

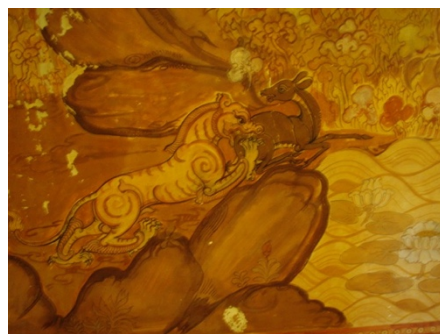


AMERICAN UNIVERSITY  
OF SOVEREIGN NATIONS

## Master of Bioethics and Global Public Health (MBGPH)

The Master of Bioethics and Global Health 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 global health.

The MBGPH is the most popular degree program at AUSN because many AUSN faculty are global leaders in this field. The MBGPH course prepares 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. 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.



### **Mission**

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.



## Vision

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.



Bioethics is both a word and a concept.

Bioethics is the concept of love, balancing

benefits and risks of choices and decisions. 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). 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 that thinking persons need as professional ethical decision-

makers, and the course will nurture all of these aspects:

1. **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.

2. **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.

3. **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.

4. **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.  
(Macer, D.R.J. *Bioethics is Love of Life*. Eubios Ethics Institute 1998)

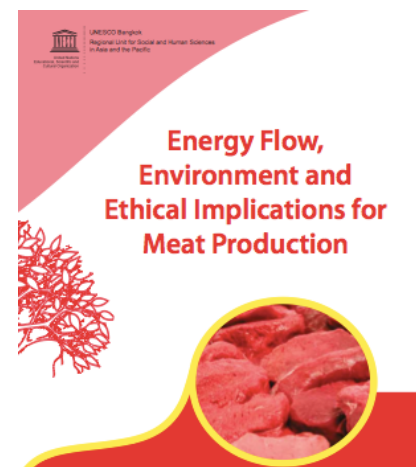
## Values

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 MBGPH Program include the following:

- to increase the awareness of public health as a public good and a 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.

## Purpose

The purpose of MBGPH program of study is two-fold. First, upon successful completion of the 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 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, 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.





## Curriculum

To complete the MBGPH program, students must satisfy the MBGPH course curriculum, which requires a minimum of 32 semester credit hours. The 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 (480 clock hours of instruction).

### Compulsory Courses (26 credit hours)

- 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)
- Master's Thesis and Public Defense (6 credit hours)
- Public Health Law, Ethics and Policy Analysis (3 credit hours)

### Elective Courses (select at least 6 credit hours)

- Ability Studies (3 credit hours)
- Applied Bioethics Research Seminar (2 credit hours)
- Applied Public Health Research Seminar (2 credit hours)
- Bioethics and Genetics (3 credit hours)
- Bioethics and Values Education (3 credit hours)
- Biosystematics and Biosphere (2 credit hours)
- Indigenous Knowledge Systems in Health Care (3 credit hours)
- Indigenous Traditions and Bioethics (3 credit hours)
- Molecular Biology and Bioethics (2 credit hours)
- Sustainability Science (3 credit hours)
- 

## 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:



## I. 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.

## II. Bioethics Skills for Health Care Ethics Consultations (HCEC)

A = Assessment/analysis skills

A-1. Identify and analyze the nature of the value uncertainty or conflict that underlies the need for HCEC.

A-2. Access relevant ethics literature, policies, guidelines, and standards.

P = Process skills

P-1. Establish HCEC expectations and determine whom to involve.

P-2. Utilize institutional structures and resources to facilitate the implementation of the chosen option.

P-3. Communicate and collaborate effectively with other responsible individuals, departments, or divisions within the institution.

P-4. Facilitate formal meetings.

P-5. Document and communicate HCEC activities.

P-6. Identify systems issues and delegate follow-up.

P-7. Evaluate HCEC and provide quality improvement.

P-8. Effectively run an HCEC service.

I = Interpersonal skills

I-1. Listen well and communicate interest, respect, support, and empathy to involved parties.

I-2. Educate involved parties regarding the ethical dimensions of the consultation.

I-3. Elicit the moral views of the involved parties.

I-4. Represent the views of the involved parties to others.

I-5. Enable the involved parties to communicate effectively and be heard by other parties.

I-6. Recognize and attend to various relational barriers to communication.





### III. Knowledge competency for Health Care Ethics Consultations (HCEC)

1. Moral reasoning and ethical theory as related 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.

### IV. 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.

### V. 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.



## VI. Environmental Health Science

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.

