The group will present their work to the class and submit a two page summary to the instructor. The students will identify and critically analyze the ethical issues in light of the guidance by Catholic health care ethics. Each individual student will also carry out a research project. With the help of the instructor, the student will identify a topic of interests and write a 5-8 pages, double-spaced essay. The student should demonstrate knowledge of Catholic methodological approaches and application to health care ethics issues. The essay will be submitted two weeks before the final examination and will account for 30% of the final grade.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term Paper	30% of the final grade
Final Examination	50% of the final grade

Study Materials

1. Kelly, David F., Gerard Magill and Henk ten Have. 2013. *Contemporary Catholic Health Care Ethics*, 2nd ed. Washington, D.C.: Georgetown University Press.
2. Congregation for the Doctrine of Faith (CDF). "Instruction *Dignitatis Personae*: Bioethics Questions and the Dignity of the Human Person." *Origins* 38, no. 28 (December, 2008): 437-49.
3. The United States Conference of Catholic Bishops. 2009. *Ethical and Religious Directives for Catholic Health Care Services*, 5th ed. Washington, D.C.: United States Conference of Catholic Bishops.
4. Aaron Mackler. 2003. *Introduction to Jewish and Catholic Bioethics: A Comparative Analysis*. Washington, D.C: Georgetown University Press, chapters 1-4.
5. Congregation for the Doctrine of Faith (CDF). "Instruction on Respect for Human Life in Its Origins and on the Dignity of Procreation (*Donum Vitae*)." *Origins* 16, no. 40 (March 19, 1987): 697-711.
6. Congregation for the Doctrine of Faith (CDF). "Declaration on Procured Abortion (1974)." In *Medical Ethics: Source of Catholic Teaching*, 3rd, edited by Kevin D. O'Rourke and Philip J. Boyle, 36-38. Washington, D.C: Georgetown University Press, 1999.
7. Congregation for the Doctrine of Faith. "Reply of the Sacred Congregation for Doctrine of Faith on Sterilization in Catholic Hospitals (*Quaecumque Sterilizatio*)." *Origins* 6 (March 13): 33-35.
8. Congregation for the Doctrine of Faith. "Declaration on Euthanasia." In *On Moral Medicine: Theological Perspectives in Medical Ethics*, 2nd ed., edited by Stephen E. Lammers and Allen D. Verhey, 650-55. Grand Rapids, MI: Eerdmans, (1980) 1998.
9. Congregation for the Doctrine of Faith. "Responding to Certain Questions of the United States Conference of Catholic Bishops Concerning Artificial Nutrition and Hydration." (August 1, 2007).

10. Conner, Paul. "The Indignity of Human Cloning." *National Catholic Bioethics Quarterly* 2, no.4 (Winter 2002): 635-58.
11. Council on Ethical and Judicial Affairs of the American Association. "Medical Futility in End-of-Life Care." *Journal of the American Medical Association* 281 (1999): 937-41.

MODULE NAME: PROFESSIONAL ETHICS AND MEDICINE
YEAR: 1
SEMESTER 2
COURSE CODE: MABE1210
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

Professional ethics refers to the use of professional ethical values as a basis for ethical decision-making and actions. This entails that those in the given profession first identify a set or sets of values that inform the standard of conduct in the practice of that profession. These ethical values are often clearly stipulated in professional codes. These codes become the guiding principles and the standard upon which the professionals' ethics decisions and conduct can be judged. The purpose of this course is to introduce the participants to the meaning of ethical codes of conduct, their importance, structure, content, implementation, and limits.

Recent developments in corporate practices necessitate a link between professional ethics and organizational ethics to ensure that ethics is prioritized at all levels and across a range of domains. Ethics education and consultations targets the improvement of ethics at the level of decisions and actions. Improving ethical leadership helps promote an environment and culture that prioritizes ethics. Examining and improving the systems (processes) and structures leads to competencies in preventive ethics.

Course Objectives

- (i) To understand how professional ethics uses ethical codes to provide guidance towards moral thinking and actions in medical practice.
- (ii) To learned how to write a code of ethics.
- (iii)To learn how to implement a code of ethics; and, the limits in terms of scope.

