ON-LINE COURSE

COURSE INSTRUCTOR(S)
Mary E. Homan, DrPH, MA, MSHCE
Mary.Homan@unthsc.edu

COURSE PREREQUISITES
None

CREDIT HOURS
3 credit hours

COURSE WEBSITE
https://unthsc.instructure.com/courses/13277

MISSION OF THE SCHOOL OF PUBLIC HEALTH
The Mission of the School of Public Health is to create solutions for a healthier community by advancing public health knowledge through research, service, and the education of public health professionals.

COURSE DESCRIPTION
The course provides an examination of fundamental and current ethical issues in public health. Through lectures, readings, case studies, and historical examples students will explore principles of ethics and theories of justice applicable to the public health profession. Students will develop skills of ethical analysis and apply them to major issues in public health practice, research, management and policy. Examples of such issues include professional ethics, community contexts, human subject research, social justice, healthcare resource allocation, as well as the relationship between the individual and the state.

ON-LINE COURSE OVERVIEW
This online classroom is in fact a classroom and certain behaviors are expected from you. Guidelines for online behavior and interaction are known as netiquette. Netiquette guidelines for this course are explained in a later section. Please reference “Canvas Student Quick Start Guide” to understand how to access course materials, etc.

This course will be structured into two major sections: the first four weeks will explore the essential public health services functions, examine the theories of public health ethics, identify vulnerable persons and populations, and understand why ethics is important to public health work. The second half of the course will examine the essential services of public health to align with applied public health ethics theories, e.g. immunization, screening, etc.

The purpose of this course is allow students of varying professional and academic backgrounds to explore the “why” of ethics and how it will relate to their professional and career goals and practices. It is the hope of this course to help shape a more thoughtful and empathetic public health workforce who examines issues critically with special concern for those persons and populations left without a voice. By aligning the course with the essential services of public health to address the major categories of assessment, policy development and assurance, the hope is demonstrate how ethics is complementary to those functions and can assist with improving public health services delivery.
### COMPETENCIES, LEARNING OUTCOMES, & ASSESSMENT METHODS

This course will address the program competencies listed below.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH D1: Profession &amp; Science of Public Health</td>
<td>• LO 2: Identify the core functions of public health and the 10 Essential Services.</td>
<td>• Weeks 1-8 discussion posts</td>
</tr>
<tr>
<td>MPH D2: Public Health &amp; Health Care Systems</td>
<td>• LO 6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal level.</td>
<td>• Week 3 discussion post</td>
</tr>
<tr>
<td>MPH D2: Policy in Public Health</td>
<td>• LO 12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</td>
<td>• Moral Analysis Paper</td>
</tr>
<tr>
<td>MPH-Professional Option C2: Professionalism</td>
<td>• LO 2.1: The MPH student will apply basic principles of ethical analysis (e.g., the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.</td>
<td>• Week 2 discussion post</td>
</tr>
<tr>
<td></td>
<td>• LO 2.2: The MPH student will distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.</td>
<td>• Quizzes</td>
</tr>
<tr>
<td>MHA 4: Information Seeking</td>
<td>• LO 4.1: Asks a series of probing questions to get at the root of a situation, a problem or a potential opportunity below the surface issues presented.</td>
<td>• Weeks 2-8 discussion posts</td>
</tr>
</tbody>
</table>

### REQUIRED TEXTBOOK


### REQUIRED JOURNAL ARTICLE(S)

See Course Schedule

### RECOMMENDED TEXTBOOK(S)/READING(S)

See Course Schedule

### REQUIRED/RECOMMENDED SOFTWARE

Operating system including internet browser compatible with Canvas LMS platform.

### ON-LINE COURSE TECHNOLOGY REQUIRED AND TECHNICAL SKILLS EXPECTED

This on-line course will utilize the Canvas LMS platform as implemented by UNTHSC. All other technology support needs should be sent to UNTHSC Helpdesk. Minimum technical skills expected of the learner include the ability to...
use the MS Office Suite, access UNTHSC email, and access Canvas via internet browser. All other technology support needs should be sent to UNTHSC Helpdesk.

**ON-LINE COURSE DELIVERY, REQUIREMENTS & ASSIGNMENTS**

Each week you will be responsible for completing a set of required readings and contributing to the online discussion. The “Course Schedule” details the required readings for each week, all assignments, and the opening discussion thread. Course contents will be presented via Power Point Presentations, embedded videos, and handouts. Assignments include readings from assigned pages in the course textbook and journal articles (all have been uploaded to Canvas). Assessments include quizzes as well as weekly discussion posts and a case study moral analysis paper.

