

## **Information on the Master of Bioethics and Global Public Health (MBGPH)**

### **The most popular program is the Masters in Bioethics and Global Public Health (MBGPH) – a world leader<sup>1</sup>**

The most popular degree program at AUSN has been the MBGPH because the faculty are global leaders in this field. The MBGPH course prepares students for roles as educators, professionals and community leaders in a multiethnic community, by sharing a cross-cultural perspective of bioethics through the diverse international advisory and adjunct faculty. The program draws upon the wide international experience of the resident and visiting faculty, as well as their multidisciplinary qualifications, to offer a cross-cultural program that has rapidly become the largest bioethics graduate degree program to be offered globally. The program assists in the training of leaders who can assist people to rediscover their indigenous values and apply these to contemporary moral dilemmas of medicine, science and technology and the environment, with the wisdom that cross-cultural faculty can provide. Intensive trainings are held in Asia, the Americas, Africa and Europe. A list of the thesis topics of the graduates is available on the website, and students are given freedom to develop a thesis that is related most to their professional ambitions.

#### **(1). AUSN MBGPH Program Mission**

The Mission of AUSN MBGPH Program is to promote the ethical reasoning of all peoples, by providing essential competent graduate education, knowledge, skills, research, service, creative and analytical critical thinking ability, and leadership to those graduate students who are dedicated to enhancing the quality of life of all global communities.

#### **(2). AUSN MBGPH Program Vision**

The Vision of AUSN MBGPH Program is to be the Master of Bioethics degree program of choice for those individuals who are committed to learning inter-cultural bioethics applicable for community, global leadership, and are dedicated to promoting ethical public policy and practices, and protecting the well-being of the environment and public of all nations and all peoples.

#### **(3). AUSN MBGPH Program Values**

Because bioethics and global public health are complex disciplines, inherently multi-disciplinary, and concern the practice of preventing and managing disease, promoting good health within groups of people, and advancing healthcare access and health care for all peoples, the values that guide the AUSN MBGPH Program include the following:

---

<sup>1</sup> This file is without pictures to reduce the size. For pictures, testimonials and other information, see [www.ausn.info](http://www.ausn.info) and the AUSN youtube channel.

- to increase the awareness of public health as a public good and fundamental right;
- to promote diversity in ethical decision-making, culture and political thought;
- to treat all people with respect and to promote intercultural understanding;
- to promote academic excellence and the pursuit of truth;
- to promote human rights, fundamental freedoms, peace, and the sense of human dignity and human respect of all peoples;
- to promote and protect the human rights of all human research subjects of experimentation;
- to understand the ethical principles of different sovereign nations of Peoples around the world and the United Nations;
- to apply the Universal Declaration on Bioethics and Human Rights.

#### (4). **Program Description**

AUSN MBGPH Program is an academic master's degree program intended to provide academically qualified individuals who are dedicated to enhancing the status and quality of life of all global communities, the basic competent knowledge and creative and critical-thinking ability to improve the public's health. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational certificate programs.

The program will assist in the training of leaders who can assist people to rediscover their indigenous values and apply these to contemporary moral dilemmas of medicine, science and technology and the environment, with the wisdom that cross-cultural faculty can provide.

Bioethics is both a word and a concept. The word comes to us only from 1927 (Jahr, F. 1927. Bioethical responsibilities to plants and animals; Potter, V.R. Bioethics: Bridge to the Future 1970), yet the concept comes from human heritage thousands of years old. (Macer, D.R.J. *Bioethics for the People by the People*. Eubios Ethics Institute 1994). It is the concept of love, balancing benefits and risks of choices and decisions. This heritage can be seen in all cultures, religions, and in ancient writings from around the world. The MBGPH course will prepare students for roles as health professionals and community leaders in a multiethnic community, by sharing a cross-cultural perspective of bioethics through the diverse international advisory and adjunct faculty, in cooperation with the Institute of Indigenous Peoples and Global Studies.

