

Graduate University - School of Community and Global Health (SCGH)

CGH 317 Ethics, Human Rights, and Cultural Diversity

Fall Semester 2017

INSTRUCTOR

Paula Palmer, PhD
Office: 675 Foothill Blvd.
Claremont, CA 91733
Office #120 (2nd Floor)

Cell phone: 714-271-7122 (Texting is fine but provide your name in the text)

Email: paula.palmer@cgu.edu (Best contact method).

In-person office hours: By appointment before or after class on Thursdays and other times upon request

Teleconference meetings available by appointment Monday-Friday

The instructor will make every effort to respond to your communication within two business days.

TA

Michelle Rainer, MPA, MS
Email: michelle.rainer@cgu.edu

COURSE DESCRIPTION

This course will focus on three areas of importance for students of public health: Ethics, human rights and cultural diversity. Students will critically analyze a variety of readings, case studies, and videos that address key issues germane to public health practice in local communities and international settings. Over the course of the semester, we will explore the application of ethics to a broad range of contemporary public health issues. Students will expand their knowledge of similarities and differences when working with ethnically diverse populations, develop the capacity to recognize ethical and human rights challenges, develop analytic skills regarding public health ethics, cultivate a sense of moral obligation and responsibility as future public health leaders, and understand the moral ambiguity that often accompanies ethical dilemmas related to public health research and practice.

COURSE SCHEDULE

Semester start/end dates: 8/31/17-12/14/17

Meeting day, time: Thursdays, 1:00 – 3:50 pm

Course location: Burkle 22

BACKGROUND PREPARATIONS (COURSE PREREQUISITES)

Enrollment at CGU or instructor approval.

STUDENT LEARNING OBJECTIVES

At the completion of the semester the student will be able to:

- Identify the ethical implications of working with culturally diverse populations in public health practice
- Discuss social and economic determinants that can impact social justice and health outcomes
- Discuss key treaties and conventions related to human rights
- Describe ethical guidelines for research with human subjects
- Articulate ethical and human rights concerns related to global public health
- Describe the ethics of infectious disease control
- Discuss ethical and cultural concerns inherent in biospecimen collection, including individual autonomy, privacy, and confidentiality

Fall 2017_CGH 317_8/27_V2

- Discuss the importance of cultural differences and social and economic inequalities as they relate to social justice and public health practice

PUBLIC HEALTH COMPETENCIES

Competencies undergirding course content include:

1. MPH Core Competencies
 - Communication skills
 - Communicate in writing and orally, in person, and through electronic means with linguistic and cultural proficiency.
 - Cultural competency skills
 - Consider the role of cultural, social and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.
 - Basic public health sciences skills
 - Apply the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs.
 - Conduct a comprehensive review of scientific evidence related to a public health issue, concern or intervention.
 - Leadership & systems thinking skills
 - Incorporate ethical standards of practice as the basis of all interactions with organizations, communities and persons.
2. Leadership and Management Concentration Competencies
 - Apply social justice and human rights principles when addressing community needs.
 - Demonstrate transparency, integrity, and honesty in all actions.
 - Engage in dialogue and learning from others to advance public health goals.

COURSE REQUIREMENTS

Grades will be based on class readings, brief written assignments and discussion, in-class activities, a cultural assessment assignment, a paper, and a final exam. Doctoral students will complete an additional case study assignment. The interactive nature of the course and heavy emphasis on discussion make it imperative that students both attend class and complete reading assignments prior to class each week. Please bring readings (either hardcopy or on your laptop, iPad, etc.) to class each week as well to facilitate participation in discussion and activities.

COURSE STRUCTURE

0.5-1 hour(s): Lecture and interactive discussion

1 hour(s): Discussion of assigned readings and related themes (student led)

0.5-1 hour(s): Interactive class activities, videos, discussion panels, or guest speakers

COURSE MATERIALS

Students are expected to check the ISBN number for assigned textbooks to ensure the intended edition is studied.

1. Bernheim, R. G., Childress, J. F., Bonnie, R. J., Melnick, A. (2015). *Essentials of Public Health Ethics*. Jones & Bartlett Publishers.
2. Huff, R. M., Kline, M. V., & Peterson, D. V. (Eds.). (2015). *Health promotion in multicultural populations: a handbook for practitioners and students*. SAGE publications.
3. Selected readings (Links and PDFs will be provided online)
4. Case studies