**ON-LINE COMMUNICATION AND FEEDBACK**

You can expect to receive a graded response to written assignments within one week. Questions about anything in the course should be posted to the discussion board. You can also e-mail the instructor at Mary.Homan@unthsc.edu. If a topic might be of benefit to other students, a reply will be posted in an online discussion. Discussion board will be checked daily and a response will be posted to all questions within 24 hours. Responses to e-mails will occur within 48 hours unless otherwise notified by the faculty.

**SPH ACADEMIC REQUIREMENTS**

The School of Public Health supports initiatives that foster students’ academic progress. Specifically, the SPH has launched efforts that facilitate mastery of program competencies, while ensuring academic integrity. To that end, the school requires that students submit appropriate written papers to Turnitin (an evaluative software service not affiliated with UNTHSC) to receive feedback on originality of student’s work. The use of this tool is designed to be a formative process, allowing students to gain/improve experience in writing skills and proper referencing. An additional goal allows students to evaluate and synthesize concepts covered in the course that need to be reflected within the written paper.

To facilitate the submission process, the instructor has set up the required course written assignments in Turnitin which can be accessed through Canvas. This allows students to submit written assignments and obtain originality reports. The course written assignment set up in Turnitin will allow the Instructor to monitor submissions for all required assignments and view results. Students should go to course Canvas webpage to submit assignments.

**Best practices for students:**

The percentage of original writing required for an assignment will vary depending on the type of writing and the subject area involved. A Turnitin report does not guarantee that you have not plagiarized – it merely highlights matched, thus aiding you in checking that your work is correctly cited and referenced. Remember, when paraphrasing, you must restate ideas in your own words and credit the original authors for the ideas. Changing a few words within a sentence while keeping key phrases intact may still constitute plagiarism if you do not properly quote the original phrasing. It is important to use academic judgment in each individual piece of work. To avoid any possibility of plagiarism, ensure that you write original work in each assignment you submit. Ask yourself:

- Have I written an original piece of work?
- Have I clearly acknowledged all my sources?
- Are my sources in my reference list?

**Required Assignments to be Submitted to Turnitin**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
<th>Similarity Index Score Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Moral Analysis Paper</td>
<td>Sunday February 25, 2018 11:59 p.m. CST</td>
<td>Less than or equal to 10 percent</td>
</tr>
</tbody>
</table>
ACADEMIC PERFORMANCE EXPECTATIONS

- Students are required to be an active participant in this course which includes participating in all assigned course activities and assignments.
- Students are expected to complete all assignments by their assigned due date. Partial or no credit will be given for work completed after the due date, at the discretion of the instructor.
- Students will be held accountable for all material assigned/covered in the course.
- Students will be expected to effectively participate as a member of a discussion team.

ONLINE ATTENDANCE AND PERFORMANCE EXPECTATIONS

Students are required to be an active participant in this course which includes participating in all assigned course activities and assignments. Classes follow a structured, week by week format. Students are expected to participate, electronically, on multiple occasions each and every week. Students may not skip a week or plan to “catch-up” on previous week activities. Students are required to communicate with instructors and classmates using various forms of technology and communication, such as email and discussion boards. Should a student need to miss scheduled class activities for any reason, except in emergency situations, the course instructor must be informed through email prior to the activity as well as submit Excused Absence Form. For details regarding attendance policies please see The University of North Texas Health Science Center Student Catalog at http://catalog.unthsc.edu. It is at the discretion of the instructor to award or withhold points.

Students should spend a minimum of six hours each week to complete course activities. There are eight weeks in the course. Each week begins at 12:00 (midnight Central) on Monday morning and ends at 11:59 p.m. (Central) on Sunday evening with the exception of Week 8 which ends at 4:59 p.m. Friday. Students are expected to complete all assignments by their assigned due date (See Assessment and Grading Policy for specifics). An instructor may request the Registrar to drop a student from a course for lack of participation.

Discussion Posts

Initial discussion posts will be due by 11:59 p.m. (Central) on Wednesdays and responses by 11:59 p.m. (Central) on Fridays (Week 8 responses are due by 4:59 p.m. Friday). Additional posts beyond requirements can continue to be posted throughout the weekend to encourage dialogue but will not receive additional points.

