



PBH 305: Ethics in Public Health
Online

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

Insert Picture Here

Prerequisite/Co-requisites: English 101 and three additional credits in composition

Course Description

This course explores various ethical and legal issues faced by healthcare practitioners. The course provides students with the framework for identifying legal and ethical dilemmas in the professional setting, as well as the skills and resources for addressing them. Topics include basic principles of healthcare ethics, confidentiality, management of healthcare care information, allocation of scarce resources, autonomy versus paternalism.

This course is a 15-week, online course. The course is conducted online in the university’s Blackboard System.



Course Goal

The goal of this course is to introduce the principles of healthcare and public health ethics, confidentiality, management of healthcare care information, allocation of scarce resources, autonomy versus paternalism.



Required Text

- Pozgar, George D., Legal and Ethical Issues for Health Professionals, 4th Edition, Jones and Bartlett Publishers, 2014. ISBN: 978-1-284-03679-4.
- Additional reading material will be provided to students via the course Blackboard page. Please

check the Weekly Units each week for additional readings.

Student Learning Outcomes and Assessment Methods

<i>Learning Outcomes</i>	<i>Assessment Methods</i>
Demonstrate knowledge of standards of care, negligence, intentional torts, informed consent, capacity, abuse, confidentiality and autonomy, duties and responsibilities, as well as the legal, ethical and moral issues surrounding reproductive issues and end-of-life issues	Exams, paper
Explain liability issues facing healthcare providers and articulate how differences in culture, religion, language and society may impact such issues	
Engage in discussions centered on philosophical inquiry into morals and ethics, laws and legal requirements, religion and life choices, politics and society, and cultures and cultural understanding in healthcare	
Interpret and explain policy within the ethical, legal and regulatory framework of the healthcare industry	



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Midterm Examination	25%
Final Examination	25%
Substantial Paper	20%
Assignments	15%
Discussion Boards	15%
Total:	100%

Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F



Assessment Methods

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. Additional instructions and related scoring guides or rubrics are posted to Blackboard.

Blackboard



Midterm Examination (25%):

Exams will be essay-style and will cover the material that has been read and discussed in the course. The exam will open at the beginning of the week in which it is assigned, and you may take the exam at any time within that week. However, once you open the exam, you must complete it within the allotted time period.

See Midterm Exam Rubric



Final Examination (25%):

Exams will be essay-style and will cover the material that has been read and discussed in the course. The exam will open at the beginning of the week in which it is assigned, and you may take the exam at any time within that week. However, once you open the exam, you must complete it within the allotted time period.

See Exam Rubric



Substantial Paper (20%):

Typed, formal, 8-10 page paper on a legal and/or ethical topic in the healthcare field written in APA format.

See Paper Rubric



Assignments (15%):

Assignments vary with the material and include analysis of reading assignments, case law and case studies, research and application of ethical principles and the law to new situations.

See Assignment Rubric



Discussion Board (15%):

In the discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and ideas related to the content of this course. Discussions will always open on Mondays at 12:00 a.m. and close on Sundays at 11:55 p.m. Eastern Time.

Students are expected to post to the Blackboard Discussion Board 3 times during the week on 3 separate days.

- The initial post should be a response to the question or topic presented by the professor and should be in the form of a Reply to that question.
- The remaining 2 posts should be in response to other students' comments or answers to the initial question, and should be in the form of a Reply to another student's post.
- REMEMBER: You must post on 3 separate days! If you post 27 times in one day, you will not get full credit for the frequency of weekly postings.

A successful student in online education is one who takes an ACTIVE ROLE in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.

See Discussion Grading Rubric

The Course Outline / Class Schedule contains due dates.