Learning Outline

- (i) Student is able to distinguish the role of ethical codes from other ethical methods of engaging moral thinking and actions in medical practice.
- (ii) The students should have gained knowledge and skills for writing medical codes
- (iii)The student has attained competence as a resource person in the implementation of ethical codes and identification of limits.

Course Content

1	Defining a code of ethics	3hrs
2	International Medical Codes	7hrs
3	Moral reasoning in formulation of codes of ethics	8hrs
4	How to write a code of ethics The process of developing a code of ethics	8hrs
5	How to implement a code of ethics	6hrs
6	Monitoring professional practices	5hrs
7	The concept of integrity	5hrs
8	The link between professional ethics and organizational ethics	8hrs
9	Prioritization of ethics at all levels and across a range of domains (ethics education and consultation at the level of decisions and actions; ethical leadership to promote ethical environment and culture; and, improving systems and structure to ensure competencies in preventive ethics)	10hrs

Mode of Delivery

The course will be delivered through seminar, lecture, discussion, class presentations and group work and discussion: Each group of students will be assigned a topic for research. The group will present their findings to the class and submit a one page summary to the instructor. The students will identify the ethical issues and apply the appropriate bioethics principles. There will be also individual research projects. With the help of the instructor, a student will identify a research project and write a ten page, double-spaced essay. The student will demonstrate research competencies by substantively applying the bioethics principles to concrete case of study. The essay will be submitted two weeks before the final exams.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Individual research	30% of the final grade
Final examination	50% of the final grade

Study Materials

1. Alonso, Augusto. 1996. "Seven Theses on Professional Ethics", In: *Ethics Perspective* vol. 3, no. 3, pp. 200-206.
2. Ashford, Elizabeth. 2000. 'Utilitarianism, Integrity and Partiality.' *Journal of Philosophy*, vol. 97, pp. 421-39.
3. Babbitt, Susan, E.1997. 'Personal Integrity, Politics and Moral Imagination.' In; Brenna, S, Isaacs, T., and Milde, M, eds. (1997). *A Question of Values: New Canadian Perspectives on Ethics and Political Philosophy*. Amsterdam and Atlanta: Rodopi, 107-31.
4. Brandeis. 1933. *Business – A Profession*. Boston, MA: Hale, Cushman, and Flint.

5. Boss, Judith. (1999). *Analyzing Moral Issues*. California, London and Toronto: Mayfield Publishing Company.
6. Brown, David S. 2001. *The Managerial Ethics and Productive Improvement*. In: Willa Bruce, ed. *Classics of Administrative Ethics*. Oxford: Westview Press.
7. Corey, G., Colrey, M.C., and Callanan, P. 2003. *Issues and Ethics in the Professions*, 6th ed. Pacific Grove: Brooks/Cole.
8. Cox, Damian, La Caze, Marguerite, Levine, Michael P. 2003. *Integrity and the Fragile Self*. Aldershot: Ashgate.
9. Dalfavo, A.T. 2000. "Applied Ethics and the Experiential Dimension in African Philosophy." In: Dalfavo, A.T., J.K.Kigongo, J. Kisekka, G. Tusabe, E. Wamala, R. Munyonyo, A.R. Rukooko, A.B.T. Byaruhanga-akiiki, M.Mawa. (2000). *Ethics, Human Rights and Development in Africa: Ugandan Philosophical Studies, III*. Washington: The Council for Research in Values and Philosophy.
10. Halfon, Mark. 1989. *Integrity: A Philosophical Inquiry*. Philadelphia: Temple University Press.
11. Koehn, Daryl.1994. *The Ground of Professional Ethics*. London and New York: Routledge.
12. Philippa, Foot, ed. 1967. *Theories of Ethics*. Oxford: Oxford University Press.
13. Putman, Daniel. 1996. 'Integrity and Moral Development.' *The Journal of Value Inquiry*, vol. 30, pp. 237-46.
14. SHRM. 2001. *Code of Ethics Toolkit: A Guide to Developing your Organization's Code of Ethics*. Washington, DC: Ethics Resource Center.
15. Singer, Peter. 1993. *Practical Ethics*, 2nd ed. Cambridge: Cambridge University Press.
16. Taylor, Gabriel. (1980). 'Integrity and Self-Identity.' *Philosophy*, Supplementary Volume 55: 143-59.
17. Zimmerman, Joseph F. 2001. *Ethics in the Public Service*. In: Willa Bruce, ed. 2001. *Classics of Administrative Ethics*. Oxford: Westview Press.