There are at least four strategies (Macer, D.R.J. *Bioethics is Love of Life*. Eubios Ethics Institute 1998) that thinking persons need as professional ethical decision-makers, and the course will nurture all of these aspects:

- (a). **Descriptive ethics** to enable people to accurately assess the situation. People need to understand the way they and other people view life, their moral

interactions and responsibilities with others in their life. Students need to learn how they can assess and describe the issues and practices in their community.

(b). **Prescriptive ethics** is to tell others what is ethically good or bad, or what principles are most important in making such decisions. It may also be to say something or someone has rights, and others have duties to them. It is a basis for sound policy making and law, and empowering people to make good decisions in their life. The program will equip students with an understanding of the different policies and laws in different states of the USA, customary law of indigenous Peoples, international practices and laws of other countries, and the United Nations standards.

(c). **Interactive ethics** is discussion and debate between people, groups within society, and communities. Such dialogue skills are necessary to live harmoniously with others. A cross cultural approach to dialogue, community engagement and provider-user relationships will be important.

(d). **Practicality** is essential to make wise decisions with the wisdom received, and the program will offer chances for the students to work alongside communities in community service. Practical research will be encouraged for the thesis.

There is currently no licensing or certification requirement for health care ethics (HCE) consultants.” Anita J. Tarzian and ASBH Core Competencies Update Task Force (2013): Health Care Ethics Consultation: An Update on Core Competencies and Emerging Standards from the American Society for Bioethics and Humanities’ Core Competencies Update Task Force, *The American Journal of Bioethics*, 13:2, 3-13 (2013).

#### (5). **Statement of Purpose**

The purpose of AUSN MBGPH program of study is two-fold. First, upon successful completion of the AUSN MBGPH Program and master of its required competencies, graduate students will be prepared to work in the fields of bioethics, as well as public health, and influence and improve community health outcomes by working for academic institutions, think tanks, public health agencies, non-governmental organizations, hospitals, medical centers, clinics, nursing homes or rehabilitation centers. Second, the AUSN MBGPH program is also offered to existing professionals (e.g., RN, MD, JD, Hospital Administrators, Healthcare CEO’s, Engineers, Teachers, etc.) who will benefit from the added knowledge and expertise with respect to bioethics, public health, the health management of populations, educational competencies, and the management of hospitals, medical centers, surgery centers, clinics, nursing homes, etc.; in those circumstances the MBGPH will enhance their career goals and aspirations.

#### (6). **Length in Time / Units – Clock Hours**

The subjects of AUSN MBGPH program can be completed by either full-time or part-time study, and accordingly can be completed within one to two years of

study. The MBGPH program requires thirty two (32) semester credit hours; and there are 480 clock hours of instruction.

### (7). **MBGPH Curriculum and Subjects**

The Masters in Bioethics and Global Public Health (MBGPH) curriculum at AUSN is organized around core disciplines of bioethics and public health: Bioethics, Public Health Ethics, Health Policy and Management, Social and Behavioral Sciences, Education, Environmental Health Science, Biostatistics, and Epidemiology. Knowledge and skills in these disciplines equip the graduate to analyze and consider solutions to public health problems at the community, institutional, and societal levels.

The MBGPH program consists of various required core courses, and is thus consistent with the interdisciplinary/cross-cutting competencies Association of Schools of Public Health (ASPH) model.

#### **Compulsory Courses**

- Core Concepts in Bioethics and Cultural Frameworks (3 credit hours)
- Environmental Ethics (3 credit hours)
- Essentials of Public Health (3 credit hours)
- Ethics of Science and Technology (3 credit hours)
- Global Public Health and Peace (2 credit hours)
- Human Research Subject Protection (3 credit hours)
- MBGPH Thesis and Public Defense (6 credit hours)
- Public Health Law, Ethics and Policy Analysis (3 credit hours)

