

**THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
PUBH 3420 – PUBLIC HEALTH ETHICS  
Course Syllabus –2018**

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**COURSE DESCRIPTION:**

Ethical principles and values are introduced to explore the tension between individualistic notions of human rights and the communitarian concern for the well-being of communities in public health practice.

Pre-requisite(s): Third-year standing (a minimum of 60.0 credit hours)

**COURSE LEARNING OUTCOMES:**

Students will be able to:

1. Identify and explore the values underlying public health practice;
2. Describe, compare and apply models and theories commonly used in health ethics;
3. Identify the interests, values and key ethical tensions at stake in public health activities, cases, programs or policies;
4. Identify and evaluate options available in resolving public health dilemmas;
5. Demonstrate critical reasoning skills and ethical problem solving and justification, both individually and in groups.

**APPROACH TO LEARNING:**

This online course utilizes asynchronous forum discussions, and audiovisual and text-based online learning materials to support students in exploring ethical frameworks and ethical decision making. Online discussions are designed to support the development of a community of learners (a virtual group supporting collaborative learning).

To create a community of learner, students must be open to the ideas, thoughts, and experiences of others, and ***treat all class members with dignity, respect, and consideration***. In addition, students are expected to contribute to the learning of others as well as learn from their peers.

**Discussion Forums**

The purpose of discussion forums is to provide you with the opportunity to engage in thoughtful reflection, discussion, and debate about ethical dilemmas rooted in reality and how to best resolve them. Weekly discussion forums also support the development of a community of learners.

Ethical theories with their concomitant YouTube videos, text, required reading(s), and case study will be posted on Moodle. You are expected to read the case and review the associated course content. Once this is completed, you will then post your responses to the guiding question and to your colleagues' postings in your assigned Moodle discussion space.

**Participation in asynchronous discussions is a required and a substantial part of this online course. Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment.**

**Initial posts** will:

1. Work through the case using the ‘critical reasoning’ framework:
    - o *What's going on here?*
      - What is the ethical problem?
      - What is at stake and for whom?
      - What values/beliefs might each stakeholder hold (including you)?
      - What assumptions (taken for granted information) are being made?
      - What necessary information (e.g. data, facts, observations) is needed to make a decision?
    - o *Options for action*
      - What options exist to resolve the problem?
    - o *Evaluate the options using the ethical framework*
      - What is the best choice of action?
      - Why is this choice of action the best choice?
      - How did the ethical perspective inform the best course of action?
2. Prepare your response using the headings of the critical reasoning framework (ethical dilemma; stakeholders, what's at stake, values, assumptions, additional information, potential courses of action, best course of action, and justification for the course of action using the ethical framework). Prepare your post in a Word document ensuring that your ideas are clear and that there are no grammatical errors. These original posts are to be 500-600 words in length (excluding references; word count is required).
  3. Post your work to the discussion question (posted by Dr. Sedgwick) in Moodle. Note that you will not be able to view your colleagues’ responses until you have posted your initial thoughts. You are to use at least two references outside of the required course readings to support your ideas.
  4. ***Post your initial post within the posting time frame. Posting will begin on Monday at 0001h and end Tuesday at 2100h.***

**Responses to colleagues:**

These posts will

1. Provide one response to two (2) different colleagues’ initial post.
2. Be no longer than 150-200 words. These posts need to professionally *affirm, challenge, and extend* the initial respondent’s thinking.
3. Be support with at least one reference (may come from the scholarly or gray literature).
4. Be posted no later than **Friday at 0800h**.

**Ground rules for discussion forums:** So that in-depth and meaningful discussion might occur, participants must feel safe in presenting their thoughts, feelings, experiences, and opinions. This occurs when:

1. Responses and postings are treated with consideration and respect;
2. Postings are respectfully worded; and
3. The contributions of others are recognized and appreciated.

Disagreement and diversity of opinion are expected and welcomed; however, the discussion forum environment must be accepting and appreciative of these differences.

**\*\*\*\* Weekly discussions will begin on Monday morning at 0001h, and conclude Friday at 0800h.**

## **CONSENT AND CONFIDENTIALITY:**

***The YouTube videos, notes and asynchronous online discussions are NOT to be used or shared for any purpose, or with any person not enrolled in PUBH 3420 this semester.*** Your registration in this online course constitutes ***implied consent*** to the terms of confidentiality. Any student who is uncomfortable with the participation requirements and delivery method of this course should discuss these concerns with Dr. Sedgwick immediately.

## **REQUIRED TEXT:**

There is no required text for this course.

Links and/or pdfs to the required readings are provided.

