

# Department of Public Health

## Program Learning Outcome Assessment: AY2021 – 2022

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### A. Summary of Products Assessed:

In the spring semester 2022, HSC 355 – Bioethics a clinical ethics case analysis was completed. Here students were given an ethical scenario and were required to write a two-page report in which they describe the ethical issues at play and offer at least two possible resolutions, indicating which they support and why.

The case study consisted of an issue where a mother was diagnosed with cancer, though because she could not speak English the diagnosis was relayed to her children. The children decided not to tell their mother, but the physician would likely be in an ethical dilemma. The students would need to identify the ethical dimensions from the topical material learned in class to ‘solve’ the problem capturing the complexity of the issue.

### B. Program Learning Outcomes Assessed:

PLO 3 - Act ethically and responsibly.

### C. Summary of Assessment:

Instrument: A rubric was developed to assess PLO3 – see below

Sample characteristics: All products consisted of written products in the form of a case analysis. Products were completed by juniors and seniors enrolled in HSC 355 – Bioethics during the spring 2022 semester.

Data collection & analysis: Fifty-nine products were submitted in spring 2022. Eighteen (~30%) of case studies were randomly selected and assessed using the rubrics by six tenure track faculty in the Department of Public Health.

### D. Assessment Results:

Assessor:	Product:	Avg Score PLO4
#1	Case Analysis – A	2
	Case Analysis – B	2.75
	Case Analysis – C	2.75
#2	Case Analysis – D	2.5
	Case Analysis – E	2.5
	Case Analysis – F	4
#3	Case Analysis – G	3.25
	Case Analysis – H	1.25
	Case Analysis – I	2
#4	Case Analysis – J	2.5
	Case Analysis – K	4
	Case Analysis – L	3.25

#5	Case Analysis – M	2.5
	Case Analysis – N	4
	Case Analysis – O	3.25
#6	Case Analysis – P	4
	Case Analysis – Q	2
	Case Analysis – R	2.25
	<b>Total Average Scores</b>	<b>2.8</b>

### **Main Findings:**

In the Department of Public Health students are introduced to public health and medical ethics in PH 130 – Health Humanities and reflect on a more individual view of what health means to a person. The goal for PLO 3 – Act ethically and responsibly in PH 355 – Bioethics, takes it to the next step in applying the foundational theories of ethics to public health and medical decision making.

From the results of our assessment, most products received between a fair or good rating with an average review of 2.8 – Fair (2), but closer to Good (3). The case study that was reviewed for this assessment revolved around a complex healthcare decision in which multiple entities were involved, the patient, the physician, and the family. Students needed to take all individual and collective perspectives, particularly when it comes to the legal and moral dimensions of healthcare for the individual. The case studies from this assessment needed to examine individual and societal ethics around health behaviors and foundational ethical theories to make a determination or decision for the outcome of a patient. The products addressed the complex needs and developed responses that would likely improve the health of individuals in the Cal State East Bay community and beyond.

### **Recommendations for Program Improvement:**

Given the Fair to Good assessment results, students likely need more reinforcement and explanation about the nuances in ethical decision making as well as a clearer understanding of the foundational ethical theories used to make decisions in public health and healthcare. Criteria scores between products were similar throughout the assessment, future content and assignments in the course should emphasize collecting strong evidence and reasoning around proposing solutions that are ethical, reasonable, and well-supported. It is recommended that if future products around ethical decision making are assessed that students have greater exposure to examples of case studies in ethical decision making.

### **E. Assessment Plan for Academic Year 22-23**

In academic year 2022-2023, we will be assessing PH 499, our capstone course, with PLO2 – Work effectively on a team in health and health care. PH 499 is the third and final course of our problem based learning (PBL) curriculum, which relies heavily on team-based project deliverables. We are confident students will have an excellent understanding and skill to collaborate on teams and work together. This PLO also aligns with the ILO on Collaboration. Given the nature of the work in public health and health care collaboration with colleagues and the public is essential for successful public health practice.

**F. Rubrics**

Rubric – PLO 4

<b>Analytic Scale Rubric for Evaluation of Clinical Ethics Case Analysis</b>					
	<b>1 – Poor</b>	<b>2 - Fair</b>	<b>3 - Good</b>	<b>4 - Exceptional</b>	<b>Score</b>
<b>Identify and describe the ethical dimensions of public health and/or health science.</b>	The student is unable to identify the ethical dimensions of the problem before them.	The student appears to have a basic sense of the ethical dimensions of the problem before them, but may have leaps in logic or unfounded assumptions.	The student identifies the ethical dimensions of the problem before them. Their description is accurate, though perhaps lacking nuance.	The student identifies the ethical dimensions of their topic accurately and with nuance. They capture the complexity of the topic, describing possible dilemmas or conflicting values.	
<b>Deliberate on options and courses of action using inclusive methods.</b>	The resolution(s) proposed by the student are not feasible, not ethical, and/or do not take into account the needs or values of those impacted.	The student develops one or more potential ethical resolutions with attention to benefits and drawbacks, but may show limited awareness of the needs or values of those impacted.	The student either fully develops one potential ethical resolution, thoughtfully identifying benefits and drawbacks, or basically develops multiple potential ethical resolutions to the problem, with attention to benefits and drawbacks. They show awareness of the needs or values of those impacted.	The student is able to identify multiple potential ethical resolutions to the problem, identifying the benefits and the drawbacks of each thoughtfully and in detail, with particular attention to the needs or values of those impacted.	
<b>Supporting reasoning with evidence.</b>	Student does not use evidence to support reasoning, or uses evidence that does not actually support that reasoning.	The student uses evidence to support their reasoning, but either the evidence or their explication of it is unfounded. There may be serious gaps in evidence that are not addressed.	The student uses evidence (from the case or from research as applicable) to support their reasoning in ways that are largely convincing—though in some places more information or more explication would be useful.	The student supports their reasoning robustly and convincingly with evidence drawn from the case and/or research as applicable. If case evidence is incomplete, the student identifies what evidence needs to be gathered to reach a judgment.	

<p><b>Advocating for a resolution using sound moral reasoning</b></p>	<p>The student fails to identify a reasonable, ethical solution. Their solution may have serious unacknowledged shortcomings.</p>	<p>The student identifies a reasonable, ethical solution, but it is not clear that it is the best one. They may not identify the shortcomings of their solution, and the solution may be overly simplistic.</p>	<p>The student ultimately proposes a solution that is largely ethical, reasonable, and well-supported. The shortcomings of this solution are gestured towards but not developed. Their proposal may lack creativity.</p>	<p>The student ultimately proposes a solution that is ethical, reasonable, and well-supported. Any shortcomings of this solution are noted, and reduced when possible. The proposal shows creativity or thoughtfulness.</p>	
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