#### **Total 26 credit hours compulsory**

##### **Choose a minimum of 6 credit hours from these:**

- Ability Studies (3 credit hours)
- Applied Bioethics Research Seminar (2 credit hours)
- Bioethics and Values Education (3 credit hours)
- Bioethics and Genetics (3 credit hours)
- Molecular Biology and Bioethics (2 credit hours)
- Biosystematics and Biosphere (2 credit hours)
- Biological Structures and Functions/Life Studies (2 credit hours)
- Developmental and Educational Psychology (3 credit hours)
- Indigenous Knowledge Systems in Public Health Care (3 credit hours)
- Social Psychology (3 credit hours)

### (8). **AUSN MBGPH Required Core Competencies**

Upon graduation, all AUSN MBGPH students will have the following core competencies as related to both bioethics and public health. These core

competencies include elements from UNESCO Bioethics Core Curriculum, the second edition of the Core Competencies for Health Care Ethics Consultation Report of the American Society for Bioethics and Humanities, the Goals of Philosophy Education of UNESCO, and also from the Associations of Schools of Public Health, Education Committee Report, Master's Degree in Public Health Core Competency Development Project and are included below. AUSN MBGPH graduates shall have sufficiently mastered the core competencies such that they will be able to:

(a). **Bioethics**

- (1) Analyze ethical situations that arise in health care, public health, pastoral care, patient advocacy, genetics, medical social work, medical research, environmental sciences and the life sciences.
- (2). Identify ethical dilemmas through different lens, including those of gender lens, ability studies, and the perspectives of indigenous communities.
- (3) Create and scrutinize policies and practices in various settings.
- (4) Apply the principles in the UNESCO Bioethics Core Curriculum to real situations.
- (5) Think and write critically about these issues from the perspectives of Indigenous Peoples and Global Studies.
- (6) Apply knowledge of cultural values in different communities to bioethical dilemmas.
- (7) Integrate knowledge, principles and argumentation in rational discussion.
- (8) Engage in quality thinking, reflective processes and creative thinking.

(b). **Bioethics Skills for Health Care Ethics Consultations (HCEC)**

(Note. A = assessment/analysis skills; P = process skills; I = interpersonal skills). AUSN MBGPH graduates shall have sufficiently mastered the bioethics skills such that they will be able to:

- (1) A-1. Identify and analyze the nature of the value uncertainty or conflict that underlies the need for HCEC.
- (2) A-2. Access relevant ethics literature, policies, guidelines, and standards.
- (3) P-1. Establish HCEC expectations and determine whom to involve.
- (4) P-2. Utilize institutional structures and resources to facilitate the implementation of the chosen option.
- (5) P-3. Communicate and collaborate effectively with other responsible individuals, departments, or divisions within the institution.
- (6) P-4. Facilitate formal meetings.
- (7) P-5. Document and communicate HCEC activities.
- (8) P-6. Identify systems issues and delegate follow-up.
- (9) P-7. Evaluate HCEC and provide quality improvement.
- (10) P-8. Effectively run an HCEC service.
- (11) I-1. Listen well and communicate interest, respect, support, and empathy to involved parties.
- (12) I-2. Educate involved parties regarding the ethical dimensions of the consultation.

- (13) I-3. Elicit the moral views of the involved parties.
- (14) I-4. Represent the views of the involved parties to others.
- (15) I-5. Enable the involved parties to communicate effectively and be heard by other parties.
- (16) I-6. Recognize and attend to various relational barriers to communication.

(c). **Knowledge competency for Health Care Ethics Consultations (HCEC)**

AUSN MBGPH graduates shall have sufficient knowledge of:

- (1) Moral reasoning and ethical theory as it relates to HCEC.
- (2) Bioethical issues and concepts that typically emerge in HCEC.
- (3) Health care systems as they relate to HCEC.
- (4) Clinical context as it relates to HCEC.
- (5) Health care institution in which the consultants work, as it relates to HCEC.
- (6) Local health care institution's policies relevant for HCEC.
- (7) Beliefs and perspectives of patient and staff population where one does HCEC.
- (8) Relevant codes of ethics, professional conduct, and guidelines of accrediting organizations as they relate to HCEC.
- (9) Health law relevant to HCEC.