MODULE NAME: GLOBAL BIOETHICS
YEAR: 2
SEMESTER 1
COURSE CODE: MABE1211
CREDIT HOURS: 60
CREDIT UNITS: 4

Course Description

There is a realization among ethicists that bioethics issues and problems concern the wellbeing of all human beings and necessitate a system of ethical discourse that is global in scope. Human flourishing and wellbeing requires a shift from the preoccupation with individual's interests to the nurturing of relations between individuals and societies, and the environment. Subsequently, a connection is made between bioethics and human rights to address complex ethical issues in health care, innovative technologies, and persistent human rights violations occurring within and beyond national boundaries. This course introduces and enhances the understanding of the

universal normative standards as articulated in the fifteen UNESCO-based fundamental bioethics principles. The list includes fundamental (substantive) principles such as human dignity and freedom, autonomy and responsibility, vulnerability and personal integrity, pluralism and cultural diversity, solidarity, and, environment and biodiversity. The course aims at understanding the universal normative ethical tools and acquisition of analytical skills for the effective management of complex bioethics issues in Uganda, in areas such as, HIV/AIDS prevention, clinical medicine, public health care, medical research, organizational ethics, professional ethics, innovative technologies, as well as, health care access and human rights.

Course Objectives

General Objectives as outlined in the UNESCO's *Bioethics Core Curriculum, Section I* (Syllabus).

<http://unesdoc.unesco.org/images/0016/001636/163613e.pdf>

Verbatim:

- (i) Students should be able to identify ethical issues in medicine, healthcare and life sciences.
- (ii) Students should be able to provide rational justification for ethical decisions.
- (iii) Students should be able to apply the ethical principles of the *Universal Declaration on Bioethics and Human Rights*.

Learning Outcomes

Knowledge, multi-disciplinary study, research competencies and Professionalism

- (i) Students should be able to critically relate and practically engage bioethics principles to justify ethical decisions in resolving problems across multi-disciplinary fields.
- (ii) Students should be able to demonstrate, in oral arguments and scholarly essays, knowledge and analytical interpretation and application of the UNESCO's bioethics principles.
- (iii) Students should be able to demonstrate understanding of how ethics academic learning and professional practice integrate.

Course Content

See UNESCO's Bioethics Principles Education
Bioethics Core Curriculum: Ethics Education Program
Section I & II Syllabus
Sector for Social and Human Sciences
Division of Ethics of Science and Technology

UNESCO's bioethics principles education introduces and furthers the promotion of, dissemination, and elaboration of a set of principles, that have been agreed upon by member states as a minimum normative standard, to guide scientific progress and protect human dignity

and freedoms. The course provides an in-depth understanding and analysis of the general principles that are applied in the interpretation and application of human rights in the ethical mediation of conflict that result from engaging life sciences, technologies and humanities. The course will explore diverse philosophical, religious, and cultural values and beliefs that are consistent or non-compatible with fundamental rights and freedoms of human persons. Students will have an opportunity to draw practical ethical guidance for engaging ethical conflicts in clinical medicine, research, public health, legal issues in health care, health care delivery, and global health initiatives.