Wk.	Date	WEEK AT A GLANCE: LECTURE TOPICS AND ASSIGNMENTS
1	08/31	Course Introduction Public Health Ethics Foundations: Part 1 No written assignment
2	09/07	Public Health Ethics Foundations: Part 2 Written assignment #1; post on Canvas by 11pm
3	09/14	Culture & Ethnicity: Part 1 Written assignment #2; post on Canvas by 11pm
4	09/21	Culture & Ethnicity: Part 2 Written assignment #3; post on Canvas by 11pm
5	09/28	Cultural Assessment Framework No written assignment
6	10/05	The Tuskegee Experiment; Impact on Public Health Research and Ethics Written assignment #4; post on Canvas by 11pm
7	10/12	No Class
8	10/19	Indigenous Populations Written assignment #5; post on Canvas by 11pm Cultural Assessment Framework assignment due; post on Canvas by 11pm
9	10/26	Surveillance Screening and Testing Written assignment #6; post on Canvas by 11pm
10	11/02	Immunization Written assignment #7; post on Canvas by 11pm
11	11/09	Communicable Diseases Written assignment #8; post on Canvas by 11pm
12	11/16	Health Communication & Health Literacy Written assignment #9; post on Canvas by 11pm
13	11/23	Thanksgiving week – No class; no assignments due
14	11/30	Environmental Health Written assignment #10; post on Canvas by 11pm
15	12/07	Paper presentations and discussion The final exam will be distributed
16	12/14	1. Post final paper on Canvas by 11pm 2. Post final exam on Canvas by 11pm

COURSE GRADE BREAKDOWN		Points
1. Weekly written assignments		20
2. In-class exercise participation		10
3. Cultural Assessment Framework assignment		25
4. Paper and discussion on a public health ethical, diversity, or human rights issue		25
5. Final exam		20
Masters level	Total	100
6. Written case study (doctoral students only)		20
Doctoral level	Total	120

The instructor will make every effort to provide feedback and grades/points on assignments within 7-10 days. The best way to get in touch with me is by email paula.palmer@cgu.edu.

ASSIGNMENTS**1. Brief written assignments on readings (20 pts; 2 pts x 10 assignments)**

- Students will respond to questions from readings and post responses during the semester. Written responses should generally be about ½ page per question; post on Canvas. We will discuss the questions in class.

2. In-class activity participation (10 pts)

- Students will participate in small group activities that provide opportunities to apply course materials and skills to public health issues related to ethics, culture, and human rights.

3. Cultural Assessment Framework (25 pts)

- Students will develop and administer an assessment tool, write a summary report, and briefly share results in class.
- The written assignment is due on **10/19**; post on Canvas by 11pm.

4. Paper and brief presentation (25 pts)

- Students will select a topic related to an ethical, human rights, or cultural issue of importance to public health policy and/or practice and write a double-spaced paper with references, and briefly discuss main points in class on **12/07**. Length: 10 pages, excluding references. Paper is due on **12/14**; post on Canvas. **Please contact the CGU Writing Center <http://www.cgu.edu/pages/4214.asp> if you need help writing.**

5. Final exam (take home) (20 pts)

- The final exam will be distributed on **12/07**; post on Canvas.
- Exams are due on **12/14** by 11pm; post on Canvas.

6. Doctoral students only. Case study analysis (20 pts).

- Students will receive a case study to analyze and write up.
- The case study will be due on **12/14**; post on Canvas by 11pm.

GRADING CRITERIA

Masters level grading is figured on 100 points (100-93=A; 92-90=A-; 89-87=B+; 86-83=B; 82-80=B-; 79-77=C+; 76-73=C; 72-70=C-; 69-67=D+; 66-63=D; 62-60=D-; <60=F).

Doctoral level grading is figured on the 100 points above plus an additional 20pt assignment; 120 pt. total.

Letter Grade	Grade Point	Description	Learning Outcome
A	4.0	Complete mastery of course material and additional insight beyond course material	Insightful
B	3.0	Complete mastery of course material	Proficient
C	2.0	Gaps in mastery of course material; not at level expected by the program	Developing
U	0	Unsatisfactory	Ineffective

Continual matriculation at CGU requires a minimum grade point average (GPA) of 3.0 in all coursework taken at CGU. Students may not have more than two incompletes. Details of the policy are found on the Student Services webpage. <https://mycampus.cgu.edu/web/registrar/for-current-students/student-policies#Satisfactory Academic Progress>

USE OF EDUCATIONAL TECHNOLOGIES

This course will be supplemented by Canvas, an online learning platform. The Canvas site will be set up by week 2.

COURSE POLICIES

The CGU institutional policies apply to each course offered at CGU. A few are detailed in the space below. Students are encouraged to review the student handbook for the program as well as the policy documentation within the bulletin and on the Registrar's pages. <http://bulletin.cgu.edu/>

1. Attendance

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence (in advance of class) from Dr. Palmer. Unapproved absences or late attendance for **three or more classes** may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the instructor to obtain the missed material. **Group projects suffer when students do not attend class regularly.**

2. Due dates – Due dates for all assignments are **firm**. **There will be an automatic 5-point deduction per day on late work.** Exceptions will be made in cases of illness or personal emergencies.