List of topics and required readings are posted in the document titled 'Class Schedule & Topics.' This document is posted in Moodle.

## **TO SUCCEED IN THIS COURSE:**

- Read the course outline, particularly the sections on assignments.
- Ask the instructor for clarification if there is anything you do not understand about the course.
- Stay up-to-date in the readings and discussion postings.
- Engage with the topics and discussions by reading widely, accessing the course resources, and consistently applying the critical reasoning framework.
- Fully participate both as an individual learner and as a discussion forum member.
- Engage in Moodle activities ***at least three times per week.***
- Set aside at least 8-10 hours each week to work on the content and discussions in this course.
- Plan ahead for when assignments are due, and budget in extra time to work on the assignments.
- Check your University of Lethbridge email every few days since this is how the instructor will normally communicate with you.

## **EVALUATION STRATEGIES:**

<b>Assignment</b>	<b>Weighting</b>	<b>Due</b>
<b>Values course</b>  <b>Discussion Forum:</b> A mark will be assigned for each of the following weeks: <b><i>Weeks 2, 3, 4, 5, 6, 8, 9, 10, 12 &amp; 13.</i></b> Initial posts are worth 5% of your weekly discussion forum engagement. Responses to colleagues is worth 2% (1%/response) of your weekly discussion forum engagement. Each week is worth 7% for a total weight of 70% toward the final course grade.	10%	January 12, 2018
<b>Public Health Research Ethics</b>	70%	Ongoing
<b>In class activities:</b> There five in-class activities (Values & Beliefs exercise; Relevant dimensions of public health goals; Quality versus quantity of life Inequalities exercise; and the Word Search). These activities are located in various weeks. Completion of each activity will be assigned 2% for a total of 10% of the final course grade.	10%	Submitted at the student's discretion but no later than April 9, 2018

## **1. Values course:**

This is a free online course that explores values and beliefs. While the course is rooted within the 'voluntary sector', the concepts presented are important and applicable to various contexts including professional public health practice. Since identifying values is a crucial first step in ethical-decision making, students will complete the 'Introducing the voluntary sector' course.

Create an account and complete week 2 of the course including the quiz at the end of the module. Print up your quiz results, scan it, and post it in Moodle.

<http://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=21013&section=1>

## **2. Discussion Forum Participation:**

Your postings for weeks 2, 3, 4, 5, 6, 8, 9, 10, 12 & 13 will be evaluated using the Weekly Posting Criteria (found below).

## **3. Public Health Research Ethics:**

As members of a healthcare profession, you are required to read, understand, and analyze current research. Foundational to understanding and analyzing research is the appreciation of how ethics influences the research process. Completing this module is intended to help you develop insight into the ethics of conducting research.

You will access the following website and complete the course. Once you have completed the course, post the certificate to Moodle.

[www.trree.org](http://www.trree.org)

## **4. In-class activities:**

There are a variety of in-class activities throughout the course (some are quizzes, others are simply questions that you will answer using a Likert type scale). These are clearly labelled and generally have a red and white bullhorn icon or a piece of paper with a check mark icon beside them. Click unto the icon and start answering the questions. The 'grade' on the quiz and the answers you provide to the Likert type questions won't impact the mark you receive. The mark is dependent on completion of the activities.

## **GENERAL INSTRUCTIONS FOR ASSIGNMENTS:**

- 1) All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (see 2017/2018 U of L Calendar). Of particular interest are the policies pertaining to Student Misconduct, Academic Offenses, and Accommodations for Students with a Disability. *This is an ethics course: academic integrity is simply not negotiable.*
- 2) All assignments must be submitted electronically to the assignment drop box in Moodle.
- 3) Assignments are due at the specified time and date. As per FOHS policy, **marks on late assignments will be deducted 5% per day (including weekdays, weekends and holidays)**. This deduction will accumulate up to 7 days following the original due date, at which time the assignment **will not be marked and a 0% grade will be assigned**. Exceptions are allowed at the discretion of the instructor, may require proper documentation (i.e., letter from a nurse, counsellor, or physician, or other documentation as above) and must be negotiated within **72 hours** of the assignment due date.
- 4) It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries and style guides, and/or take advantage of the assistance offered to students by the university writing centre.
- 5) Your work *may* be checked for plagiarism. Submission to Turnitin.com will be used to verify originality.
- 6) Academic results will be posted in your confidential grades section on Moodle.