Students are expected to participate in threaded conversations as follows:

1. There will be only ONE thread for the weekly discussion forum. Everybody contributes to the same thread.
2. You are required to contribute to each week's discussion twice. See the Calendar for the specific days during each week when the discussions are opened for students' postings and when the first and second posts are due.
3. The initial posting should be between 200 and 300 words in length (excluding citations). Consider writing your response in a regular word processor, check word count, and then copy-and-paste the text into the on-line forum.
4. Your second post may be as short as 100 words but not exceed 300 words (excluding citations).
5. Your second post cannot immediately follow your first post. You must first read all previous postings before submitting your own response. Your own response must be a logical sequel to what has been posted before (but you are not required to respond to what the last person said). In other words, your own posting must add to and deepen the ongoing discussion.
6. All discussion posts must state word count (citations excluded).
7. Cite sources using the American Psychological Association (APA), 6th edition. See https://owl.english.purdue.edu/owl/resource/560/01/ for assistance with APA style guide. Points will be deducted in the discussion posts for incorrect citations and/or use of a non-APA style.

Quizzes

Students will have one (1) attempt and one (1) hour to complete each quiz. As the course progresses, quizzes can include all previously required materials, e.g. readings, PowerPoints, and videos. Students may use their own
notes and course materials to assist with this quiz but each student must work independently. More explicit instructions, including due dates can be found on the quiz assignment page in Canvas.

**Case Study Moral Analysis Paper**

Students will be responsible for selecting **one** of the five case studies (sign-up sheet on Canvas under “Assignments”) for the moral analysis paper. The moral analysis paper will be due by **11:59 pm CST Sunday February 25, 2018**. The analysis should address the following areas we cover in class:

1. An explanation of why you chose this **one** ethics theory to address in the case study.
2. Identification of health disparities and how this relates to persons who are vulnerable/could be made vulnerable in your case study.
3. Identification of the relevant interests of the Person and the State, including how those may be in conflict in the case study.
4. Supported, ethically sound recommendations on how to address the ethics issues you identify in the case study.

The paper must include the following:

1. Stated word count (1000 -1250 words excluding citations) at end of text body. Your reference list should appear at the end of your paper.
3. Integration of course materials (both assigned and recommended). **Outside resources are discouraged without advance request to the instructor.**
4. Application of one of the following ethics theories: deontology, consequentialism, utilitarianism, or virtue ethics. **Use of other ethics theories is discouraged without advance request to the instructor.**
5. Submission in the prescribed document format of either *.doc or *.docx. See the section SPH Academic Requirements for similarity index score allowed.

**PROFESSIONAL BEHAVIOR EXPECTATIONS-NETIQUETTE GUIDELINES**

Certain behaviors are expected when you communicate with both your peers and instructors. The following netiquette guidelines are required for this course:\(^1\):

- Treat instructor with respect, even in e-mail or in any other online communication
- Always use your professors’ proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to them by first name
- Use clear and concise language
- All graduate level communication should have correct spelling and grammar
- Avoid slang terms and texting abbreviations (such as “u” instead of “you”)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling
- Limit and possibly avoid use of emoticons like 😊
- Be careful with personal information

**Message Board Netiquette**

- Make posts that are on topic and within the scope of course material
- Take your posts seriously and review and edit your posts before sending
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else’s post without adding something of your own to it
- Avoid short, generic replies such as “I agree”, you should include why you agree or add to the discussion

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\(^1\) Adopted from University of Florida Netiquette Guide for Online Courses
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded

E-mail Netiquette
• Use a descriptive subject line
• Avoid attachments unless you are sure your recipients can open them
• Avoid HTML in favor or plain text
• Sign your message with your name and return e-mail address

ASSESSMENT AND GRADING POLICY
Course grades will be based on the instructor’s evaluation of each student’s performance on the required components of the course according to the following scale:

Total Course Point Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Posts (8 weeks X 5 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes (4 quizzes X 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Case Study Moral Analysis Paper</td>
<td>20</td>
</tr>
<tr>
<td>Total Course Points</td>
<td>100</td>
</tr>
</tbody>
</table>

Unless instructor permission granted for lateness, assignments submitted 1-8 hours late will be automatically reduced by 25%; 8-12 hours late will be automatically reduced by 50%. Over 12 hours late on will result in no points being awarded. All times are Central.