Course Outline / Assignments*

Week	Topics Covered	Assignments/Reading to be completed before class	Assessment Schedule
1	Introduction to Law & Ethics	Chapter 1	A: Virtues and Values D: Introductions
2	Negligence	Chapter 6, stopping at 199 before intentional torts	A: <u>Niles v. City of San Rafael</u> D: Elements of Negligence
3	Intentional Torts & Criminal Aspects of Health Care	Chapter 6, intentional torts on 200 – 216, stopping at contracts	A: Everyday Intentional Torts D: Pocketing Pills
4	Responsibilities of Healthcare Professionals & Common Medical Errors	Chapters 9 and 10 <i>When No One is on Call</i>	A: When No One is On Call D: Medical Duties
5	Legal Reporting Requirements – Child & Elder Abuse	Chapter 13	A: CT Statutes on Child & Elder Abuse D: Child & Elder Abuse
6	Midterm Examination	N/A	A: Midterm Examination
7	Employment in Healthcare	Chapter 11	A: Sexual Harassment D: Employment in Healthcare Paper Topics Due
8	Patient Rights and Responsibilities & Informed Consent	Chapters 12 & 14 <u>Moore v. Regents of the U. of California</u>	A: Obtaining Informed Consent D: <u>Moore v. Regents of the University of California at Berkley</u>
9	Reproductive Issues Part 1: Abortion and the Decision to Terminate	Chapter 2, stopping at sterilization on p. 89 <u>Roe v. Wade</u> <u>Stenberg v. Carhart</u> <i>H.R.36 – Pain Capable Unborn Child Protection Act</i>	A: Influencing American Abortion Law D: Shaping American Abortion Law
10	Reproductive Issues Part 2: Sterilization and Conception	Chapter 2, beginning at sterilization on pg. 89 -96 stopping at organ donation <u>Davis v. Davis</u>	A: <u>Davis v. Davis</u> D: Sterilization & Conception Paper Outlines Due
11	End-of-Life Issues: The Right to Refuse Treatment & the Right to Die	Chapter 3 <u>In re Quinlan</u>	A: Assisted Suicide or Manslaughter? D: <u>In re Quinlan</u>
12	End of Life Issues: Autopsy, Organ Donation & Research Issues	Chapter 2, beginning on 96 at organ donation and stopping at 108 at AIDS	A: Organ Donation or Assisted Suicide? D: Genetic Discrimination
13	Substantial Papers & Doctrine of Double Effect	N/A	A: Substantial Papers Due D: The Doctrine of Double Effect
14	Final Examination		A: Final Examination
15	Complete Final Exams	N/A	D: No Discussion

**This syllabus is subject to change. Changes, if any, will be announced in class and on Blackboard.
Be sure to check Blackboard and your Goodwin email regularly!*



Class Policies



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**

*BB issues contact bbsupport@goodwin.edu or call 860-913-2152



Late Assignments: Per department policy, all work is expected to be handed in on time. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up exam, the format of the exam is at the discretion of the instructor.

All assignments must be completed and submitted on time. No late assignments will be accepted. If you do not understand an assignment, you must contact me prior to the date it is due for assistance.

You have 5 calendar days to make up a missed exam with a valid excuse. Valid excuses include extreme illness with a doctor's note, hospitalization, military service, etc.

PLEASE NOTE: Grades are due on the final day of the semester. Do not ask to make up work after grades are due! If you need to take an incomplete for a valid reason, you MUST let me know that is your intent PRIOR to the final exam.



Technology: Online components are not compatible with smartphones or tablets. Firefox is the recommended browser when using blackboard. For Blackboard technical problems in the course, refer to the helpdesk under the Technical Support Tab.

Access to all computer systems, networks and electronic devices owned by Goodwin University imposes certain responsibilities and obligations to all faculty, staff and students. The university's technology policy outlines the acceptable usage for all computers and peripherals, network resources, telephones and all other electronic

devices owned and maintained by Goodwin University. Users failing to adhere to this policy may face disciplinary actions by Goodwin University and/or local and federal law enforcement agencies. The complete technology policy is located on the Goodwin website <http://www.goodwin.edu/pdfs/policies/technologypolicy.pdf> and in the student handbook.

Online components are compatible with smart phones or tablets ONLY if you download and use the Blackboard app.



Course Decorum: We will create a positive environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in classroom activities, and follow course and university policies).



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. APA Style Central is also available at <http://apastylecentral.apa.org/>, the course Blackboard shell, and through the Hoffman Family Library.

Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Students are expected to use Standard English in all assignments. Assignments using poor grammar, excessive abbreviation or text language will not be accepted. Students are expected to respond to all assignments and discussions in complete sentences.



