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| Course Title | Ethical and Legal Dimensions of Public Health and Health Care | | | | |
| Course Code | HSA-531 | | | | |
| Course Type | Elective | | | | |
| Level | 2 nd Cycle | | | | |
| Year / Semester | 2 / 1 | | | | |
| Teacher's Name | Dr Julia Hynes | | | | |
| ECTS | 10 | Lectures | 14 | Interactive learning activities | 15 |
| Course Purpose and Objectives | <p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> • Introduce and analyse the basic principles of ethics and professionalism, as well as public health ethics. • Provide deep understanding of research ethics relevant to Public Health. • Provide deep understanding of ethical aspects of disease screening and prevention. • Provide deep understanding of ethics relevant for Public Health professionals. | | | | |
| Learning Outcomes | <p>After completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Define and analyse the terms 'Ethics' and 'Ethical Argument' 2. Outline how best to treat your workforce ethically with reference to working conditions, self-care and safety. 3. Define burnout in healthcare practice. 4. Outline ways in which resilience can be promoted in the healthcare environment. 5. Demonstrate deep understanding and critically evaluate the pivotal role ethics holds and describe why an 'Ethical Code' is needed in Public Health practice. 6. Demonstrate deep understanding and describe the main principles and values guiding public health practice. 7. Demonstrate deep understanding and describe ethical issues involved in the conduct of epidemiological research. 8. Demonstrate deep understanding and describe ethical issues involved in the conduct of qualitative research relevant to Public Health. 9. Demonstrate deep understanding and critically evaluate the roles and legal dimension of Research Ethics Committees and Institutional Review Boards (IRBs) in research. 10. Demonstrate deep understanding and describe the ethical importance of safety monitoring in interventional studies. 11. Demonstrate deep understanding and critically evaluate ethical issues involved in random allocation of treatment, use of placebo, allocation concealment, and blinding in randomized controlled trials. 12. Demonstrate deep understanding of the concepts of interim analysis in interventional studies, as well as describe and critically evaluate the ethical and other criteria for terminating a study. 13. Demonstrate deep understanding and describe the ethical and legal dimension of taking informed consent from children. | | | | |

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| | <p>14. Demonstrate deep understanding and describe the ethical and legal dimension of taking informed consent from mentally unstable and/or cognitively impaired individuals.</p> <p>15. Demonstrate deep understanding and describe the ethical and legal dimension of taking informed consent from vulnerable population groups.</p> <p>16. Demonstrate deep understanding and describe the ethical and legal dimension of taking an informed consent from participants as part of conducting research.</p> <p>17. Demonstrate deep understanding and describe the ethical and legal dimension of privacy of personal (individual/patient) data.</p> <p>18. Demonstrate deep understanding and critically evaluate the regulatory issues involved in drug development, including the different phases of approval.</p> <p>19. Demonstrate deep understanding and critically evaluate the ethical and legal aspects of routine disease screening.</p> <p>20. Demonstrate deep understanding and critically evaluate the ethical and legal implications of genetic testing.</p> <p>21. Demonstrate deep understanding and critically evaluate the ethical and legal implications of programmes aiming at health-related behavioural change for preventing disease.</p> <p>22. Demonstrate deep understanding and critically evaluate the ethical and legal issues surrounding organ donation.</p> <p>23. Demonstrate deep understanding and describe professionalism, professionalization, and professional conflicts in Healthcare.</p> <p>24. Demonstrate deep understanding and critically evaluate the ethical aspects involved in professional accountability, clinical governance, performance and appraisal.</p> | | |
| Prerequisites | None | Required | None |
| Course Content | <p>Section 1 – Fundamental principles of ethics</p> <p>Section 2 – Introduction to Public Health ethics</p> <p>Section 3 – Ethical issues in quantitative research</p> <p>Section 4 – Ethical issues in qualitative research</p> <p>Section 5 – Granting of ethical approval for research conduct</p> <p>Section 6 – Ethical issues and safety monitoring in interventional research studies</p> <p>Section 7 – Informed consent in Public Health</p> <p>Section 8 – Privacy of personal data</p> <p>Section 9 – Regulatory issues in drug development</p> <p>Section 10 – Ethical and legal aspects of routine disease screening</p> <p>Section 11 – Ethical and legal implications of genetic testing</p> <p>Section 12 – Ethical and legal implications of programmes for disease prevention</p> <p>Section 13 – Ethical and legal issues surrounding organ donation</p> <p>Section 14 – Professionalism, clinical governance and other related</p> | | |

| | concepts for Public Health professionals | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching Methodology | This programme is delivered via distance learning (online) and includes recorded lectures, interactive online tutorials (Webinars) and discussion forums, as well as online exercises and other activities. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bibliography | Required Textbooks / Reading: | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Ethics and Law | | | | |
| Assessment | <p>Online quiz (formative)</p> <p>Coursework (1 essay, 1 mini project on a role of ethics in programmes aiming for primary disease prevention)</p> <p>Final exam</p> <ul style="list-style-type: none"> • Assignments x 2 (30%) • Exams (60%) • Participation (10%) | | | | |
| Language | English | | | | |