## VII. 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.

## VII. 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.

# Syllabus of Compulsory Courses

## Core Concepts in Bioethics & Cultural Frameworks (CCBE) (3 credit hrs)

The **purpose** of this course is to provide the student with the foundations and principles of bioethics across the world. It introduces descriptive, prescriptive, interactive and practical bioethics, through the principles accepted in the Universal Declaration on Bioethics and Human Rights (including the UNESCO Core Curriculum in Bioethics). Some particular themes that see different policies between countries and over time will be introduced.

The **objectives** of this course is to show that bioethics is not about thinking that we can always find one correct solution to ethical problems. There can be different



choices made after ethical reflection, and different people make different decisions. Fundamental ethical principles can aid decision-making. Bioethics is learning how to balance different benefits, risks and duties, and to live in consensus with others of different moral conclusions.

**Subjects:**

1. Making choices, diversity and bioethics
2. Ethics in history and love of life
3. Moral agents
4. Ethical limits of animal use
5. Autonomy, patients' rights and duties
6. Theories in bioethics
7. Doctor-patient relationships
8. Medical ethics
9. Informed consent and informed choice
10. Justice and love of others; rights to health care and distribution of health care resources
11. Medical ethics, culture and health
12. Bioethics of love of life
13. Definition of death
14. Organ procurement and transplantation
15. Ethical issues in medical research, Ethics committees
16. History of Bioethics
17. Justice, culture
18. Confidentiality
19. Initiation and termination of medical treatment
20. Telling the Truth about Terminal Cancer
21. Euthanasia, End-of-life care
22. Ethics of Infertility and assisted reproductive technologies
23. Universal Declaration on the Bioethics and Human Rights
24. Neurosciences

**Environmental Ethics (ENET) (3 credit hours)**

The **purpose** of this course is to examine environmental ethics, which is critical for the survival of many local communities living in fragile communities, as well as the global community.

The **objectives** of this course are to obtain a comprehensive understanding of environmental ethics around the world, and to be able to apply this to decision-making.

**Subjects:**

1. Ecology and life
2. Biodiversity and extinction
3. Environmental sciences
4. Environmental economics
5. Sustainable development
6. Environmental ethics





7. Traditional knowledge, ethics and sustainable development
8. Asia-Pacific environmental ethics
9. Love of nature and ecological ethics
10. Biodiversity
11. Universalism and Ethical Values for the Environment
12. Ethics of animal intensification and the environment
13. Carbon emissions and climate change
14. Energy equity and environmental security
15. Community engagement methods related to mining, energy production, clean-up of polluted sites
16. Water ethics
17. Occupational safety and environmental health

### Essentials of Public Health (ESPH) (3 credit hours)

The **purpose** of this course is to provide the student with the essential principles and foundations of public health so that the student can understand the field of public health and how it works through federal, state and local public health systems. It provides the student with the concepts and tools for measuring health and disease in populations, characterizing the relationship of the public health system with medical care and other elements of the overall health system.

The **objectives** of this course include that the student gain a working understanding of the principles of public health and how they interrelate and interact with a general overall healthcare system and medical care system; and to learn the basics of epidemiology, and the study of health and diseases with respect to populations so that effective interventions may be undertaken.

#### **Subjects:**

1. Public health ethics
2. What is public health?
3. A brief history of public health
4. Understanding and measuring health
5. An ecological approach to public health
6. Public health and the health system
7. Public health law and government
8. Indigenous Peoples and public health
9. Global public health
10. Economic dimensions of health outcomes
11. Public health practice profile and their important and essential duties
12. Regulating public health and professional codes
13. Public health worker ethics
14. Infectious disease, quarantine, ethics and law
15. Infectious disease and disease prevention
16. Bioterrorism preparedness



### Ethics of Science and Technology (ESTE) (3 credit hours)

The **purpose** of this course is to provide the student a review of the ethics of science and technology, excluding genetic technology (which is covered in the **Bioethics and Genetics** course).

The **objectives** of this course include to present to the student a general framework of the pertinent subject matters of health behavior and how they affect the public's health through their interaction with the individual in the community.

#### **Subjects:**

1. Introduction to science, technology and philosophy
2. Ethics of science and scientific responsibility
3. Science and technology over time and culture
4. Nanotechnology ethics, including environmental and health impacts
5. Information ethics and privacy; artificial intelligence, the singularity, cyborgs
6. Nuclear ethics
7. Disaster ethics
8. Ethics of car use; MDGs and sustainability
9. Anthropological research; nature of science; UNESCO Status of Scientific Researchers
10. Biological Weapons Convention
11. Biosafety and dual use dilemmas
12. Commercialization of science and technology
13. Ethics of Food and Agriculture
14. Future of EST and bioethics

### Global Public Health and Peace (GPHP) (2 credit hours)

The **purpose** of this course is to provide the student with the essential principles and foundations of global public health public and for the student to understand how those principles related to general public health and their relations to peace.