Plagiarism: Plagiarism is using someone else's words or images as your own without citing or giving credit back to the originator and is not allowed (see academic integrity). Please cite all work or a zero will be recorded. Wikipedia or any other wiki site, about.com, ask.com, answers.com, etc are not reliable sources and are not accepted as valid sources



Attendance/Participation: Online "attendance" is critical to your success in the course. Students must log into the course Blackboard page regularly to post information, read fellow student posts, and check instructor announcements and activity assignments. Your Blackboard logins and attendance will be monitored to determine your online attendance record.

This is an online course. Regular and dependable access to the Internet will be essential for this class. **It is not appropriate to schedule vacations during this course where Internet access will not be readily available. If you do so, please do NOT ask me to make up your work.**

Your participation in the online Blackboard activities is essential for this course. Please be diligent with Blackboard and check it daily for announcements, assignments or additional course materials.



Testing Policy: All exams are mandatory. If you have a schedule conflict involving other courses, religious observance, or personal matters, you must see your instructor at least one week prior to the exam. Any missed exams will result in a grade of 0 for that exam, unless there are serious extenuating personal circumstances that are immediately brought to the attention of your instructor. Illness will only be accepted as a justification for absence from a scheduled test if a doctor's excuse is presented. The excuse must be dated on or immediately prior to the exam date and you must contact your instructor prior to the exam in order to be excused. If either of these conditions is not met, you will be given a grade of 0. If you miss an exam and present a legitimate excuse, then, at the discretion of the instructors, a make-up exam will be made available to you that you must take within 7 days.

Discussion Board Rubric

	High	Medium	Low	Unsatisfactory
Quality (Content of contributions to discussions)	Contributions to each topic indicate your mastery of materials assigned. Responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. Provide evidence that you are reading assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.	Responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. Intelligent posts during the week, including some good critique of the course material, and demonstrating an understanding of the material, as well as reading posts of colleagues and contributing to class. Posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.	Have meaningful interactions with other participants' posts. Posts that state "I agree" or "I disagree" and include an explanation of why, or introduce an argument that adds to the discussion. May have rambling, lengthy posts that show no signs of having been edited before posting and writing suffers from lack of clarity and comprehension.	Will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum. No participation gets a "0." If you are not in the discussion, you do not earn any points. An answer of "I agree" without further explanation receives a no participation grade.
Frequency (Number and regularity of postings)	Logs into the course and posts (responds) in each open graded thread at or above the minimum of 3 separate days in a week beginning no later than Wednesday.	Logs into the course and posts (responds) in each open graded thread 3 separate days per week, beginning no later than Thursday.	Logs into the course and posts (responds) in each open graded thread below 3 separate days per week beginning no later than Friday.	Logs into the course and posts (responds) in each open graded thread below 3 separate days per week starting after Friday.

Examples of Quality Posts:

- Provide additional information to the discussion
- Elaborate on previous comments from others
- Present explanations of concepts/methods to assist fellow students
- Present reasons for or against a topic in a persuasive fashion
- Share a personal experience that relates to the topic
- Provides URL and explanation for an area researched on the internet

Assignment Rubric:

Criteria	Exceeds Expectations	Meets Expectations	Does NOT Meet Expectations
Content: Accurate and Relevant	Topic is narrow and manageable Consistently accurate and relevant Quality details give reader important information that goes beyond obvious and predictable Insight proves an understanding of topic significance	Very broad topic Ideas are reasonably clear but does not detail or expand to show depth of understanding Writer had difficulty going from general observations to specifics No clear theme is seen	Topic is still in the brainstorming mode. Writer has not decided on a main idea. Information is limited or unclear Writer has not begun to define the topic in a meaningful way
Analysis & Justification: Depth, Comprehension, and Logic	Demonstrates depth and understanding of objectives throughout Reader's questions are anticipated and answered Ideas are fresh, original and logical Fluency in arrangement of ideas and content	Occasional analysis demonstrates depth and basic understanding of objectives Reader is left with questions Shows some logic, but does not always support the development of ideas Ideas show some sequencing but not enough to support development	Confusing analysis of objectives, no depth or understanding of content Reader has no idea what main idea or point of topic was Ideas reveal nothing of the topic or view of writer Sequencing of ideas are random and not supported or developed
Process: Clear and Precise	Writer connects with reader throughout the focus of the topic Writer reflects a strong commitment to the topic by careful selection of ideas that show why the reader needs information Word choices and language reflect powerful and engaging content for the reader Writer takes a risk by including personal detail to the ideas	Writer connects with reader but in an impersonal manner Writer lacks consistent engagement with the topic, and fails to use ideas to build credibility Word choices and language reflect little thought of writer and reader is not engaged Writer occasionally reveals personal detail but avoids risk taking in detailing ideas	Writer seems indifferent to the topic and content and fails to connect with the reader. Writer lacks purpose and does not meet ideas Word choices and language reflect no thought of writer and detract from meaning Writer avoids any personal detail to ideas
Grammar & Sources/Citations	Grammar and usage are correct and contribute to clarity and style of writer Surpasses required number of sources for an assignment No errors in the APA format	Problems with grammar and usage do not distort the meaning of content but are not always correct or accurate Only meets required number of sources for an assignment. No more than 1-5 errors in APA format	Grammar and usage errors are very noticeable and affect the meaning of the content Does not meet the number of required sources for the assignment More than 5 errors in APA format or does not follow APA format