3. Scientific and professional ethics

The work you do in this course **must be your own**. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the program. *Additional information on CGU academic honesty is available on the Student Services webpage (<http://www.cgu.edu/pages/1132.asp>).*

4. Accommodations for students with disabilities

If you would like to request academic accommodations due to temporary or permanent disability, contact Dean of Students and Coordinator for Student Disability Services at DisabilityServices@cgu.edu or 909-607-9448. Appropriate accommodations are considered after you have conferred with the Office of Disability Services (ODS) and presented the required documentation of your disability to the ODS.

5. Mental health resources

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is a link to basic information about **Monsour**: (<http://www.cuc.claremont.edu/monsour/>):

- **Monsour Counseling and Psychological Services (MCAPS)** is committed to promoting psychological wellness for all students. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential, safe environment.

Phone: 909-621-8202; after-hours emergency: 909-607-2000

Fax: 909-621-8482

Address: **Tranquada Student Services Center**
757 College Way
Claremont, CA 91711
(Located on the 1st floor)

6. Title IX:

If the instructor learns of any potential violation of our gender-based misconduct policy (rape, sexual assault, dating violence, domestic violence, or stalking) by any means, he/she is required to notify the CGU Title IX Coordinator at Deanof.Students@cgu.edu or (909) 607-9448. Students can request confidentiality from the institution, which the instructor will communicate to the Title IX Coordinator. If students want to speak with someone confidentially, the following resources are available on and off campus: EmPOWER Center (909) 607-2689, Monsour Counseling and Psychological Services (909) 621-8202, and The Chaplains of the Claremont Colleges (909)621-8685. Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. Confidential resources can walk students through all of their reporting options. They can also provide students with information and assistance in accessing academic, medical, and other support services they may need.

* * * *

ASSIGNMENTS BY WEEK

- Please come prepared to discuss the readings and assignments assigned for a given week.
- Bring assigned reading materials (hardcopy or electronic version) to class each week.
- Post written assignments on Canvas by 11pm the day of class, unless otherwise specified.

WEEK	LECTURE, DISCUSSION TOPICS, READINGS
Wk. 1 – 8/31	Course Introduction Public Health Ethics Foundations: Part 1
<p>Reading:</p> <ol style="list-style-type: none"> 1. Bernheim, et al.: Chapter 1. Framework for Public Health Ethics 2. Bernheim, et al.: Chapter 2. Moral Considerations: Bases and Limits for Public Health Interventions <p>Resource: Declaration of Human Rights (PDF)</p> <p>Class activity: Intervention ladder No written assignment</p>	
Wk. 2 – 9/07	Public Health Ethics Foundations: Part 2
<p>Reading:</p> <ol style="list-style-type: none"> 1. Bernheim, et al.: Chapter 3. Political and Legal Context of Public Health Ethics 2. Bernheim, et al.: Chapter 4. Public Health Perspectives <p>Written assignment #1:</p> <ol style="list-style-type: none"> 1. Provide two examples of public health policies considered by some to be coercive. 2. Use the example of cardiovascular disease (CVD) to discuss the role of non-health sectors in influencing public health. What are some of the key ethical issues that may arise in setting goals for decreasing CVD? Be sure to include relevant terms. <p>Class activity: Plain packaging of cigarettes</p>	
Wk. 3 – 9/14	Ethnicity & Culture: Part 1
<p>Reading:</p> <ol style="list-style-type: none"> 1. Huff, et al.: Chapter 1. Culture, Health Promotion, and Cultural Competence 	

2. Huff, et al.: Chapter 2. Cross-Cultural Concepts of Health and Disease
3. Huff, et al.: Chapter 3. Ethics of Health Promotion Intervention in Culturally Diverse Populations

Written assignment #2:

1. According to Kleinman, how might the use of *explanatory models* by health promoters serve to improve health outcomes?
2. According to the Kachingwe-Huff Model, what are the components that contribute to culturally proficient and ethical practice for health promotion activities?

Wk. 4 – 9/21**Ethnicity & Culture: Part 2****Reading:**

1. Huff, et al.: Chapter 5. Health Disparities in Multicultural Populations: An Overview
2. Huff, et al.: Chapter 9. Hispanic/Latino Health, Cancer, and Disease: An Overview
3. Huff, et al.: Chapter 12. Asian-American Health and Disease: An Overview
4. Huff, et al.: Chapter 14. Promoting Health in Arab-American Populations

Written assignment #3:

Provide an example as to how traditional cultural beliefs or practices might affect health outcomes (for better or worse) for Hispanics or Latinos, Asian Americans, and Arab Americans (one example for each of the three groups).