The **objective** of this course is to present to the student the concept of peace, international cooperation, disaster resilience, and how to measure a culture of peace and human dignity.

#### **Subjects:**

1. Dialogues on war and peace and human dignity
2. Hiroshima and the Culture of Peace
3. Peace and peace-keeping
4. Roles of United Nations and Millennium Development Goals (MDGs)
5. Maritime trade and peace
6. History and concepts of war and peace
7. Youth Peace Ambassadors
8. Youth as agents of change for peace
9. Peace and the brain
10. Peace and public health
11. Peace and culture
12. Culture of peace, human rights and human dignity



13. Spirituality and peace
14. Disasters and looking beyond them
15. The Global Peace Index

### Human Research Subject Protection (HRSP) (3 credit hours)

The **purpose** of this course is to examine fundamental issues in the ethics of human subject research, and the regulation of human research subject protection nationally and internationally.

The **objectives** of this course include to review the history of use of human persons in research, including the evolution of medical ethics, human rights, and law.

#### **Subjects:**

1. What are Ethics Committees (ECs)?
2. The historical development of human research protection
3. Different Types of ECs
4. Procedures of ECs
3. Different Types of ECs
4. Procedures of ECs
5. Educating ECs
6. Helsinki Declaration
7. Ethics and health services and training
8. Human experimentation and regulations (HHS, FDA, EU), Institutional Review Boards (IRBs)
9. Health care management and standards of care
10. Informed consent, waivers, vulnerable populations;
11. Ethics in anthropology and social science; Ethics committees (ECs) across culture
12. Conflicts of interest
13. Publication ethics

### Master's Thesis and Public Defense (MTHE) (6 credit hours)

The **purpose** of this course is to prepare the student for writing and presenting a dissertation of approximately 20,000 words. Great care and detail is taken to review and explain thoroughly the design, organization, research, detailed literature bibliography, conclusions, recommendations, and final preparation of the dissertation.

The **objective** of this course is to have the student complete preparation of their Master's dissertation and to successfully conduct the Public Defense of their dissertation.

#### **Content:**

A wide variety of relevant academic papers and papers are reviewed to explore comparative methodologies in research, and students listen to other student's defenses to help prepare for their own defense.

### Public Health Law, Ethics and Policy Analysis (PHLE) (3 credit hours)

The **purpose** of this course is to present the student the essential principles of public health law, public health ethics, and health policy, and for the student to understand their critical nature and application in general public health.



The **objective** of this course is to present to the student a general framework of public law, ethics and health policy analysis, and to understand the integration of both public health issues and the law into policy making.

**Subjects:**

1. Introduction to public health law, ethics and policy analysis
2. Bioethics across cultures and religions
3. Health care system
4. Pharmaceutical ethics
5. Education of bioethics and public health law ethics
6. Health law and the legal system
7. Patient consent
8. Tropical disease burden and community engagement, e.g. Vector control
9. Infectious disease and professional responsibility to care; Employee rights and responsibilities
10. Organ distribution
11. End of life care
12. Disaster medicine and ethics
13. Mental health ethics
14. Eugenics and Social Darwinism abuses
15. Indigenous bioethics
16. Islamic bioethics
17. Conflict of Interest
18. Patient abuses in research and patient protection
19. Specialty medical ethics
20. Ethics and public health
21. Health Care Ethics Committee dilemmas

## Syllabus of Selected Elective Courses

### Ability Studies (ABST) (3 credit hours)

The **purpose** of this course is to introduce ability studies. Ability Studies investigates in general how ability expectation (want stage) and ableism (need stage) hierarchies and preferences come to pass and the impact of such hierarchies and preferences. Ability Studies investigates: (a) the social, cultural, legal, political, ethical and other considerations by which any given ability may be judged, which leads to favoring one ability over another; (b) the impact and consequence of favoring certain abilities and rejecting others; (c) the consequences of ableism in its different forms, and its relationship with and impact on other isms. The academic field of disability studies investigates the negative consequences people experience whose body linked abilities are seen as not measuring up to the species-typical norm. However, although ableism was developed to make visible disablism (the lack of support and active disablement by the ones who see themselves as able) disabled people experience, the cultural reality of ability expectations (want stage) and ableism (need



stage) goes far beyond how it is used within disability studies and by disabled activists.