Paper Rubric:

Content: Accurate & Relevant	Introduces and defines topic in accurate, relevant terms and holds reader's attention Meets all learning objectives and offers new information Relates theory/information to specific situations in practice Readers' questions are anticipated and answered Surpasses referenced readings	Introduces and defines topic with occasional inaccurate or lacking information Only meets half of learning objectives Relates theory/information to specific situations in practice Reader is left with questions and more information is needed References readings	Inadequate introduction and incomplete definition of topic Meets less than half of learning objectives and reader is confused over information and does not understand content No relation of theory/information to specific situations in practice Information presented leaves reader confused Poor reference use
Analysis & Justification: Depth, Comprehension & Logic	Analysis demonstrates depth and understanding of objectives throughout Logical interpretations which identify errors and assumptions Identifies and discusses new perspectives Provides all required information assigned in paper outline	Occasionally analysis demonstrates depth Attempts to provide logical interpretations but leaves reader with questions Identifies and discusses new perspectives only once or twice Omission of 1-2 required topics assigned in paper outline	Lacks depth and understanding of objectives Illogical interpretation Does not alter perspectives with new information Omission of 3 or more required topics assigned in paper outline
Process: Clear & Precise	Clearly and precisely articulates issues by connecting ideas Critiques and listens to viewpoints of others Performs self-reflection of personal concept attainment	Occasionally articulates issues clearly and precisely Intermittently critiques and listens to viewpoints of others With prompting, performs self-reflection of personal concept attainment	Clarity relating to issues varies greatly and is unclear Rarely critiques and listens to viewpoints of others or shares observations or interpretations Unable to perform self-reflection of personal concept attainment
Grammar & Sources/Citations	Exceeds required number of appropriate sources No errors in use of APA format, spelling or grammar Sentence structure is clear with attempts at complex sentence structures by using words or phrases that catch the readers' attention and linger in readers' minds	Meets required number of appropriate sources 1-5 errors in APA format, spelling and/or grammar Sentence structure is simplistic and/or repetitive in certain places showing some logic but not supporting development of new ideas	Does not meet the required number of appropriate sources 5 or more errors in APA format, spelling and/or grammar Sentence structure is choppy and poor, with many grammatical errors and errors in sentence structure

Exam Rubric:

Grade	Content
A	Answer clearly demonstrates an understanding of reading, discussion, assignment and lecture material. Answer articulates requirements for a cause of action, understand how to apply facts to the requirements, and come to a clear conclusion. Answer articulates potential inconsistencies and defenses in factual scenarios. Student clearly understands how legal and ethical issues in a scenario fit together. Thoughts are organized and flow clearly through a response. Student clearly understands case law and how different types of case law fit together to shape current policy. Student writes in Standard English at a level appropriate for a 300 level course.
B	Answer demonstrates general understanding of reading, discussion, assignment and lecture materials. Answer demonstrates requirements for causes of action, but may miss defenses or details. Student's thoughts may be less organized. Answer shows a good understanding of case law, but may miss details here and there. Student generally understands how case law works together to shape current policy. Student writes in Standard English at a level appropriate for a 300 level course, with occasional grammatical or spelling errors.
C	Answer demonstrates general understanding of reading, discussion, assignment and lecture materials. Answer may demonstrate some confusion with a cause of action or miss requirements. Answer may miss defenses and jumble all actors together. Student has trouble clearly articulating a conclusion. Student generally understands case law, but may have difficulty understanding how case law fits together to shape current policy. Grammar or spelling errors will be more frequent.
D	Answer demonstrates misunderstanding of course materials. Answer lacks multiple causes of action and jumbles all actors together. Answer is less organized and may jump from actor to actor throughout an answer. Student does not clearly understand case law. Student may have difficulty with grammar and spelling.
F	Answer demonstrates lack of understanding of course materials and provides little detail in responses. Answer misses causes of action and defenses, and does not understand requirements for either. Student is unfamiliar with and does not understand case law. Student does not write clearly. Student has poor grammar and poor spelling.



