

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4652L – Ethical and Legal Issues in Public Health and Health Professions
(3 Credits)
All Sections
 Semester: Spring 2025
 Delivery Format: On-Campus/Canvas

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| Instructor Name: | John Kramer, Ph.D |
| Monday Sections/Times/Locations | 12551 / 8:30AM-9:20AM/ HPNP G103 12252/ 9:35AM-10:25AM / HPNP G103 |
| Wednesday Sections/Times/Locations | 16580 / 8:30AM-9:20AM/ HPNP G103 16581/ 9:35AM-10:25AM / HPNP G103 |
| Room Number/ Virtual Office: | HPNP 4140 https://ufl.zoom.us/my/john.kramer.spring2024 |
| Phone Number: | 352-273-9638 |
| Email Address: | john.kramer@ufl.edu |
| Office Hours: | M: 3-4pm, Th: 2-3 pm, or by Appointment In Person or Virtual |
| Teaching Assistant: | |
| Preferred Course Communication: | john.kramer@ufl.edu OR Canvas messaging |

Prerequisites

Students must be enrolled in the Bachelor of Health Science Program

Course Overview

This course presents an overview of ethical and legal issues that can arise in the health care industry. You will have the opportunity to acquire foundational knowledge in bioethical principles and health law. As part of the course, you will critically analyze a variety of health care scenarios presenting ethical and legal challenges, providing practice in ethical decision making and realistic knowledge of the complex nature of applied ethics in the health care environment.

Course Objectives and/or Goals

During this class, students will:

1. Describe the core bioethical principles.
2. Describe various sources of law in the United States and how they impact ethical decision making in health environments
3. Identify potential ethical dilemmas associated with contemporary health care issues.
4. Apply an ethical decision-making model to address ethical dilemmas
5. Integrate, compare, and articulate multiple perspectives of ethical dilemmas and potential resolutions
6. Demonstrate supportive, constructive feedback to other students and during self-evaluation

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. Part of active participation in this class is working with your group outside of class each week. As a reminder, this is a 3 credit course – for every 1 credit in you spend live in class and/OR reading/consuming video module content in canvas, the expectation is you spend 2 hours preparing for class. In other words, for a 3 credit hour course, on average, a student would spend 6 hours a week to adequately study and prepare for class. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class debates. Your participation fosters a rich course experience for you and your peers which, in turn, facilitates overall mastery of the course objectives.

Required Textbook (e-course)

There is no textbook for this course.

Required Equipment

Computer, tablet, or smartphone with high speed internet access.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml>

Synchronous Learning Activities

In-person:

This course includes an in-person learning component in the classroom. You will attend the in-person component by coming to the physical classroom on the UF campus as scheduled. If, for any reason, we need to move this class to an online format, we will use Zoom for our class meetings.

Asynchronous Learning Activities:

Pre-work and priming assignments will be provided in Canvas for all students to complete prior to the synchronous sessions. You are expected to read the assigned and view the material and prepare your group arguments prior to each in person session so that you are fully prepared to engage in the in person learning environment. During the in person, synchronous sessions we will primarily use a structured debate format, along with complementary discussion and lecture if needed. In addition, as a part of the learning activities, you may be asked to interact with your peers using asynchronous technologies such as Google Jamboard, Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to- student interactions but that can be dispersed over a period of time. Please be flexible!

Instructional Methods

Mandatory Course Requirements

| | | |
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| Group Argument Assignments Written | % | 50 |
| Group Argument Assignments Participation | % | 15 |

Beginning week 4, you will work in groups to complete your assignments. For each Weekly assigned scenario, your group will write up arguments supporting two sides of the week's issue. Each assignment will include a basic description outlining two basic "sides" of an argument in regards to that issue. Your group will, using the ethical framework, write out an argument supporting side 1 and then side 2. Work together in your groups to decide what you should include within your arguments. Each page should be written as a narrative. You do not need to provide a reference list but please cite anything needed to support your argument. For example, if there is a legal case that would provide precedent for your argument, then include that specific case. I will provide examples for you in class.

For each weekly participation assignment, your group will cover *one part* of the ethical argument in the debate we have in class. Participation will be awarded based on a pass/fail basis.

2-4 pages. 12 Times New Roman. Double space but please separate using paragraphs. No reference list is needed.

Get-it-right Quizzes**%15**

All quizzes will be taken in Canvas.. Although the quiz is open book, it is strongly recommended that you review the materials prior to attempting the quiz.