The **objectives** of this course are to introduce ability studies and ability equity and equality, ability ethics and ability and ableism governance.

**Subjects:**

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 discourses
5. Nature and nurture in determining ability
6. Gender theory and gender roles
7. Gender toolkit
8. Ableism and the law
9. Ableism intrinsic to ethics theories
10. Vulnerability
11. Ability privilege
12. Eco-ableism; Ableism and the environment
13. Ableism and animals
14. Ableism and Indigenous People
15. Ability Security and Ability Peace through an ability expectation and ableism lens.
16. Science and technologies and their impact on Ableism
17. Ableism and Ability Equity and Equality

### Applied Bioethics Research Seminar (ABRS) (2 credit hours)

The **purpose** of this course is to help develop research ability in the students so they can apply the theories they learn to actual practice.

The **objective** of this course is for the student to learn how to apply research skills, and how to evaluate their research.

**Subjects:**

1. Introduction to the scientific method and scientific ethics
2. Making and evaluating hypotheses
3. Discourse and presentation skills
4. How to obtain ethical approval for research
5. How to evaluate and publish results of research

### Applied Public Health Research Seminar (APHS) (2 credit hours)

The **purpose** of this course is to help develop research ability in the students so they can apply the theories they learn to actual practice.

The **objective** of this course is for the student to learn how to apply research skills, and how to evaluate their research.

**Subjects:**

1. Introduction to selected issues in public health and scientific method
2. Making and evaluating hypotheses
3. Discourse and presentation skills
4. How to obtain ethical approval for research





## 5. How to evaluate and publish results of research

### Bioethics and Genetics (BEGE) (3 credit hours)

The **purpose** of this course is to consider the ethical, legal and regulatory issues that underlie clinical and population genetics such as basic genetics and molecular biology, DNA science, genomics and proteomics.

The **objectives** of this course include to introduce the basics of genetics and reproduction and discuss the ethical, legal and social (ELSI) issues. To consider the balance between the roles of national and international genetics societies such as the International Human Genome Organization in regulation of genetic technology, individuals and populations.

#### **Subjects:**

1. Genetics, DNA and mutation
2. Testing for cancer genes susceptibility
3. Genetic privacy and information
4. Genetic privacy and US laws
5. Public health ethics for professionals; international genetic guidelines
6. Screening genetic diseases among the population
7. Eugenics
8. Genetically engineered plants and animals
9. Ethics of genetic engineering
10. Genetically modified foods
11. Legal, regulatory, scientific, policy and ethical aspects of biotechnology
12. The Human Genome Project
13. Gene therapy
14. Eugenics in depth
15. Population Genetics - HGDP Ethics, indigenous populations and genetic histories
16. Prenatal diagnosis of genetic disease
17. Cloning and stem cell research
18. Assisted reproductive technologies
19. Sex selection
20. Designer children

### Bioethics and Values Education (BVED) (3 credit hours)

The **purpose** of this course is to examine the methodology, goals, practice and evaluation of bioethics and values education.

The **objective** of this course is to introduce the goals of bioethics education in the context of values education, through all stages of moral development.

#### **Subjects:**

1. Values in education
2. Integration of ethics and values into all fields of education
3. Teaching about autonomy and justice through bioethics: the love of life
4. Indicators of the success of education
5. Neurology, touch, education and multilingual brains
6. Teaching concepts of benefit and risk



7. Disability, ability and education
8. Environmental ethics education
9. Moral games for teaching bioethics
10. Finding our own identity and its relationship to how we help others explore their own identity: the essence of teaching?
11. Developing personal action plans for enhanced teaching
12. How to measure personal moral development in education
13. Review of indigenous values among the education curriculum in 47 countries of Asia-Pacific nations
14. Integration of indigenous knowledge systems into classes and the curriculum
15. Analysis of the goals for education based on teacher's action plans
16. How to teach about federal, state, community law and customs and United Nations declarations and their implementation (or lack of) across the curriculum
17. Developing professional skills for bringing the best out of every learner
18. How to evaluate educators ethically and positively
19. Teachers and learners as agents of community change
20. Developing and nurturing environmental activism
21. Nurturing relationships between teacher, student and parents and protection of children's rights

### Biosystematics and Biosphere (BIOS) (2 credit hours)

The **purpose** of this course is to provide the student the basics of biosystematics and ecology, so that students will be able to consider the environment from an ecological perspective.