Student Support Services

Academic Success Center & The Math Lab:

The Academic Success Center is located in room 209 and The Math Lab is located in room 219 of the River Campus. Both centers are staffed with Peer and Professional tutors that students can see on a walk-in or appointment basis. The centers provide students with consistent support and guidance throughout the learning process and encourage students to be actively involved. This is done through one-on-one, group tutoring and Academic Skills Workshops.

Academic Success Center & Math Lab Hours:

Monday-Friday 8am-9pm

Saturday 8am-2:30pm

To make a tutoring appointment please call 860-913-2090, email ASCStaff@goodwin.edu or walk into either center

eTutoring:

Goodwin University offers eTutoring services through an agreement with the Connecticut Distance Learning Consortium (CTDLC). Students using the eTutoring platform may work with an eTutor in a live session or may submit a question or course assignment for an instructor to correct and/or provide feedback. eTutoring offers instruction, guidance and resources to help each student succeed. Specific information concerning eTutoring is located on the Academic Success Center webpage: http://www.goodwin.edu/academic_success_center/

Testing:

The ASC also provides testing services for those who have missed a test in their class or who have accommodations approved by the Office of AccessAbility Services. Students must talk to their teachers to test in the ASC. Students with accommodations may have their tests proctored in alternate locations. The Academic Success Center provides two testing rooms for students to make up tests that have been previously dropped off by their instructor. These rooms are located in the center.

Scheduling Exams:

Students should contact the Academic Success Center to schedule an appointment in advance. Students can walk-in or call 860-913-2090 to schedule their exam. It is strongly recommended that students reserve a testing room in advance and confirm that their exam has been delivered to the center.

Students are also welcome to take their test without reserving a room; however, if both rooms are occupied or if they are scheduled to be occupied before the student would finish their test (given the time allotted by their teacher), the student will be unable to take their test and will instead be asked to make a reservation or to return when a room becomes available.

Library Services:

Read the following paragraph or download the Hoffman Family Library APP to your phone! The Hoffman Family Library is open seven days a week (7am-9:30pm Monday to Thursday, 7-9 Fridays, 8-4 Weekends). Librarians are on site during all open hours to help students conduct research, find valuable resources, and create citations. There are many ways to get help from a librarian: call 860-913-2042, text ASKGOOD and your question to 66746, email GoodwinLibraryPersonnel@goodwin.edu, click the "Ask a Librarian" button on the library web site, or just walk in. The campus library offers computers, Wi-Fi, group study rooms, a quiet atmosphere, and an ever-growing collection of resources. The majority of the library's resources are available online 24/7 via the web site <http://www.goodwin.edu/library>. Through the web site students can access the research databases and find helpful guides and tutorials on where to find good resources for any subject, tips on how to write great papers with proper citation and formatting, and much more.

Counseling Services:

Counseling services are free, confidential and available to currently enrolled students. Students visit counseling services for a variety of reasons, including:

- Mental Health: anxiety, depression, low self-esteem, mood disorders
- Relationships: family, friends, partner, bereavement
- Financial: medical, housing, food, employment
- Physical: poor body image, sexual orientation, gender identity, eating disorder
- Academic: lack of study skills, struggling with a learning disability or yet to be identified, challenges with a professor, not getting accepted into your career choice, low GPA

Please visit the website for further details: <http://www.goodwin.edu/counseling/>

- Also on the Counseling page you will find a tab on the left labeled “Resources” that offers many links to supports that may be helpful as well.

Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the university web site at and in the university catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <http://www.goodwin.edu/student-services/> and <http://www.goodwin.edu/library/>.