Discussion Post Grading

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Skills</th>
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<tbody>
<tr>
<td>4-5 pts</td>
<td>Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary and correct citations.</td>
</tr>
<tr>
<td>2-3 pts</td>
<td>Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty; issues with citations.</td>
</tr>
<tr>
<td>0-1 pts</td>
<td>A minimal posting of material. Has mostly shallow or no significant grasp of the material; offers inadequate levels of support. Poor language use garbles much of the message; paragraphs often appear unrelated to each other.</td>
</tr>
</tbody>
</table>


Scoring Rubric for Case Study Moral Analysis Paper

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>General Presentation</th>
<th>Reasoning, Argumentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20 pts</td>
<td>• Provides a clear and thorough introduction and background</td>
<td>• Demonstrates an accurate and complete understanding of the question</td>
</tr>
<tr>
<td></td>
<td>• Clear and accurate depiction of ethics theory</td>
<td>• Uses several arguments and back arguments with examples, data that support the conclusion</td>
</tr>
<tr>
<td></td>
<td>• Presents arguments in a logical order</td>
<td>• Uses APA style and appropriate grammar (no errors)</td>
</tr>
<tr>
<td></td>
<td>• Uses APA style and appropriate grammar (no errors)</td>
<td></td>
</tr>
</tbody>
</table>
All academic grades will appear on student's official UNTHSC transcript as follows:

- **A**: 4 grade points for each semester credit hour (90-100)
- **B**: 3 grade points for each semester credit hour (80-89)
- **C**: 2 grade points for each semester credit hour (70-79)
- **F**: 0 grade points for each semester credit hour (69 and below)
- **WF**: Withdraw Failing; 0 grade points

Designations and other symbols that do not earn grade points and are not used for the calculation of grade point averages are as follows:

- **P/NP**: Pass/No Pass
- **S/U**: Satisfactory/Unsatisfactory
- **W**: Withdrawal
- **I**: Incomplete*
- **PR**: In Progress
- **Z**: Grade not recorded

*Incomplete (I) Grade: The grade of Incomplete is a non-punitive grade given only during the last one-fourth of a semester or term and only if a student (1) is passing the course; (2) has work that cannot be completed for reasons beyond the control of the student (such as serious illness or injury); and (3) has the permission of the instructor to finish the course at a later date by completing specific requirements that the instructor must identify on the “Incomplete Grade form” that can be found on the following website: [https://www.unthsc.edu/school-of-public-health/office-of-admission-and-academic-services-forms/](https://www.unthsc.edu/school-of-public-health/office-of-admission-and-academic-services-forms/) All work in the course must be completed by the deadline noted below (not to exceed one semester after the end of the course).

**Grade Appeal**: Should a student challenge a specific grade, the challenge should be made directly to the instructor and follow the grade appeal policies and procedures outlined on the SPH website: [https://www.unthsc.edu/school-of-public-health/current-students/](https://www.unthsc.edu/school-of-public-health/current-students/)

**SPH Academic Standing**: Students are expected to achieve and maintain good academic standing, which requires a cumulative GPA of 3.0 or better. (SPH Academic Policy – Adopted Spring Semester 2010).

**QUALITY OF WORK PROCEDURE**
• Obtaining a grade of F in any course attempted;
• Obtaining two Cs in courses;
• Withdrawal from 3 or more courses in an academic year;
• Withdrawal from the same course more than twice;
• Carrying more than 2 incompletes in an academic year;
• Not maintaining continuous enrollment; or
• Having a cumulative GPA below 3.0 (a 3.0 is required for graduation).

MS and PhD students enrolled in thesis or dissertation are required to demonstrate that they are making satisfactory academic progress toward the completion of their thesis or dissertation. Satisfactory academic progress will be determined by the thesis or dissertation committee. If a student receives an unsatisfactory “U” grade two times, the student may be subject to dismissal from the program.

Cohort students: If an MPH or MHA cohort student receives an F in any semester they will be required to “stop” out for one year. See probation and dismissal procedure https://insite.unthsc.edu/connections/wp-content/uploads/sites/8/2017/07/SPH-Probation-Dismissal-and-Graduation.pdf

**COURSE WITHDRAWAL PROCEDURE**

It is the student’s responsibility to be familiar with all policies and procedures – and to adhere to all policy deadlines – of the School of Public Health and the UNT Health Science Center as stated in the institution’s Student Catalog and the Student Handbook.