1	Introduction to UNESCO’s Bioethics Principles	2hrs
2	Human dignity and human rights	4hrs
3	Autonomy and individual responsibility	4hrs
4	Consent	4hrs
5	Persons without the capacity to consent	4hrs
6	Respect for human vulnerability and personal integrity	4hrs
7	Solidarity and cooperation	4hrs
8	Social responsibility and health	4hrs
9	Sharing of benefits	3hrs
10	Protecting future generations	4hrs
11	Protection of the environment, biosphere and biodiversity	4hrs
12	Privacy and confidentiality	3hrs
13	Equality, justice and health	4hrs
14	Non-discrimination and non-stigmatization	4hrs
15	Respect for cultural diversity and pluralism	4hrs
16	Benefit and harm	4hrs

Mode of Delivery

The course is hybrid seminar/lecture/discussion/class presentations; class attendance and participation; and group work and discussion: Each group of students will be assigned a case study. The group will present their findings to the class and submit a one page summary to the instructor. The student will identify the ethical issues and apply the appropriate bioethics principles. There will be also a research project. With the help of the instructor, a student will identify a research project and write a 5-8 pages, double-spaced essay. The student will demonstrate research competencies by substantively applying the bioethics principles, such as, non-discrimination and non-stigmatization to concrete cases such as the discrimination of an AIDS patient at the job place. The essay will be submitted two weeks before the final exams.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Term paper	30% of the final grade
Final examination	50% of the final grade

Study Materials

1. UNESCO. *Bioethics Core Curriculum Section 2* (Study Materials). 2008. Ethics Education Program. Paris, France: UNESCO – Sector for Social and Human Sciences, Division of Ethics of Science and Technology. <http://unesdoc.unesco.org/images/0021/002109/10933e.pdf>
2. ten Have, Henk, and Michele Jean. 2009. *The UNESCO Universal Declaration on Bioethics and Human Rights: Background, principles and application*. Paris: UNESCO Publishing.
3. ten Have, Henk A.M.J., Gordijn, Bert , eds. 2014. *Handbook of Global Bioethics*. Springer Science + Business Media Dordrecht, 2014.
4. UNESCO. 2009. *Report of the International Bioethics Committee of the UNESCO (IBC) on Consent*. Paris, France: UNESCO – Secretariat of the International Ethics Committee.
5. UNESCO. 2010. *Report of the International Bioethics Committee on the UNESCO on Social Responsibility and Health*. UNESCO – Social and Human Science Sector Division of Ethics of Science and Technology, Bioethics Section.
6. UNESCO. *Guide No.1: Establishing Bioethics Committees*. Paris, France: UNESCO, Division of Ethics of Science and Technology, 2005. <http://unesdo.unesco.org/0013/001393/139309e.pdf>
7. Case Book on Benefit and Harm. <http://unesdoc.unesco/images/0091/001923/192370e.pdf>
8. Uganda National Council for Science and Technology. *National Guidelines for Research Involving Humans as Research Subjects*. Kampala, Uganda: UNCST, 2007.
9. Beauchamp, Tom, and James Childress. 2001. *Principles of Biomedical Ethics*. 5thed. New York, NY: Oxford University Press.
10. Kelly, David, Gerard Magill, and Henk ten Have. 2013. *Contemporary Catholic Healthcare Ethics, 2nd*. Washington, DC: Georgetown University Press.

MODULE NAME: ETHICS OF MEDICAL AND REPRODUCTIVE TECHNOLOGIES
YEAR: 2
SEMESTER: 1
COURSE CODE: MABE1212
CREDIT HOURS: 45
CREDIT UNITS: 3

Course Description

The course focuses on the ethical problems generated by the application of new technologies in medicine and reproduction. Attention is paid particularly to in-vitro fertilization (fertility treatment), pre-implantation, genetic prediagnosis, reprobogenetics, cloning, sex selection, tissue engineering, stem cell research, biogenentology, and other innovative medical possibilities. The

ethical implications of the emerging medical and technological possibilities in Uganda will be engaged and analyzed.

Course Objectives

- (iv) To introduce the students to a range of ethical issues that are currently the focus of debate in the modern medical and reproductive technology; and, other ethical debates which are triggered by the emerging technologies as they are applied in medicine.
- (v) To help the students acquire insights into the health and reproductive technology assessment and its relation to Ethics.
- (vi) To help students gain the ability to articulate their positions in ethical discussions on medical and reproductive technologies.