Wk. 5 – 9/28**Cultural Assessment Framework****Reading:**

1. Huff, et al.: Chapter 6. The Cultural Assessment Framework
2. Huff, et al.: Chapter 19 Health Promotion Tips for the Practitioner and Student

No written assignment

Discussion of cultural assessment framework assignment; due 10/19 post on Canvas by 11pm

Wk. 6 – 10/05**The Tuskegee Experiment; Impact on Public Health Research and Ethics****Reading:**

1. Huff, et al.: Chapter 10. Promoting Health Among Black Americans: An overview
2. Freimuth VS, Quinn SC, Thomas SB, Cole G, Zook E, Duncan T. (2001). African Americans' views on research and the Tuskegee Syphilis Study. *Social science & medicine*, 52(5), 797-808.

Resource:

Regulations and Ethical Guidelines. Please review a-c below.

- a. The Belmont Report <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
- b. Nuremberg Code Directives for Human Experimentation (refer to PDF)
- c. World Medical Association Declaration Of Helsinki (refer to PDF)

Written assignment #4:

1. Describe the role that Black churches have had in facilitating health promotion activities.
2. In what ways has the U.S. healthcare system failed many Black Americans?

Activity: Public health and research with African-Americans - Small group discussions and presentation

Wk. 7 – 10/12	No class Cont. work on Cultural Assessment Framework assignment
Wk. 8 – 10/19	Indigenous Populations
<p>Reading:</p> <ol style="list-style-type: none"> Huff, et al.: Chapter 11. Health and Disease of American Indian and Alaska Native Populations in the U.S.: An Overview Huff, et al.: Chapter 13. Pacific Islander Health and Disease: An Overview <p>Written assignment #5:</p> <ol style="list-style-type: none"> Describe two important challenges that have adversely affected American Indian health? What have the effects of colonization been on Pacific Islander health outcomes both past and present? <p>Cultural assessment framework assignment due; post on Canvas by 11pm.</p> <p>Class activity: Public Health Services for Indigenous Populations</p>	
Wk. 9 - 10/26	Surveillance Screening and Testing
<p>Reading:</p> <ol style="list-style-type: none"> Bernheim, et al.: Chapter 5. Surveillance and Public Health Data Bernheim, et al.: Chapter 6. Screening, Testing and Contact Tracing <p>Written assignment #6:</p> <ol style="list-style-type: none"> What are the distinctions and relationships between privacy and confidentiality? What are the benefits and harms of contact tracing and partner notification for individuals with sexually transmitted diseases, including HIV? <p>Class activity: Cancer screening policies</p>	
Wk. 10 – 11/02	Immunization
<p>Reading:</p> <p>Bernheim, et al.: Chapter 7. Immunization: Protection Through Vaccination</p> <p>Written assignment #7:</p> <ol style="list-style-type: none"> Identify two common objections to mandatory influenza vaccinations for health care workers. When is it ethically justifiable to mandate a vaccination? What conditions need to be met? 	
Wk. 11 – 11/09	Communicable Diseases
<p>Reading:</p> <p>Bernheim, et al.: Chapter 8. Containing Diseases: Personal Control Measures</p> <p>Written assignment #8:</p> <ol style="list-style-type: none"> What is the importance of clearly explaining public health decisions to affected individuals and the general public? When implementing interventions that may place individual liberties, privacy, and other interests at odds with community benefits, what three factors should public health officials consider? <p>Class activity: Ethics board decision making</p>	

Wk. 12 – 11/16	Health Communication & Health Literacy
<p>Reading:</p> <ol style="list-style-type: none"> Bernheim, et al.: Chapter 9. Health Communication Huff, et al.: Chapter 8. Cross-Cultural Communication and Health Literacy in Multicultural Populations <p>Written assignment #9</p> <ol style="list-style-type: none"> What are the benefits and risks of seeking to address a public health issue, such as childhood obesity through the use of social marketing? Describe how and why poor literacy and numeracy skills prevent attainment of good health. <p>Class activity: Health literacy</p> <p>Handout case study to doctoral students; assignment due 12/14; post on canvas</p>	
Wk. 13 – 11/23	<i>Thanksgiving week – No class; no assignments due</i>
No reading or assignments this week	
Wk. 14 – 11/30	Environmental Health
<p>Reading: Reading:</p> <p>Bernheim, et al.: Chapter 10 - Public Health and the Environment</p> <p>Written assignment #10:</p> <ol style="list-style-type: none"> How are water fluoridation and lead different from one another in terms of how public health officers might think about their regulation? In terms of ethical considerations regarding water fluoridation decisions, what are principles that favor fluoridation and what are principles against fluoridation? 	
Wk. 15 – 12/07 – LAST CLASS	<ol style="list-style-type: none"> Presentation of papers and class discussion Distribution of final exam
No reading or other assignments this week	
Wk. 16 – 12/14 – NO CLASS FINALS WEEK	<ol style="list-style-type: none"> Post final paper on Canvas by 11pm Post final exam on Canvas by 11pm (Doctoral students only) Post case study on Canvas by 11pm