CHEATING: PLEASE NOTE THAT ALL QUIZZES SHOULD BE COMPLETED INDIVIDUALLY. COMPLETING QUIZZES WITH ANOTHER STUDENT WILL CONSTITUTE **CHEATING**, THUS VIOLATING THE STUDENT HONOR CODE. LAST YEAR WE CAUGHT MULTIPLE STUDENTS WHO ATTEMPTED THIS. THERE WILL NOT BE ANY WARNINGS IF THIS OCCURS. STUDENTS WHO ARE CAUGHT CHEATING WILL AUTOMATICALLY BE REFERRED TO THE DEAN OF STUDENTS OFFICE FOR CONSIDERATION OF DISCIPLINARY ACTION.

Case Model Presentation**% 10**

Each group will identify an ethical scenario of their choice. You may search the internet or any other resources to come up with a health-related ethical scenario. Your group is then responsible for writing up the Ethical Decision-Making Model (covered in class). You should cover all the components in the Model. The second part of this assignment is for you as a group to provide an oral presentation of the model during the in-person class. Your presentation should be no longer than 10 minutes and should cover all the components of the model including your final disposition. Students will be assigned a presentation time.

ACADEMIC REQUIREMENTS AND GRADING

| | | Percentage of Grade |
|----|-------------------------------|------------------------|
| 1. | Argument Weekly Assignments | 50 |
| | Argument Weekly Participation | 15 |
| 2. | Weekly Quizzes | 15 |
| 3 | Midterm Exam | 10 |
| 4. | Case Model Written | 5 |
| | Case Model Oral Presentation | 5 |
| | TOTAL PERCENTAGES | 100 |

Letter Grades to Overall Percentages of Course

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|-------------|-------------|
| A (93-100%) | C+ (77-79%) |
| A- (90-92%) | C (70-76%) |
| B+ (87-89%) | D+ (67-69%) |
| B (83-86%) | D (63-66%) |
| B- (80-82%) | D- (60-62%) |

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Calendar

| Week | Dates (W/O) | Lecture/Topic(s) | Activity & Readings | Quiz |
|------|-------------|--|---|---|
| 1 | 01/13/2025 | Introduction and overview | <ul style="list-style-type: none"> Browse Canvas | <i>Log into Canvas by Jan 8th @11:59pm</i> |
| 2 | 01/20/2025 | <i>Observation for Martin Luther King Jr. Day. No Class for all sections</i> | | |
| 3 | 01/27/2025 | Module 1- Introduction to Ethics | <ul style="list-style-type: none"> <i>Canvas</i> <i>Quiz 1 Available at the conclusion of the class session</i> | <i>Quiz 1 Due Feb 2 @ 11:59 pm</i> |

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| 4 | 02/03/2025 | Module 2 - Contemporary Ethical Dilemmas | <i>Canvas</i> <ul style="list-style-type: none"> • <i>Quiz 2 Available at the conclusion of the class session</i> | <i>Quiz 2 Due Feb 9 @ 11:59pm</i> |
| 5 | 02/10/2025 | Module 3 - Ethical Decision-Making and End of Life Dilemmas Cancer case | <ul style="list-style-type: none"> • <i>Ethical Decision-making reading in Canvas</i> • <i>Quiz 3 Available at the conclusion of the class session</i> | <i>Quiz 3 Due Feb 16 @ 11:59pm</i> |
| 6 | 02/17/2025 | Module 4 - Autonomy and Consent Pediatric rights refusal for heart transplant case | <ul style="list-style-type: none"> • <i>Autonomy reading in Canvas</i> • <i>Quiz 4 Available at the conclusion of the class session</i> | <i>Quiz 4 - Due Feb 23 @ 11:59pm</i> <i>Week 5 Group Assignment - Due Feb 16 @ 11:59pm</i> |
| 7 | 02/24/2025 | Module 5 - Patient Abuse, Non- Maleficence and Beneficence Cochlear implant case | <ul style="list-style-type: none"> • <i>Non-Maleficence and Beneficence readings in Canvas</i> • <i>Quiz 5 Available at the conclusion of the class session</i> | <i>Quiz 5 Due Feb 23 @ 11:59pm</i> <i>Week 6 Group Assignment - Due Feb 23 @ 11:59pm</i> |