Learning Outcomes

- (i) Students are able to identify the ethically problematic application of medical and technological innovations to reproductive and other possibilities
- (ii) Students have gained competence to effectively discuss the ethical frameworks for analysis and justification of medical and technological reproductive possibilities.
- (iii) Students are able to effectively defend their ethical position on matters of medical and reproductive technologies.

Course content

1	In-vitro fertilization (fertility treatment)	6hrs
2	Pre-implantation	5hrs
3	Three parents Babies	1hrs
4	Genetic prediagnosis	5hrs
5	Reprogenetics	4hrs
6	Cloning	5hrs
7	Sex selection	4hrs
8	Tissue engineering	4hrs
9	Stem cell research	6hrs
10	Biogenentology	5hrs

Mode of Delivery

The course will be delivered through seminar, lecture, discussion, class presentations; class attendance and participation, individual assignment and group work and discussion: Each group of students will be assigned a topic to research on. The group will present their findings to the class and submit a one page summary to the instructor. The students will identify the ethical issues and apply the appropriate bioethics principles.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Individual assignment	30% of the final grade
Final examination	50% of the final grade

Study Materials

1. Alperon, Kenneth D. 1992. *The Ethics of Reproductive Technology*. New York, Oxford University press.
2. Boone, C. Keith. 1988. "Bad axioms in genetic engineering" *Hastings Centre report*, 18 (August/ September 1988. P. 13.)
3. Boss, Judith A. 1993. *The birth of lottery: prenatal diagnosis and selective abortion*. Chicago, Loyola University press.
4. Botkin, Jeffery R. 1998. "Ethical issues and practical problems in pre-implementation genetic diagnosis" in *The Journal of Law, Medicine and Ethics*.
5. Brock, Dan W. 1997. An assessment of the ethical issues, pros and cons in cloning human beings: report and recommendation of the national bioethics advisory commission. Rockville MD NBAC.
6. Cohen Cynthia B. 1996. *New ways of making babies: The case of egg donation*. Bloomington, Indiana University press.
7. Lauritzen, Paul. 1993. *Pursuing parenthood: Ethical issues in assisted reproduction*. Bloomington, Indiana University press.
8. Munson Ronald and Lawrence H. Davis. 1992. "Germline, gene therapy and the medical imperative" in *Kennedy Institute of Ethics Journal* 2: 137-158.
9. Overall, Christine. 1987. *Ethics and human reproduction: A feminist analysis*. Boston, Allen and Unwin.
10. Pence, Gregory E. 1998. *Who's afraid of human cloning?* Lanham, MD., Rowman and Littlefield.
11. Purdy Laura M. 1989. "Surrogate mothering: exploitation or empowerment?" *Bioethics*, 3: 18-34.
12. Robertson, John A. 1994. *Children of choice: Freedom and the New Reproductive Technologies*. Princeton, N.J.: Princeton University press.
13. Rothman, Barbara Katz. 1986. *The tentative pregnancy: prenatal diagnosis and the future of motherhood*. N.Y., Viking Penguin.
14. Tong, Rosemarie. 1997. *Feminist approaches to Bioethics: Theoretical reflections and practical application*. Boulder, Co.: Westview press.
15. LeRoy, Walters, and Julie Gage Palmer. 1997. *The ethics of human gene therapy*. N.Y. Oxford University press.
16. Warren, Mary Anne. 1988. "IVF and woman's interests: An analysis of feminist concerns" in *Bioethics*. 2: 37 -57.
17. Wertz, Dorothy C. and John C. Fletcher. 1989. "Fatal knowledge? Prenatal diagnosis and sex selection" in *Hastings Centre report* 19: 21 – 27.

MODULE NAME: RELIGION AND BIOETHICS

YEAR: 2

SEMESTER 1

COURSE CODE: MABE1213

CREDIT HOURS: 60

CREDIT UNITS: 4

Course Description

This course presents the main Religious traditions in their vision and ethical concerns and expounds on the foundations and procedures of their bioethical arguments. It also tries to establish the relationship between Religion and Ethics. Emphasis will be put on beginning of life and end of life; and, other practices in life as far as quest for meaning absoluteness of moral instances, promotion of virtual life and the spread of ethics is concerned. The course will introduce Religion as part of that system of values that gives meaning to the human actions and absoluteness of moral instances come from something beyond us (God). Many religions promote virtuous life and make the spread of ethics possible through faith.