The University of North Texas Health Science Center Student Catalog can be referenced at the following website: http://catalog.unthsc.edu/

The University of North Texas Health Science Center School of Public Health academic calendar can be referenced at the following website: https://www.unthsc.edu/students/registrar/academic-calendars/

The Student Policy Handbook can be referenced at the following website: https://www.unthsc.edu/school-of-public-health/sph-handbooks/

**Withdrawal Procedure:**

- Withdrawal from a course is a formal procedure that must be initiated by the student.
- The student shall consult with the course director and their Academic Advisor prior to withdrawing from a course.
- A student who stops attending class and does not go through the procedure to formally withdraw from the course by the defined deadline will receive a failing grade.

**Repeating a Course:** Students must repeat a required course if a grade of F is received. Students are not obligated to repeat a course if a grade of F is obtained in an elective. Students may repeat any course twice (maximum enrollment of 3 times). The best grade obtained will be used in the calculation of the GPA. If a grade of "W" (withdrawal) is recorded on the student's transcript, this is considered one of the three allowable attempts at successfully completing the course. (SPH Academic Policy – Updated Spring Semester 2010).

**ACADEMIC & WRITING ASSISTANCE**

The Course Directors, Instructors, and Academic Advisors are available for email, telephonic and personal interactions with students. Students are encouraged to make appointments as needed.

In addition, academic assistance is available through the UNTHSC Center for Academic Performance (CAP). CAP provides academic counseling, learning and study strategy assessments, writing support, tutoring, and workshops on time management, test-taking skills, paper formatting, learning styles and strengths-based learning. All services are available to School of Public Health students at no charge. To schedule an appointment with CAP,
ACADEMIC INTEGRITY

The School of Public Health supports an environment that promotes professional and ethical behavior while achieving academic growth and individual self-discipline. Each student within the School of Public Health, upon matriculation, shall have signed an Academic Integrity Agreement that articulates the following:

- It is understood that it is the student’s responsibility to become familiar with all policies related to academic ethics and professional integrity within the School of Public Health and the University of North Texas Health Science Center,

- It is understood that it is the student’s responsibility as a part of their professional maturation to adhere to the Student Code of Conduct and Discipline and other policies related to ethical behavior, and

- The student promised to conduct themselves in a professional and ethical manner during all academic pursuits within the School of Public Health at the University of North Texas Health Science Center.

Therefore, enrollment is considered implicit acceptance of the rules, regulations, and guidelines governing student behavior at the University of North Texas Health Science Center.

ACADEMIC INTEGRITY PROGRAM-ONLINE COURSES

The UNTHSC and the SPH are committed to academic integrity policies in the offering of online courses. To uphold academic integrity, online proctoring services are used to provide a secure testing environment for test takers. These proctoring services help to uphold exam integrity and create an equal environment by monitoring students and their environment, performing a full system check, and continuously verifying student identity throughout an entire testing session.

Student data will be kept confidential at all times. In using these services, student data are contained within secured servers and may be reviewed by authorized agents and trained proctoring professionals. The use of these online proctoring services aligns with the Southern Association of Colleges and Schools (SACS) guidelines for identity verification and authentication in online courses.

This course uses Respondus Lockdown Browser and Monitor for quizzes and exams. A full privacy policy and accessibility statement from Respondus can be found on their website.

AMERICANS WITH DISABILITIES ACT

The University of North Texas Health Science Center does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (American with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. UNTHSC provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution’s academic and employment requirements. For assistance contact the Center for Academic Performance within the Division of Student Affairs: email: CAP@unthsc.edu – or – call: 817.735.2531. Reference 07.105 Americans with Disabilities Act Policy in Student Policies and Forms: https://www.unthsc.edu/students/office-of-disability-accomodations/policies-and-forms/

FERPA

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232G, grants students in institutions of higher education the right of access to their educational records with the exception of confidential letters and statements of recommendation that the student has waived the right to inspect. The policy can be reviewed at this website: https://www.unthsc.edu/students/registrar/ferpa/

ZERO TOLERANCE FOR SEXUAL VIOLENCE AND HARASSMENT

All students should be able to study in an atmosphere free of harassment, sexual violence and gender discrimination. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against
other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on the UNT Health Science Center’s website: https://www.unthsc.edu/students/title-ix-reporting-where-to-report-sexual-violence/

RESOURCES
Please refer to the main student page https://www.unthsc.edu/students/ for helpful resources such as Academic Services, Financial Services, and other resources.