(d). **Public Health Ethics**

- (1) Describe the legal and ethical bases for public health and health services.
- (2) Apply basic principles of ethical analysis to issues of public health practice and policy.
- (3) Describe the roles of history, power, privilege and structural inequality in producing health disparities.
- (4) Identify the ethical, social and legal issues implied by public health sciences.
- (5) Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
- (6) Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.

(e). **Social and Behavioral Sciences**

- (1) Identify the role of social and community factors in both the onset and solution of public health problems.
- (2) Examine racial and ethnic disparities within the context of historic and contemporary social and economic climates.
- (3) Recognize the causes of social and behavioral factors that affect health of individuals and populations.
- (4) Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
- (5) Understand the causes of disparities in disease risk, access and utilization of preventive and health care services and health outcomes.
- (6) Identify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

- (7) Explain how genetics and genomics affect disease processes and public health policy and practice.

(f). **Environmental Health Science**

AUSN MBGPH graduates shall have sufficiently mastered the public health core competencies such that they will be able to:

- (1) Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- (2) Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- (3) Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

(g). **Epidemiology**

- (1) Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- (2) Identify key sources of epidemiologic data, and comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- (3) Identify the principles and limitations of public health screening programs, including the evaluation of validity and reliability of screening tests.
- (4) Describe epidemiologic study designs and assess their strengths and limitations.
- (5) Describe a public health problem in terms of person, time and place.
- (6) Apply the basic terminology and definitions of epidemiology.
- (7) Calculate basic epidemiology measures, including risk, rate, incidence, and prevalence.
- (8) Draw appropriate inferences from epidemiologic data.
- (9) Communicate epidemiologic information to lay and professional audiences.

(h). **Peace**

- (1) Understand the main structural and psycho-cultural theories about the cause of conflict and methods to overcome this.
- (2) Be aware of the options for intervention, and the theories behind different conflict resolution approaches.
- (3) Understand the linkages between public health and peace.

AUSN MBGPH Syllabus

\*=Elective courses

Code	Course Name	Credit Hours *	Minimum Hours	Topics
ABST	Ability Studies	3*	45	1. Ableism and disabled people 2. Discourses on Disability and Ability 3. How to promote the potential for all persons to excel 4. Ableism evident in health, medicine, and rehabilitation

				<p>discourses</p> <ol style="list-style-type: none"> <li>5. Nature and nurture in determining Ability</li> <li>6. Gender theory and gender roles</li> <li>7. Gender toolkit</li> <li>8. Ableism and the Law</li> <li>9. Ableism intrinsic to Ethics theories</li> <li>10. Vulnerability</li> <li>11. Ability Privilege</li> <li>12. Eco-ableism; Ableism and the environment</li> <li>13. Ableism and animals</li> <li>14. Ableism and Indigenous People</li> <li>15. Ability Security and Ability Peace through an ability expectation and ableism lens.</li> <li>16. Science and technologies and their impact an Ableism</li> <li>17. Ableism and Ability Equity and Equality</li> </ol>
ABRS	Applied Bioethics Research Seminar	2*	30	<p>Can be any lecture material of AUSN; usually assigned once a student has completed all the topics and required hours for another course. THERE IS NO EXAM FOR THIS COURSE.</p>
BEGE	Bioethics and Genetics	3*	45	<ol style="list-style-type: none"> <li>1. Genetics, DNA and Mutation</li> <li>2. Testing for Cancer Genes Susceptibility</li> <li>3. Genetic Privacy and Information (Can be credited for CCBE or BEGE)</li> <li>4. Genetic Privacy and US Laws</li> <li>5. Public Health Ethics for Professionals; International Genetic Guidelines</li> <li>6. Screening genetic diseases among the population</li> <li>7. Eugenics</li> <li>8. Genetically engineered plants and animals</li> <li>9. Ethics of Genetic Engineering</li> <li>10. Genetically modified foods</li> <li>11. Legal, regulatory, scientific, policy and ethical aspects of biotechnology</li> <li>12. The Human Genome Project</li> <li>13. Gene therapy</li> <li>14. Eugenics in Depth</li> <li>15. Population Genetics - HGDP Ethics, indigenous populations and genetic histories</li> <li>16. Prenatal Diagnosis of Genetic Disease</li> <li>17. Cloning and stem cell research</li> <li>18. Assisted reproductive technologies</li> <li>19. Sex selection</li> <li>20. Designer children</li> </ol>
BVED	Bioethics and Values Education	3*	45	<ol style="list-style-type: none"> <li>1. Values in Education</li> <li>2. Integration of Ethics and Values into All Fields of Education</li> <li>3. Teaching about Autonomy and Justice through Bioethics: the Love of Life</li> <li>4. Indicators of the Success of Education</li> <li>5. Neurology, touch, education and multilingual brains</li> <li>6. Teaching concepts of benefit and risk f</li> <li>7. Disability, Ability and Education</li> <li>8. Environmental Ethics Education</li> <li>9. Moral Games for Teaching Bioethics</li> <li>10. Finding our own identity and its relationship to how we</li> </ol>