Course Objectives

- (i) To provide tools necessary for an authentic inter-religious dialogue on bioethics issues given the different religious backgrounds in our society today.
- (ii) To compare the different religious views on the different current Bioethical issues

Learning Outcomes

- (i) The student should be able to understand the different religious views on the different Bioethical issues
- (ii) The student should be able to demonstrate respect for other religious views on the different Bioethical issues
- (iii) The student should demonstrate the ability to form an independent mind when it comes to resolving Bioethical issues.

Course Outline

1	The main Religious traditions and their vision and ethical concerns.	10hrs
2	Foundations and procedures of religious bioethical arguments.	8hrs
3	The relationship between Religion and Ethics.	8hrs
4	Beginning of life and end of life	10hrs
5	Other religious practices in life as far as quest for meaning is concerned	8hrs
6	Absoluteness of moral instances	6hrs
7	Promotion of virtual life and the spread of ethics	10hrs

Mode of Delivery

The course will be delivered through seminar, lecture, discussion, class presentations and group work and discussion: Each group of students will be assigned a topic to research on. The group will present their findings to the class and submit a one page summary to the instructor. The students will identify the ethical issues in a given religion and apply the appropriate bioethics principles in its discussion. There will be also individual research Project. With the help of the instructor, a student will identify the individual research project and write a ten page, double-spaced essay. The student will demonstrate research competencies by substantively applying the bioethics principles, such as, non-maleficence and beneficence to concrete cases such as beginning and end of life. The essay will be submitted two weeks before the final exams.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Individual research paper	30% of the final grade
Final examination	50% of the final grade

Study Materials

1. Boer T. A., and Egbert Schrotten.1993. *Bioethical issues in Protestant continental Europe*. In, *Bioethics Yearbook*, Springer, Vol.3, pp.1-18.
2. Lusting B. A. ed. 1993. *Theological development in Bioethics – 1992*, vol. III, Kluwer Academy publishers.
3. Cozby Very Rev. D. 1997. *Prolonging life: An Orthodox Christian perspective in Christian Bioethics*.
4. Reich W.T. ed. 1995. *Encyclopedia of Bioethics*, vol., IV, N.Y., Macmillan.
5. Habermas J. 2006. “Religion in the public sphere” in the *European journal of Philosophy*.
6. Hanson M.K. J. 1998. “The Religious differences in clinical health care.” In *Cambridge quarterly of health care ethics*.
7. Keenan James. 2005. “What does virtue ethics bring to genetics?” in *Genetics, Theology and Ethics. : An inter disciplinary conversation*. N. Y., Cross roads/ Herder Keownd (2005). “End of life: The Buddhist view” in *Lancet* 366.
8. Pauls M. et al. 2002. “Bioethics for Clinicians; Protestant Bioethics” in *CMAJ*.
9. Rosner F. 1995. “Jewish medical ethics” in the *Journal of Clinical ethics* 3:202-217.
10. Sachedina A. 2005. “End of life: the Islamic view” in the *Lancet* 366.
11. Thomasma D. C.1996. *The post mortem challenges to religious source of moral thinking in secular Bioethics in theological perspective*. Kluwer academy publishers.
12. Thomasma D. C. 1996. “Exploring the role of religion in medical ethics” in *Cambridge quarterly of health care ethics* 5.
13. Weingarten M.A. 2004. *Sanctity of life: A critical assessment of Jewish medical ethics in the interdisciplinary perspective of health, illness and disease*. N.Y.
14. Sacred congregation for the doctrine of faith: *Declaration on procured abortion*, 1974

15. Sacred congregation for the doctrine of faith *Declaration on Euthanasia*, 108
 16. Sacred congregation for the doctrine of faith: *Instruction on respect for the human life in its origin and on the dignity of procreation: replies to certain questions on the day.*

MODULE NAME: ETHICS OF PALLIATIVE CARE
YEAR: 2
SEMESTER: 1
COURSE CODE: MABE1214
CREDIT HOURS: 45
CREDIT UNITS: 3

Course Description

The course examines the ethical dimensions of palliative care as practiced in homes, hospitals, nursing homes, hospice and other designated places. In particular, the course will examine the concepts of history of palliative care, images of death and dying, pain and suffering, terminal sedation versus euthanasia and dilemmas in palliative care.