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| 8 | 03/03/2025 | Module 6 - Patient Rights and Responsibilities and Justice Kidney sale case | <ul style="list-style-type: none"> • <i>Justice Readings in Canvas</i> • <i>Quiz 6 Available at the conclusion of the class session</i> | <p>Quiz 6 – March 2 @ 11:59pm</p> <p>Week 7 Group Assignment - Due Mar 2 @ 11:59pm</p> |
| 9 | 03/10/2025 | Midterm | <ul style="list-style-type: none"> • <i>Midterm</i> | <p>Week 8 Group Assignment - Due Mar 9 @ 11:59pm</p> |
| 10 | 03/17/2025 | Module 7 - Development of a Law, Ethics and Law pt1 Rural clinic case | <ul style="list-style-type: none"> • <i>Ethics and Law pt 1 additional reading in Canvas</i> • <i>Quiz 7 Available at the conclusion of the class session</i> | <p>Quiz 7 Due Mar 23 @ 11:59pm</p> <p>Week 9 Group Assignment - Due Mar 16 @ 11:59pm</p> |
| 11 | 03/24/2025 | SPRING BREAK | <ul style="list-style-type: none"> • <i>NO CLASS</i> | <p>NO CLASS</p> |
| 12 | 03/31/2025 | Module 8 - Introduction to the Law, Ethics and Law Pt 2 Parenting case | <ul style="list-style-type: none"> • <i>Ethics and Law pt 2 additional reading in Canvas</i> • <i>Quiz 8 Available at the conclusion of the class session</i> | <p>Quiz 8 Due Apr 6 @ 11:59pm</p> <p>Week 10 Group Assignment - Due Mar 30 @ 11:59pm</p> |
| 13 | 04/07/2025 | Module 9 - Organizational Ethics and the Law Supervisor and med student case | <ul style="list-style-type: none"> • <i>Quiz 9 Available at the conclusion of the class session</i> | <p>Quiz 9 Due Apr 13 @ 11:59pm</p> <p>Week 11 Group Assignment - Due Apr 6 @ 11:59pm</p> |

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| 14 | 04/14/245 | Module 10 - Healthcare Professional Legal- Ethical Issues Pharmacy case | <ul style="list-style-type: none"> • <i>Quiz 10 Available at the conclusion of the class session</i> | <p><i>Quiz 10 Due Apr 20 @ 11:59pm</i></p> <p><i>Week 12 Group Assignment – Due Apr 13 @ 11:59pm</i></p> |
| 15 | 04/21/2025 | Module 11 - Healthcare Ethics Committee | <ul style="list-style-type: none"> • <i>Quiz 11 Available at the conclusion of the class session</i> | <p><i>Quiz 11 Due Apr 26 @ 11:59pm</i></p> <p><i>Week 13 Group Assignment – Due Apr 20 @ 11:59pm</i></p> |
| 16 | 04/21/2025 | Present your own case dilemma | Oral Presentations in Class | |
| FINAL EXAM WEEK April 26th through May 2nd (No final exam for this class) | | | | |

Make Up Policy

Consistent with College policy, students are allowed to make up work only if missed as a result of illness, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences.

For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Expectations

Though the expectations for this course are that students are present in person, occasionally, you might feel a little under the weather and still want to try to attend remotely to contribute to your group. Please note that this is up to your professor's discretion and is something we offer as an incentive to maintain public health safety. Please use this option responsibly - you are still responsible for contributing to the class if you attend remotely.

The 3 P's of Student Responsibility for Attendance:

1. *Preparation*: Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.
2. *Participation*: Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online / remote — ask questions. You are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course.
3. *PPE and PHA (Personal Protective Equipment and Public Health Awareness)*: Follow UF guidelines and wear your mask if you are on campus in the classroom and in all face-to-face interactions. Stay home if you are experiencing symptoms and communicate with your professors in as timely of a manner as possible about what your situation is. If you are feeling a little sniffly- but good enough to come to class- please consider wearing a mask – at least when you are sitting close to others in class.

On Campus Face-to-Face:

If you will have face-to-face instructional sessions to accomplish the student learning objectives of a course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. You are

required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution. Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Remote and Online Synchronous Sessions:

Occasionally, class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. This is up to the professor's discretion and can be altered at any time. This is done on a case-by-case basis and the professor will cue the class if and when this happens. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the

University of Florida will not be tolerated. Violations will be reported to the Dean of Students

Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