				<p>help others explore their own identity: The essence of teaching?</p> <p>11. Developing personal action plans for enhanced teaching</p> <p>12. How to measure personal moral development in education</p> <p>13. Review of indigenous values among the education curriculum in 47 countries of Asia-Pacific nations</p> <p>14. Integration of indigenous knowledge systems into classes and the curriculum</p> <p>15. Analysis of the Goals for Education based on the Teachers Action Plans</p> <p>16. How to Teach about Federal, State, Community Law and Customs and United Nations Declarations and their Implementation (or lack of) across the Curriculum</p> <p>17. Developing professional skills for bringing the best out of every learner</p> <p>18. How to evaluate educators ethically and positively</p> <p>19. Teachers and Learners as agents of community change</p> <p>20. Developing and nurturing environmental activism</p> <p>21. Nurturing Relationships between Teacher, Student and Parents and Protection of Children's Rights</p>
BIOS	Biosystematics and Biosphere	2*	30	<p>1) Biodiversity ethics; includes deforestation; ways of valuing biodiversity and views of life</p> <p>2) Ecotourism</p> <p>3) Community engagement methods related to mining, energy production, clean-up of polluted sites</p> <p>4) Water Ethics</p>
BSFL	Biological Structures and Functions/ Life Studies	2*	30	<p>This course introduces the basics of biology, taxonomy, so that students will be able to consider the realistic implications of these techniques in biotechnology. It then will consider the associated ethical, legal and regulatory issues.</p>
CCBE	Core Concepts in Bioethics & Cultural Frameworks	3	45	<p>1. Making Choices, Diversity and Bioethics</p> <p>2. Ethics in History and Love of Life</p> <p>3. Moral agents</p> <p>4. Ethical limits of Animal Use</p> <p>5. Autonomy, Patients' rights and duties</p> <p>6. Theories in bioethics</p> <p>7. Doctor-patient relationships</p> <p>8. Medical ethics</p> <p>9. Informed consent and Informed Choice</p> <p>9. Informed consent and Informed Choice</p> <p>10. Justice and Love of Others; Rights to health care and distribution of health care resources</p> <p>11. Medical ethics, culture and health</p> <p>12. Bioethics of Love of Life</p> <p>13. Definition of death</p> <p>14. Organ procurement and transplantation</p> <p>15. Ethical issues in medical research, Ethics committees</p> <p>16. History of Bioethics</p> <p>17. Justice, Culture</p> <p>18. Confidentiality</p>