Course Objectives

- (i) To help students acquire an in-depth understanding of the moral and philosophical foundations of the concept and practice of palliative care.
- (ii) To familiarize the students with a range of ethical issues which are currently the focus of debate in palliative care.

Learning Outcomes

- (i) The student should be able to understand the Moral and Philosophical foundations of the concept and practice of Palliative care.
- (ii) Students should be familiar with a range of ethical issues which are currently the focus of debate in palliative care.

Course Outline

1	The concepts of history of palliative care	10hrs
2	Images of death and dying	6hrs
3	Pain and suffering	8hrs
4	Terminal sedation versus euthanasia/ physician assisted suicide	10hrs
5	Dilemmas in palliative care.	11hrs

Mode of Delivery

The course will be delivered through seminar, lecture, discussion, class presentations and group work and discussion: Each group of students will be assigned a topic to research on. The group will present their findings to the class and submit a one page summary to the instructor. The students will identify the ethical issues and apply the appropriate bioethics principles. There will be also individual research. With the help of the instructor, a student will identify a research project and write a ten page, double-spaced essay. The student will demonstrate research competencies by substantively applying the bioethics principles to concrete case identified. The essay will be submitted two weeks before the final exams.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Individual research	30% of the final grade
Final examination	50% of the final grade

Study Materials

1. Saunders C.M. 1984. "The philosophy of terminal care." In C.M Sanders. *Management of terminal malignant disease* . London, Edward Arnold.
2. Henk J. Ten Have and MIPA Jansens. 2002. "Futility, limits and palliative care" in the *Ethics of Palliative care*. Buckinham.
3. Doyle D. et al.1998. *Oxford Text Book of Palliative Medicine*. New York, Oxford University press.
4. Hermsan MA et.al. 2003. "Moral problems in palliative care practice: A qualitative study" In *Medicine, health care and philosophy*.
5. Dekkers, Wim. 2001. Images of death and dying.
6. Jackson PL. et al. 2004. How do we perceive the pain of others? A window into the neural process involved in empathy.
7. Scarry E. 1995. *The body in pain: The making and the unmaking of the world*. New York, Oxford University press.
8. Shenker, NGN et. al. 2004. *A lateral gaze at pain: The science of attention*.
9. Younger SJ. 1992. End of life decisions; a psychological perspective. Washington D.C.: American Psychiatric press.
10. Brock DW. 1992. "Voluntary Active Euthanasia" in *Hastings centre report* 22 (2), 10 – 22.
11. Rachets J.1975. "Active and passive euthanasia" in *New England Journal of Medicine*, 292.
12. Woods S. 2005. Respect for persons autonomy and palliative care.
13. Dekkers Wim et. al. 2002. Good death or good life as a goal of palliative care.
14. Gentzeler J. 2003. "What is a death with dignity?" in *Journal of Medicine and Philosophy* 28 (4) 461 – 487.
15. Walters G. 2004. Is there such a thing as a good death? *Palliative medicine* 18: 404-408.
16. Cobb, M. 2001. *The dying soul: Spiritual care at the end of life*. Buckingham Philadelphia, Open University press.

17. Sulmasy, D. P. 2006. Spiritual issues in the care of dying patients.
19. Hardy R.J. 1997. Placebo –controlled trials in palliative care: Argument for palliative medicine.
20. Gordijn B., et.al. 2004. Euthanasia and Palliative care.
21. Henk,-ten Have (2003). Why (not) legalize euthanasia and physician assisted suicide.
22. Tom M. et al. ed. 2005. Euthanasia and Palliative care in the Low Countries.