## **GRADING BREAKDOWN:**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

<b>Letter</b>	<b>GPA</b>	<b>Percent</b>	<b>Letter</b>	<b>GPA</b>	<b>Percent</b>
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

## **PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## **ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least \*two weeks\* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**PUBH 3420 Public Health Ethics**  
**Initial Posting Criteria**

Criterion	0	1	2
<b>Preparation:</b> Deep reflection upon course readings/materials. Uses the appropriate number of references as per the course syllabus. Draws on relevant evidence. Resources and references are properly cited using APA format. Expression of ideas is clear and succinct. Within the word limit. Logical development of ideas. No grammatical or spelling errors.	Preparation prior to posting is clearly lacking.  Minimal understanding of the ethical concepts is evident. The post is poorly written with frequent misspellings and/or improper use of terminology. Frequent APA errors. Inappropriate or missing references. Ideas are inconsistent and/or unclear. Posting exceeds or is significantly under the word limit.	Satisfactory preparation prior to posting is evident.  Satisfactory understanding of the ethical concepts is evident. Posting is generally clear although ideas could be clarified and better organized. Some grammatical errors, misspelling and/or improper use of terminology is noted. Minor APA format errors. The required number of references are used however, their relevance is questionable. Is slightly (5-7 words) above the word limit.	Superior preparation prior to posting is evident.  Superior understanding of the ethical concepts is evident. Expression of ideas is clear and succinct. Logical development of ideas. No grammatical or spelling errors. Resources and references are properly cited using APA format. References are relevant and meaningful. Adheres to the word limit.
<b>Contribution:</b> Skillfully incorporates resources and materials to advance the discussion. Actively and consistently discusses the strengths and limitations of materials and resources brought into the discussion. Actively and consistently uses the critical reasoning framework. Consistent use of personal insights, experiences, and/or examples as evidence of personal engagement with colleagues.	Initial post minimally contributes to the forum discussion. Inappropriately incorporates the resources. Inconsistent discussion of the strengths and limitations of materials and resources.  No new insights are brought forward to advance the discussion with inconsistent use of the critical reasoning framework.  Posting does not invite dialogue.	Initial post contributes to forum discussion. At times, resources are awkwardly incorporated into the piece of writing. Frequent discussion of the strengths and limitations of materials and resources.  New insights are sometimes brought forward that advance the discussion using the critical reasoning framework.  Posting invites dialogue through questioning and providing thoughtful comments.	Initial post consistently contributes to forum discussion. Incorporates resources appropriately. Actively and consistently discusses the strengths and limitations of materials and resources brought into the discussion.  New insights are consistently brought forward and advance the discussion through consistent use of the critical reasoning framework.  Post invites dialogue by posing relevant questions and comments.
<b>Dedication:</b> Initial post follows guidelines as per the course syllabus	Initial post is posted after the deadline.	Initial post is posted on time but within one hour of the deadline.	Initial post is posted well before the deadline allowing colleagues to respond in a timely fashion.
<b>TOTAL MARK</b>			<u>____/6 x 5% = ____/5</u>

**PUBH 3420 Public Health Ethics**  
**Response Posting Criteria**

<b>Criterion</b>	0	1	2
<p><b>Respect:</b>  Responses to colleagues are professional, affirming, and challenging with the aim to extend the thinking of others. Highly respectful of others. Offers constructive feedback. Responds to colleagues' questions. Considerable and consistent engagement with colleagues' ideas, opinions, and viewpoints. Within word limit as per the course syllabus.</p>	Postings at times lack courtesy. Tone of postings at times incorporates slang, is unprofessional, lacks clarity, and does not consider readers' perceptions and experiences. Constructive feedback is seldom given. Inconsistently responds to colleagues' questions. Does not adhere to the word limit.	Postings are frequently courteous. Tone of postings frequently invites others to respond, i.e. professional, clear, and considerate of readers' perceptions and experiences. Frequently provide constructive feedback. Responds to most questions posed by colleagues. Responses are frequently within the word limit.	Postings are always courteous. Tone of postings invites others to respond, i.e. professional, clear, and considerate of readers' perceptions and experiences.  Consistently provides constructive feedback to colleagues. Responds to all questions posed by colleagues. Responses are always within the word limit.
<p><b>Dedication:</b>  Responds to two peers' initial posts.</p>	Postings are frequently not on time and timeframe.  Postings demonstrate low to moderate level of engagement throughout the week. Required number of postings per week is frequently not followed.	Postings are mostly on time and in the timeframe.  Postings demonstrate engagement throughout the week. Required number of postings per week is frequently followed.	Postings are always on time and in the timeframe. Postings demonstrate a high level of engagement throughout the week. Required number of postings per week is consistently followed.
<b>TOTAL MARK</b>			$\underline{\quad}/4 \times 2\% = \underline{\quad}/2$