				<p>19. Initiation and termination of medical treatment</p> <p>20. Telling the Truth about Terminal Cancer</p> <p>21. Euthanasia, End-of-life care</p> <p>22. Ethics of Infertility and Assisted Reproductive Technologies</p> <p>23. Universal Declaration on the Bioethics and Human Rights</p> <p>24. Neurosciences</p>
DEEP	Developmental and Educational Psychology	3*	45	<p>Classical theories on human development</p> <p>1) Erikson's and Psychosocial Theory; Theories of moral development;</p> <p>2) Ausubel's Theory</p> <p>3) Vygotsky's and Brofembrenner Contextual approach; ethological approach.</p> <p>4) Theories of Cognitive Development - Piagetian approach, Information processing approach.</p> <p>Developmental changes that occur over the life span: physical, cognitive, and personal- social developmental transitions.</p> <p>5) Infancy development</p> <p>6) Childhood development</p> <p>7) Adolescence development</p> <p>8) Adulthood development</p> <p>9) Death and dying</p> <p>Problems arising in development and some educational intervention programs:</p> <p>10) Moral and Emotional problems (Kolberg's Theory and Goleman)</p> <p>11) How to intervene with problems of adolescents in schools: programs against misbehavior, school violence, bullying and lack of communication, social and emotional skills.</p> <p>12) Development emotional balance and mindfulness programs in the schools. The key to happiness.</p> <p>Developmental and Educational Psychology Research:</p> <p>13) Main Research Methods in Developmental Psychology: observation, interviews, surveys and focus groups.</p> <p>14) The ability to write a standard research report using American Psychological Association (APA) guidelines</p> <p>15) Theories of development across culture</p> <p>16) Mindfulness</p>
ENET	Environmental Ethics	3	45	<p>1) Ecology and Life</p> <p>2) Biodiversity and extinction</p> <p>3) Environmental Sciences</p> <p>4) Environmental Economics</p> <p>5) Sustainable Development</p> <p>6) Environmental Ethics</p> <p>7) Traditional Knowledge, Ethics and Sustainable Development</p> <p>8) Asia-Pacific Environmental Ethics</p> <p>9) Love of Nature and ecological ethics</p> <p>10) Biodiversity ethics; includes deforestation; ways of valuing biodiversity and views of life [also for BIOS]</p> <p>11) Universalism and Ethical Values for the Environment</p> <p>12) Ethics of animal intensification and the environment</p> <p>13) Carbon emissions and Climate Change. Energy</p>

				<p>Crisis.</p> <p>14) Energy Equity and Environmental Security</p> <p>TOPICS INCLUDED IN BIOS FOR COMBINATION MBGPH STUDENTS</p> <p>15) Community engagement methods related to mining, energy production, clean-up of polluted sites</p> <p>16) Water Ethics</p>
ESPH	Essentials of Public Health	<b>3</b>	<b>45</b>	<ol style="list-style-type: none"> <li>1. Public Health Ethics</li> <li>2. What is Public Health?</li> <li>3. A Brief History of Public Health in the United States;</li> <li>4. Understanding and Measuring Health in the United States</li> <li>5. An Ecological Approach to Public Health</li> <li>6. Public Health and the Health System</li> <li>7. Public Health Law and Government</li> <li>8. Indigenous Peoples and Public Health</li> <li>9. Global Public Health</li> <li>10. Economic Dimensions of Health Outcomes</li> <li>11. Public Health Practice Profile and their Important and Essential Duties;</li> <li>12. Regulating Public Health and Professional Codes</li> <li>13. Public Health Worker Ethics</li> <li>14. Infectious Disease, Quarantine, Ethics and Law</li> <li>15. Infectious Disease and Disease Prevention (credit for EBPH for MPH students)</li> <li>16. Bioterrorism Preparedness</li> <li>17. Epidemiology (for MBGPH students; MPH students take EBPH course)</li> </ol>
ESTE	Ethics of Science and Technology	<b>3</b>	<b>45</b>	<ol style="list-style-type: none"> <li>1) Introduction to Science, Technology and Philosophy</li> <li>2) Ethics of Science and Scientific Responsibility</li> <li>3) Science and Technology over Time and Culture</li> <li>4) Nanotechnology ethics, including environmental and health impacts</li> <li>5) Information ethics and privacy; Artificial intelligence, the singularity, cyborgs</li> <li>6) Nuclear ethics</li> <li>7) Disaster ethics</li> <li>8) Ethics of Car Use; MDGs and Sustainability</li> <li>9) Anthropological research; Nature of Science; UNESCO Status of Scientific Researchers</li> <li>10) Biological Weapons Convention</li> <li>11) Biosafety and Dual Use Dilemmas</li> <li>12) Commercialization of Science and Technology</li> <li>13) Agricultural and Food Ethics</li> </ol>
GPHP	Global Public Health and Peace	<b>2</b>	<b>30</b>	<ol style="list-style-type: none"> <li>1. Dialogues on War and Peace and Human Dignity</li> <li>2. Hiroshima and the Culture of Peace</li> <li>3. Peace and Peace-keeping</li> <li>4. Roles of United Nations and Millennium Development Goals</li> <li>5. Maritime Trade and Peace</li> <li>6. History and Concepts of War and Peace</li> <li>7. Youth Peace Ambassadors</li> <li>8. Youth as Agents of Change for Peace</li> <li>9. Peace and the Brain</li> <li>10. Peace and Public Health</li> <li>11. Peace and Culture</li> </ol>

