

# PUBH 124: ETHICAL CONSIDERATIONS IN PUBLIC HEALTH

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## In Workflow

1. PUBH Committee Chair (m.mink@csus.edu)
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## Approval Path

1. Wed, 25 Nov 2020 00:59:04 GMT  
Michael Mink (m.mink): Approved for PUBH Committee Chair
2. Wed, 25 Nov 2020 00:59:42 GMT  
Michael Mink (m.mink): Approved for PUBH Chair
3. Tue, 01 Dec 2020 23:20:37 GMT  
Heather Thompson (heather.thompson): Rollback to Initiator
4. Wed, 02 Dec 2020 21:26:59 GMT  
Michael Mink (m.mink): Approved for PUBH Committee Chair
5. Wed, 02 Dec 2020 21:27:38 GMT  
Michael Mink (m.mink): Approved for PUBH Chair
6. Thu, 03 Dec 2020 18:01:40 GMT  
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
7. Thu, 03 Dec 2020 18:15:59 GMT  
Mary Maguire (maguirem): Approved for HHS Dean

## History

1. Aug 9, 2019 by Janett Torset (torsetj)

Date Submitted: Wed, 02 Dec 2020 13:48:05 GMT

**Viewing: PUBH 124 : Ethical Considerations in Public Health**

**Formerly known as: HLSC 124**

**Last approved: Fri, 09 Aug 2019 14:02:05 GMT**

**Last edit: Wed, 02 Dec 2020 13:48:04 GMT**

Changes proposed by: Heather Diaz (102088868)

### Contact(s):

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### Catalog Title:

Ethical Considerations in Public Health

### Class Schedule Title:

Ethical Considerations in Publ

### Academic Group: (College)

HHS - Health & Human Services

### Academic Organization: (Department)

Public Health/Health Science

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2021 (2021/2022 Catalog)

**Subject Area: (prefix)**

PUBH - Public Health

**Catalog Number: (course number)**

124

**Course ID: (For administrative use only.)**

190774

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

PUBH 124 is being re-purposed as our Public Health Professional Ethics course and as a writing intensive. The department is proposing to re purpose the PUBH 124 Consumer Health course because consumer health curricular content is less critical to the department mission and program outcomes for the BS PUBH degree. Currently the PUBH department does not have a public health professional ethics course nor a writing intensive in the major department for our PUBH majors. Given the pandemic of COVID 19, public health professional ethics has become increasingly important at the local, regional, national and worldwide levels. A strong understanding of public health professional ethics has grown in importance in undergraduate programs in PUBH across the state. The dept of PUBH felt that it was timely to add this course to the department. Given that the department also does not offer a writing intensive course, the faculty felt this course would be well suited as a WI as it naturally builds on content gained in GE, expands students knowledge around complex issues, and expands students abilities to reason logically. Public Health Ethics, using a case study approach, lends itself naturally to critical writing and reflection., all things required in a WI course.

The course content will provide good critical reflection opportunities for all Sac State students as a WI option because it will examine the ethical standards that public health professionals must consider, implement and adhere to in order to keep populations healthy and free of illness and disease. This content is timely and vital to the educating of future Sac State leaders in the community!

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course examines ethical issues related to public health practice, policy, and research. Questions of autonomy, liberty, individual rights, power, coercion, social justice, discrimination, stigma, community, paternalism, and the common good are the basis of ethical challenges in public health. Public health ethical considerations in health promotion, health policy, healthcare, and issues of safety where people work, live and play will be the focus both domestically and globally. Students will develop an analytical methodology to apply to public health work.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**

Students must be eligible to take a writing intensive course.

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Prerequisite: WPJ score of 80 or above, or 3-unit placement in ENGL 109M/W; or 4-unit placement in ENGL 109M/W + co-enrollment in ENGL ; or WPJ score of 70/71 + co-enrollment in ENGL 109X

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'**

Upon completion of this course the student shall be able to:

ELO1: Articulate the values and principles that distinguish public health ethics from medical care and bioethics.

ELO2: Critically analyze the ethical arguments for and against public health interventions and policies.

ELO3: Apply ethical frameworks to public health problems to design solutions that balance individual and collective interests.

ELO4: Evaluate the ethical concepts and principals that inform existing public health programs, policies, and research.

ELO5: Compare public health concepts: autonomy, liberty, individual rights, power, coercion, social justice, discrimination, stigma, paternalism, community and the common good.

Writing Intensive ELO:

ELO6: Utilize and build on the basic skills and knowledge acquired in their foundation courses in GE or the major

ELO7: Examine complex issues

ELO8: Write 5,000 words of clear and logical prose (not to include simple narrative or diary writing)

**Attach a list of the required/recommended course readings and activities:**

PUBH 124\_Reading and Activities.docx

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

This is a writing intensive course which requires students to meet specific learning outcomes detailed above in ELOs 6-8. Students will meet the all objectives listed above through a combination of the following activities in this course:

1. Topic Analysis Papers (ELO 1, ELO 2, ELO 3, ELO 4, ELO 6, ELO 7, ELO 8)

2. Peer Review (ELO 6)
3. Critical Considerations Paper (ELO 4, ELO 5, ELO 6, ELO 7, ELO 8)
4. Group Case Study Presentation (ELO 3, ELO 6)
5. APA Library Modules (ELO 2, ELO 6)

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Integrative learning  
Personal and social responsibility

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

Writing Intensive

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

PUBH 124\_Syllabus\_Public Health Ethics FINAL.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Writing Intensive**

Section 1.

**Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:**

**The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.**

Content in PUBH 124 Ethical Consideration in Public Health will build on GE as it will require students to apply a broad perspective when examining ethical consideration related to keeping communities healthy and safe at local, national and global scales. As public health is a discipline which includes the study of many sciences, the required readings in the course will draw from these

disciplines while examining the issues of: autonomy, liberty, individual rights, power, coercion, social justice, discrimination, stigma, community, paternalism, and the common good. Required readings will come directly from texts and the Centers for Disease Control and Prevention aimed at helping Americans discuss, examine, and critically analyze the tough decisions made in public health systems to keep the majority of Americans healthy.

Additionally, students will engage in various writing assessments in the course using critical examination of topics, applying the elements of style in writing and using the APA standard of formatting. The student presentation in the course aims to provide students with the experience of how teams are formed in public health to address complex ethical issues in society.

**The course must expand students' knowledge by examining complex issues.**

Complex issues discussed in the course will focus on the exploration and analysis of concepts of: 'autonomy, liberty, individual rights, power, coercion, social justice, discrimination, stigma, community, paternalism, and the common good' as it relates to keeping people safe and healthy locally, nationally and globally. Complex issues that will be discussed will include protection and promotion of disease and illness in society and the balance between individual autonomy and respect for the common good. A very current example is the usage of face masks and social distancing for protection from COVID 19, and the enforcement of such.

Additionally, other complex issues that will be explored include healthcare resource allocation, priority setting for mental health prevention and care, environmental racism, vaccination hesitancy, food-beverage- tobacco marketing to youth, and ethical challenges in health research to name a few.

**The course must expand students' abilities to reason logically and to write clearly in prose.**

The assessments in the course focus on students' critical examination of complex issues and expressing that examination through writing. The course will be devoted to the further development of critical writing skills through both faculty feedback and peer feedback. Students will submit writing, receive critical feedback from faculty and peers, revise and resubmit for credit. The focus of the writing will be on: clarity of expression, writing in active voice, avoiding wordiness and developing a declarative writing style. Students will use materials such as the Standards of Writing Manual from the PUBH department, and training from the health science librarian on writing style (the Elements of Style) and APA citation training.

**Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).**

Students will meet the 5,000 word writing requirement in three ways.

Two Topic Analysis papers

- Paper #1 (2000 words) Week 6

- Paper #2 (2000 words) Week 11

Students will submit a rough draft for peer and faculty feedback; revise and resubmit each.

A Critical Considerations Paper (1000 words) is required as the course final assessment. Students are expected to include 3 topics explored in class and apply writing skills practiced during the semester.

**Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.**

The PUBH 124 course requirements expose students to a variety of topics in public health ethics that require critical reflection and examination. This exposure provides students the opportunity to read a variety of writing styles in the field of public health. More importantly, the course includes a revise and resubmit component for two papers in the course for faculty to provide feedback, which also includes a peer review process. The course also includes educational content on APA structure and writing standards for the field.

**Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).**

The main writing assignments and corresponding weeks of the semester include:

Topic Analysis paper

- Paper #1 (2000 words) Draft Week 4; Final Week 6

- Paper #2 (2000 words) Draft Week 9; Final Week 11

Peer Review

- written feedback to peers on Week 5 and Week 10

Critical Considerations Paper (1000 words) Finals Week

**Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.**

The main writing assignments and corresponding weeks of the semester include:

Topic Analysis paper

- Paper #1 (2000 words) Due ---Draft Week 4; Peer and Faculty feedback week 5; Final Week 6

- Paper #2 (2000 words) Draft Week 9; Peer and Faculty feedback week 10; Final Week 11

Peer Review

- written feedback to peers on Week 5 and Week 10

Critical Considerations Paper (1000 words) Finals Week

The instructor will use 'The Elements of Style' and the department 'Standards of Writing in Public Health' as guides for evaluating the writing assignments and will teach students how to critically evaluate the work of their peers using these elements.

## Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the 'Statement of Policies Pertaining to the G.E. Program' of August, 1991.**

PUBH 124 Ethical Considerations in Public Health is well positioned to be a strong WI course for students in the major, as well as other students at Sac State. The course design includes multiple writing assessments with both faculty and peer review, offers training in elements of writing style for the PUBH discipline and APA formatting skills, through critical understanding and reflection of the ethical standards of the public health profession. A topic at the forefront of our everyday lives for Americans. PUBH 124 will offer students the opportunity to examine the ethical challenges the the PUBH discipline manages in an attempt to keep people safe and healthy, something they can apply to their everyday lives.

**WRITING INTENSIVE**

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

**Course Requirement**

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

**Criteria**

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

**Recommendations for Implementation**

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

**Reviewer Comments:**

**Heather Thompson (heather.thompson) (Tue, 01 Dec 2020 23:20:37 GMT):** Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 2757