SYLLABUS REVISION
The syllabus is a guide for this class but is subject to change. Students will be informed of any change in content and/or assignment dates.
### Week One (Jan 8 - 14): Why study public health ethics?

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessments:</th>
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</thead>
<tbody>
<tr>
<td>• Recognize and understand implicit and explicit values in public health</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td>• Identify relationship between essential public health services and public health ethics.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>Introduction (pp. 1-10); Chapter 6 Health Concepts and Promotion (pp. 109-121).</td>
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<table>
<thead>
<tr>
<th>Recommended Readings &amp; Video</th>
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<table>
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<tr>
<th>Participation Required</th>
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<tbody>
<tr>
<td>Two discussion posts due.</td>
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<table>
<thead>
<tr>
<th>Discussion Question</th>
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<tbody>
<tr>
<td>Introduce yourself to your instructor and classmates. Include what you hope to learn in this course as well as your <em>School of Public Health</em> degree program, i.e. MPH professional option, PhD, etc. Discuss something interesting you read or viewed in this week’s materials and explain why it was interesting and why it matters to your course of study.</td>
</tr>
</tbody>
</table>
## Week Two (Jan 15 - 21): *What’s the importance of moral theories and professional codes of ethics?*

| Learning Outcomes | • Recognize and describe moral theories as the basis for ethical analysis in public health  
• Understand the ethics dimensions of public health codes of professional conduct | Assessments: Discussion Posts  
Quiz 1 due 11:59 p.m. January 21. |
|---|---|---|
Introduction to Part One (pp. 13-16); Chapter 1 Consequentialism (pp. 17-27);  
Chapter 2 Non-Consequentialism (pp. 28-47);  
Quiz 1 due 11:59 p.m. January 21.  
Two discussion posts due. | |
| Discussion Question | Which of these ethical theories appears to serve public health ethics best? On what basis do you make that claim? |
### Week Three (Jan 22 - 28): **Who are the vulnerable?**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessments: Discussion Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply cultural perspectives to the analysis and development of solutions to ethical issues in public health.</td>
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<tr>
<td>• Understand importance of identifying vulnerable persons, health disparities, and health inequalities</td>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Should evidence-based public health practices be modified to accommodate cultural/religious/ethnic perceptions of health or individual perceptions of health? Use an ethics theory from week two to support your claim with regards to the readings and/or video.</td>
</tr>
</tbody>
</table>

Two discussion posts due.
### Week Four (Jan 29 - Feb 4): *What are the ethical considerations in assessment?*

#### Learning Outcomes
- Apply moral theories in the ethical analysis of public health issues and problems.
- Apply critical thinking skills in analyzing and resolving ethical issues in public health.
- Apply written and oral communication skills to articulately present analysis of ethical issues and persuade others of the validity of the analysis and resolutions to these issues.
- Identify relationship between essential public health services (#1 and #2) and public health ethics issues related to surveillance and screening.

#### Assessments:
- Discussion Posts
- Quiz 2 due 11:59 p.m. February 4.

#### Assigned Readings

#### Recommended Readings & Videos


#### Participation Required
- Quiz 2 due 11:59 p.m. February 4.
- Two discussion posts due.

#### Discussion Question
Is there a particular ethics theory that can justify why we should monitor, diagnose and investigate, in order to solve, community health problems? What would that theory address?
**Week Five (Feb 5 - 11): What are the relationships between the Person and the State?**