				<ul style="list-style-type: none"> <li>12. Culture of Peace, Human Rights and Human Dignity</li> <li>13. Spirituality and Peace</li> <li>14. Disasters and Looking Beyond Them</li> <li>15. The Global Peace Index</li> </ul>
HRSP	Human Research Subject Protection	<b>3</b>	<b>45</b>	<ul style="list-style-type: none"> <li>1. What are Ethics Committees (ECs)? (Credited under BEGE)</li> <li>2. The historical development of human research protection;</li> <li>3. Different Types of ECs</li> <li>4. Procedures of ECs</li> <li>3. Different Types of ECs</li> <li>4. Procedures of ECs</li> <li>5. Educating ECs</li> <li>6. Helsinki Declaration</li> <li>7. Ethics and Health Services and Training</li> <li>8. Human experimentation and regulations (HHS, FDA, EU), Institutional Review Boards</li> <li>9. Health Care Management and Standards of Care</li> <li>10. Informed consent, waivers, vulnerable populations;</li> <li>11. Ethics in Anthropology and Social Science; Ethics Committees Across Culture</li> <li>12. Conflicts of interest</li> </ul>
IKSH	Indigenous Knowledge Systems in Public Health Care	<b>3*</b>	<b>45</b>	<ul style="list-style-type: none"> <li>1. Comparative Histories and Philosophies of Indigenous Medical and Health Care Systems</li> <li>2. Chinese Medical Knowledge</li> <li>3. Indian Medical Knowledge</li> <li>4. African Medical Knowledge</li> <li>5. Pre-Western American Medical Knowledge</li> <li>6. Nature and Patterns of Indigenous Medical and Health Care Systems</li> <li>7. Indigenous Knowledge Systems Research Methodologies in Medical and Health Care</li> <li>8. Gender Issues in Indigenous Medical and Health Care Systems</li> <li>9. Comparative Indigenous Communication Systems in Medicine and Health Care</li> <li>10. National and International Policies on Traditional Medicine and Health Care</li> <li>11. Intellectual Property Rights and Traditional Medicine</li> <li>12. Concepts of Equity and Justice in Traditional Medicine and Health Care</li> <li>13. Bioethical Implications of Traditional Medicine and Health Care</li> </ul>
INTB	Indigenous Traditions and Bioethics	<b>3*</b>	<b>45</b>	<ul style="list-style-type: none"> <li>1. What it means to be indigenous today?</li> <li>2. Examples of colonization in past centuries</li> <li>3. Survey of world views and cosmologies of different tribal communities</li> <li>4. Biodiversity and oneness</li> <li>5. Traditional healthcare and medical practice</li> <li>6. Indigenous ways of knowing</li> <li>7. Field work and project</li> <li>8. Art and music around the world</li> <li>9. Fusion cultures and mundialization</li> <li>10. Language and moral reasoning</li> </ul>