The **objectives** of this course are to introduce the basics of biosystematics and the biosphere, and discuss the ethical, legal and social (ELSI) issues.

#### **Subjects:**

1. What is biodiversity
2. Biodiversity ethics
3. Deforestation
4. Ways of valuing biodiversity and views of life
5. Ecotourism
6. Community engagement methods related to mining
7. Energy production
8. Bioremediation and clean-up of polluted sites
9. Water Ethics

### Indigenous Knowledge Systems in Health Care (IKSH) (3 credit hours)

The **purpose** of this course include to consolidate and enrich students' knowledge and skills in Indigenous Knowledge Systems (IKS)-based medical and health sciences; to examine misconceptions created and propagated by Eurocentricism on traditional medical and health care practices by inculcating knowledge and awareness among students and researchers of medical and health sciences on the efficacy of indigenous health care systems as knowledge systems on their own merit, i.e. with their own ways of knowing, knowledge production and value systems; and to prepare



postgraduate students of medical and health sciences with a multi-inter-trans-disciplinary approach including involvement of indigenous knowledge holders and practitioners in research and curriculum delivery.

The **objectives** of this course include to promote knowledge and skills among students of medical and health sciences on the holistic approach of Indigenous Knowledge Systems (IKS) as a source of innovation that supports healthy families and sustainable livelihoods for communities; to empower students and researchers of medical and health care sciences with knowledge and skills of preserving indigenous knowledge to ensure that communities receive fair and sustained recognition and, where appropriate, financial remuneration for the use of their medical and health care-based knowledge.

Subjects:

1. Comparative histories and philosophies of indigenous medical and health care systems
2. Chinese Medical Knowledge
3. Indian Medical Knowledge
4. African Medical Knowledge
5. Pre-Western American Medical Knowledge
6. Nature and patterns of indigenous medical and health care systems
7. Indigenous Knowledge Systems research methodologies in medical and health care
8. Gender Issues in indigenous medical and health care systems
9. Comparative indigenous communication systems in medicine and health care
10. National and international policies on traditional medicine and health care
11. Intellectual property rights and traditional medicine
12. Concepts of equity and justice in traditional medicine and health care
13. Bioethical implications of traditional medicine and health care

### Indigenous Traditions and Bioethics (INTB) (3 credit hours)

The **purpose** of this course is to provide the student with an understanding of some of the thousands of indigenous traditions and their perspectives of bioethics.

The **objective** of this course is to present to the student as much of an essence that can be transmitted in a learning environment some of the wisdom of indigenous traditions.

Subjects:

1. What it means to be indigenous today?
2. Examples of colonization in past centuries
3. Survey of world views and cosmologies of different tribal communities
4. Biodiversity and oneness
5. Traditional healthcare and medical practice
6. Indigenous ways of knowing
7. Field work and project
8. Art and music around the world
9. Fusion cultures and mundialization
10. Language and moral reasoning



## Sustainability Science (SUSC) (3 credit hours)

The **purpose** of this course is to provide the student with an understanding of the emerging science of sustainability.

The **objectives** of this course are for the student to learn to look at sustainability as an emergent problem arising from the interactions between human and environmental systems.

### **Subjects:**

1. Sustainability science
2. Well being
3. Community engagement
4. Empowerment engagement
5. Global concepts
6. Justice
7. SDGs
8. Ecology
9. Indigenous communities
10. World views of nature
11. Political science
12. Evaluation of community engagement
13. Government policies
14. Public attitudes
15. Sustainability behavior
16. Interdisciplinary roles
17. Diet

The detailed description of all courses is in the AUSN Catalog.

## Additional Information

### Contact Us

Additional information, including resources for application to the MBGPH program, is available at [www.ausovereignnations.org](http://www.ausovereignnations.org). Applications to all academic degree and educational certificate programs at AUSN are completed online and reviewed a rolling basis. Please direct any questions, concerns, or suggestions to Dr. Darryl Macer, Provost at [provost@ausovereignnations.org](mailto:provost@ausovereignnations.org).

### Nondiscrimination Policies

It is the policy of the American University of Sovereign Nations (AUSN), in accordance with applicable international and domestic laws, to not discriminate on the basis of race, color, national origin, citizenship, age, sex, physical or mental disability, medical condition, religion, marital status, sexual orientation, gender identity, parental status, or veteran status. AUSN has adopted a racially nondiscriminatory policy as to student admissions, student scholarships, academic degree programs, and educational



certificate programs. The nondiscrimination policies of AUSN cover admission and access to all University programs, events, and scholarships.