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<tr>
<th>Learning Outcomes</th>
<th>Assessments: Discussion Posts</th>
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<tbody>
<tr>
<td>• Recognize and convey ethical issues/tensions between individuals and interventions by governmental agencies</td>
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<td>• Become informed regarding:</td>
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<tr>
<td>o the variety of aims for public health measures, such as informing individual choices and protecting the wider community, and their relative priorities;</td>
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<tr>
<td>o the role of autonomy, consent and solidarity;</td>
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<tr>
<td>o issues raised by decisions about, and perceptions of, risk.</td>
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<tr>
<td>• Identify relationship between essential public health services (# 2, #6, #8) and public health ethics, i.e. water fluoridation, influenza vaccination for health care workers, childhood immunizations</td>
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<thead>
<tr>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>Chapter 3 Liberal Political Philosophy (pp. 48-62).</td>
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<tr>
<td>Chapter 4 Beyond Traditional Liberalism (pp. 63-78)</td>
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<tr>
<td>Chapter 9 Immunization (pp. 186-210)</td>
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<tr>
<th>Participation Required</th>
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<tbody>
<tr>
<td>Case study selection due 11:59 p.m. February 11.</td>
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<tr>
<td>Two discussion posts due.</td>
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<th>Discussion Question</th>
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<tbody>
<tr>
<td>Are there occasions when the good of the state can or should override the rights of individuals? Who and on what ethical basis can that decision be made?</td>
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</table>
**Week Six (Feb 12 - 18): What are ethical considerations in research and epidemiology?**

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<tr>
<th>Learning Outcomes</th>
<th>Assignments</th>
<th>Readings</th>
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</table>
| • Describe the Belmont Principles of Human Subject Research Protection and the elements of IRB Protocols and Informed Consent process.  
• Apply the Belmont Principles to specific public health research protocols.  
• Apply moral theories in the ethical analysis of public health issues and problems.  
• Apply critical thinking skills in analyzing and resolving ethical issues in public health.  
• Apply written and oral communication skills to articulately present analysis of ethical issues and persuade others of the validity of the analysis and resolutions to these issues.  
• Identify and consider ethical, legal and social issues arising when designing measures to improve public health.  
• Consider, the role of autonomy, consent and solidarity; issues raised by decisions about, and perceptions of, risk; the special situation of children and those who are poor or socially excluded.  
• Identify relationship between essential public health services (#1) and public health ethics. | Assessments:  
Discussion Posts  
Chapter 5 Epidemiology (pp. 86-108).  


Quiz 3 due 11:59 p.m. February 18.  

Two discussion posts due. |
| Discussion Question | Why or why not does the *Code of Federal Regulations* (45CFR46) reflect the guidelines and ethical principles set forth in the *Belmont Report*? What is one way the CFR insufficiently reflects issues in clinical and/or epidemiological research? |
**Week Seven (Feb 19-25): What’s the “good” promoted through policy?**

| Learning Outcomes | • Examine the implications of public health measures for the development of frameworks for policymaking in public health.  
|                   | • Identify relationship between essential public health services (#3, #4, and #5) and public health ethics.  
|                   | • Identify and consider ethical, legal and social issues arising when designing measures to improve public health. |

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<thead>
<tr>
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| Chapter 7 Health Promotion as Behaviour Modification (pp. 133-159).  
| Chapter 8 Harm Reduction (pp. 160-185)  

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<th>Recommended Readings</th>
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| Chapter 6 Health Concepts and Promotion (pp. 121-132);  

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<th>Participation Required</th>
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<tr>
<td><strong>Moral Analysis Case Study Paper due 11:59 p.m. February 25.</strong></td>
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<tr>
<th>Discussion Question</th>
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<tbody>
<tr>
<td>Identify a mechanism to modify behavior that is employed in your field of <em>public health study</em> (e.g. MPH, MHA) and justify its usage by one of the ethics theories from week two.</td>
</tr>
</tbody>
</table>
### Week Eight (Feb 26 – Mar 2): *What ethically could be done in times of scarcity and rationing?*

#### Learning Outcomes
- Apply moral theories in the ethical analysis of public health issues and problems.
- Apply critical thinking skills in analyzing and resolving ethical issues in public health.
- Apply written and oral communication skills to articulately present analysis of ethical issues and persuade others of the validity of the analysis and resolutions to these issues.
- Incorporate, identify, and apply ethical theories to special case of pandemic.
- Identify relationship between essential public health services (#7, #8, and #9) and public health ethics.

#### Assignments:
- **Discussion Posts**
- **Quiz 4** due 4:59 p.m. March 2.

#### Assessments:
- Discussion Posts
- Quiz 4 due 4:59 p.m. March 2.

#### Required Readings

#### Recommended Readings & Video


#### Participation Required

- **Quiz 4** due 4:59 p.m. March 2.

- **Two discussion posts due.**

#### Discussion Question
If you were an incident commander during a public health disaster, which ethics theory (week two) would you utilize in your command structure and why? Are there ethical...
The course syllabus is a guide for this class, but it is subject to change. Students will be informed of any change in content and/or assignment dates.