MODULE NAME: VULNERABILITY AND CHOICE OF HEALTH CARE

YEAR: 2
SEMESTER 1
COURSE CODE: MABE1215
CREDIT HOURS: 45
CREDIT UNITS: 3

Course Description

The course will provide the participant with knowledge about ethical issues in treatment of vulnerable people. Particularly, attention will be given to systematic analysis of cases (case studies). The course will also take into account issues of scarcity, priority setting, rationing in health care, health care costs, and limits of health care debates today. In one way or another, limits will have to be set and choices have to be made because of scarcity of medical resources. But how to do this while meeting the demands of justice in health care remains a difficult task. Should we give priority to the vulnerable?

Course Objectives

- (i) To be able to identify the vulnerable groups in society, discern the factors that determine that vulnerability, and set up a framework for deliberating on improving care.
- (ii) To discern what is just health care and the criteria for rationing care (empowerment, exclusion and selection).
- (iii) To discern health care as a right (right to health care)
- (iv) To understand the relevance and practical implication of the notions of solidarity and responsibility in health care delivery

Learning Outcome

- (i) The learner will be able identify the vulnerable in the society
- (ii) The student should be able to discern the factors that determine vulnerability
- (iii) The students should be able to protect, care, show solidarity for the vulnerable
- (iv) The student has gained understanding of the different health care systems and be able to discern which one is more just.

Course Content

1	Ethical issues in treatment of vulnerable people.	10hrs
2	Systematic analysis of cases (case studies).	10hrs

3	Scarcity of medical resources	10hrs
4	Priority setting, should we give priority to the vulnerable?	8hrs
5	Rationing in health care	8hrs
6	Health care costs	7hrs
7	Limits of health care	7hrs

Mode of Delivery

The course will be delivered through seminar, lecture, discussion, class presentations and group work and discussion: Each group of students will be assigned a topic for research. The group will present their findings to the class and submit a one page summary to the instructor. The students will identify the ethical issues and apply the appropriate bioethics principles. There will be also individual research projects. With the help of the instructor, a student will identify a research project and write a ten page, double-spaced essay. The student will demonstrate research competencies by substantively applying the bioethics principles to concrete case of study.

The essay will be submitted two weeks before the final exams.

Mode of Assessment

Class attendance and participation	10% of the final grade
Group assignment	10% of the final grade
Individual research	30% of the final grade
Final examination	50% of the final grade

Study Materials

1. Kottow, MHL. 2004. "Vulnerability: what kind of principle is it?" In *medicine health care and Philosophy*.
2. Ruof MC. 2004. "Vulnerability, vulnerable populations and policy" in *Kennedy Institute of ethics* 14.
3. Simpson C. 2004. "When hope makes us vulnerable: A discussion of patient health care provider interactions in the context of hope" In *Bioethics* 18: (5) 428-447.
4. Agich JG. et al. 1991. "For experts only? Access to hospital ethics committees" in *Hastings centre report* 21 (5) 17-25.
5. Aulisio MP. et al. 2000. Health care ethics consultation: Nature, goals and competences, *Annals of internal medicine* 133 (1) 59-69.
6. Reiter-Theil S. 2003. "Balancing the perspective: The parents roles in clinical ethics consultations" In *Medicine, health care and Philosophy* 6: 247-254.
7. Tripp, J., and McGregor D. 2006. "Withholding and withdrawing of life sustaining treatment in the new born." *Achieves of disease in childhood. Fetal and neonatal edition* 91: 67-71.
8. Corcoran C. et.al. 2005. "Prodromal interventions for Schizophrenia vulnerability: The risk of being at risk." *Schizophrenia research* 73: 173-184.

9. Glass N., and Davis K. 2004. "Reconceptualizing vulnerability. Deconstruction and reconstruction as a post modern feminist analytical research method." *Advances in nursing sciences* 27 (2) 82 -92.
10. Coverdale J. et al. 2006. "Ethically justified strategies for promoting geriatric assent" in *International journal of geriatric psychiatry* 21: 151-157.
11. Yvonne, Denie,r and Tom Meulenbergs. 2002. Health care needs and distributive justice: Philosophical remarks on the organization of health care systems.
12. Cooper A. et al. (2005). Communication of bed allocation decisions in a critical care unit and accountability for reasonableness.