MBBE	Molecular Biology and Bioethics	2*	30	<ol style="list-style-type: none"> <li>1. Cell structure and function; Cell interaction and communication; Molecular regulation of cell cycle; Basics of Molecular Biology</li> <li>2. Recombinant DNA technology; Regulation of nucleic acid and protein synthesis</li> <li>3. Application of recombinant DNA technology to solve environmental problems.</li> <li>4. Application of recombinant DNA technology to solve medical problems</li> <li>5. Application of recombinant DNA technology to solve food problems</li> <li>6. The benefits and risks of recombinant DNA technology</li> <li>7. Bioethics and DNA recombinant applications; Legal regulation of cell and molecular biology technologies</li> <li>8. The Impact of GMOs and Environmental Assessment</li> <li>9. Emerging Biotechnologies</li> <li>10. Stem cell therapies</li> <li>11. Molecular Entomology</li> </ol>
PHLE	Public Health Law, Ethics & Policy Analysis	3	45	<ol style="list-style-type: none"> <li>1. Introduction to Public Health Law, Ethics and Policy Analysis</li> <li>2. Bioethics across Cultures and Religions</li> <li>3. Health Care System</li> <li>4. Pharmaceutical Ethics</li> <li>5. Education of Bioethics and Public Health Law Ethics</li> <li>6. Health Law and the Legal System</li> <li>7. Patient Consent</li> <li>8. Tropical Disease Burden and Community Engagement, e.g. Vector control</li> <li>9. Infectious Disease and Professional Responsibility to Care; Employee Rights and Responsibilities</li> <li>10. Organ Distribution</li> <li>11. End of Life Care</li> <li>12. Disaster medicine and ethics</li> <li>13. Mental health ethics</li> <li>14. Eugenics and Social Darwinism Abuses</li> <li>15. Indigenous bioethics</li> <li>16. Islamic bioethics</li> <li>17. Conflict of Interest</li> <li>18. Patient Abuses in Research and Patient Protection</li> <li>19. Specialty Medical Ethics</li> <li>20. Ethics and Public Health</li> <li>21. Health Care Ethics Committee Dilemmas</li> </ol>
THBE	MBGPH Thesis & Public Defense	6	90	<p>No specific list of topics at present. Students who have taken more than the required minimum of another subject, or occasional lectures in another topic that they do not need to complete for graduation, can assign the contact hours towards this course. For example some students may like to take a few lectures in different elective subjects, which can be added to the contact hours required here. Depends on the topic of the student and required skills. The thesis is approximately 20,000 words (see list on the web).</p> <p>THERE IS NO EXAM FOR THIS COURSE.</p>

### **Assignment of credit**

After Minimum Hours are attained, and all topics are taken, the exam should be taken. Please note that there is usually at least one hour per topic. A participation grade (scale 0-10) will be added to the Exam mark. Participation requires presence in residential or online skype class discussion. Additional hours beyond the minimum requirements will be also taken into account. Students are welcome to continue to take lectures in the subjects, and many topics will be introduced using different materials.

In order to graduate students need to complete at least 32 credit hours of the courses (including all the compulsory ones), take exams, and complete their thesis well before a proposed time for a public defense.

If you have an existing Masters degree you may consider to apply to the PhD program. Students who have completed the AUSN MBGPH or MPH program can reduce the minimum PhD course credits from 72 to 42 credit hours. Up to 30 credit hours may be transferred from a previous masters degree to the PhD program.

Up to 9 credit hours from an in-complete Masters degree from another University may be credited to the MBGPH program.

**Address any questions to the AUSN Provost and Director of the MBGPH programs: Prof. Darryl Macer  
Email: [provost@ausn.info](mailto:provost@ausn.info)**