

**INDIANA UNIVERSITY
RICHARD M. FAIRBANKS SCHOOL OF PUBLIC HEALTH
DEPARTMENT OF HEALTH POLICY AND MANAGEMENT
FALL 2017**

Last updated: March 14, 2018 (ver. 6.5)

COURSE TITLE: Ethics and Public Health

COURSE NUMBER: H641

LOCATION: Engineering SL056

DATE: Tuesdays, 5-7:40pm

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COURSE DESCRIPTION:

This course is an introduction to the role of ethics in population health-related programs, policymaking, professions and in research. It also offers a brief introduction to fundamental cases and concepts in Public Health Law. Because public health interventions focus on communities, as contrasted with individuals, they raise distinct and significant ethical questions from those raised in health services delivery (commonly addressed in fields such as medical ethics, bioethics and clinical ethics). A central question is: How should the rights of individuals be balanced against the protection or improvement of the health of the public? Through examination of current, historic and potential cases -- including infectious disease outbreaks and bioterrorism threats, community health impact assessments, soda portion restrictions, and international public health research and programs -- students will increase their understanding of the ethical and human rights concerns in public health. Students also will learn how to analyze local, national and international public health events, policies and programs using numerous ethics-based frameworks, and will be more empowered to be critical contributors to the development, delivery and assessment of ethically sound public health interventions in their professional careers.

MASTERS IN PUBLIC HEALTH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE

- Identify and analyze the components and issues of leadership, including financing and delivery of public health services and systems.
- Apply policy process, development and analysis methods to address current national, state and local public health issues.

- Exhibit high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- Use systems methods to analyze the effects of political, social and economic influences on public health systems at the individual, community, state, national and international levels.
- Demonstrate the impact of diversity and culture on public health across discipline areas.
- Demonstrate an understanding of the basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of public health data.
- Discuss the policy process for improving the health status of populations. (HPM Concentration)
- Demonstrate communication and leadership skills required for building community and organizational capacity. (HPM Concentration)

IUPUI PRINCIPLES OF GRADUATE AND PROFESSIONAL LEARNING (PHPLS)

Graduate students earning an Indiana University or Purdue University Ph.D. on the IUPUI campus will demonstrate the following abilities related to the research focus of the degree:

- Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to the field
- Communicate effectively high level information from their field of study
- Think critically and creatively to solve problems in their field of study
- Conduct research in an ethical and responsible manner

Graduate students in academically-based master's level programs on the IUPUI campus will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to conduct original research within the discipline or to enter a program to earn a more advanced degree
- Communicate effectively information from their field of study
- Think critically and creatively to evaluate literature in their field of study
- Apply ethics within their field

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
- Communicate effectively with their peers, their clientele, and the general public
- Think critically and creatively to improve practice in their field
- Meet all ethical standards established for the discipline

LEARNING OBJECTIVES

At the conclusion of this course, learners will be able to:

1. Understand the ethical obligations inherent in working as a public health professional, including ways to assess proper conduct, professional rights and duties, the skills for the ethical practice of public health, application of the public health codes of ethics, and management of relations within, across and outside of public health organizations.
2. Apply ethical frameworks to their public health-related decision making processes, and to their analyses of public health policies and interventions, through (a) the recognition and verbal and written articulation of ethical concerns; (b) the assessment of ethically right actions; (c)

prioritization of ethical values; and (d) demonstration of the courage and conviction to implement ethical behavior.

3. Describe, assess and implement processes to ensure that public health research initiatives, including Community Health Needs Assessments and are ethically sound from both an individual and institutional level.

REQUIRED TEXTS & READINGS

1. RG Bernheim, JF Childress, RJ Bonnie, AL Melnick, *Essentials of Public Health Ethics*, Jones & Bartlett Learning, 2015, ISBN 978-0-7637-8046-3.

We also frequently will be using the following (free!) resources, both of which are available for download on the course Canvas site:

2. Association of Schools of Public Health *Ethics and Public Health Model Curriculum* (Bruce Jennings et al., eds, 2001).
3. *Public Health Ethics: Cases Spanning the Globe* (2016). DH Barrett, LW Ortmann, A Dawson, C Saenz, A Reis, G Bolan (Eds.). Springer Open.

Additional course readings from various sources will be made available online and through the class Canvas site. You can connect to online articles by following the hyperlink in the electronic version of the syllabus that will be posted in Canvas.

Some curriculum readings will be updated during the semester. I will do my best to have these completed well in advance of their assignment week, and will make the updates available in the online syllabus and Canvas.

WEEKLY ONLINE FORUM SUBMISSIONS

Each week from weeks 2-13 of the course, irrespective of other course assignments, you will be asked to submit onto the Canvas Forum two written reflections:

- 1) **Reflection Post:** Every student will submit a 250 word (minimum) reflective post on some aspect of that week's readings. Use these reflections to strengthen your understanding of the material – for example, work through passages in the reading you find difficult or confusing (or with which you disagree), questions that this article raises in your mind (and take a few sentences to try to answer those questions for yourself); or to try to summarize or analyze a particular piece. Please include citations to the relevant sources. **This reflection will be due no later than 11:59pm on the Saturday before the next class.** These posts will be worth up to 5 points each (maximum 55 points for the semester).
- 2) **Response Post:** Every student also will submit a 150 word (minimum) response to a post by another student from that week. **This reflection will be due no later than 11:59pm on the Monday before the next class.** More than one student can respond to a single post, but please do your best to try to respond to different peoples' posts every week. These posts will be worth up to 2 points each (maximum 22 points for the semester).

PUBLIC HEALTH ETHICS IN THE NEWS- Student-led discussion – 1x/Semester

Beginning in Week 5, two or three students per week will each be asked to circulate to the class a recent, relatively brief news or journal article/podcast/video/blog post from a reputable local/national/international source that raises interesting public health ethics issues. **On the day of the class, each of the assigned students will each be responsible for leading a 10 minute class discussion of**

their submission. “Recent” means appearing in the last month or so. By relatively brief, I mean the article should be under 8 pages (if an academic journal article), something shorter than a Longform article (<3000 words) if from a news source, or under 30 minutes run time for a podcast at normal speed (since these can be sped up to 1.5-2x without people losing their minds trying to listen to them), or 15 minutes of video.

Post Article & 3 Discussion Questions

By 11:59pm on the Saturday before the class date, please post your piece as a Canvas message as follows:

- a) Title your message: “Ethics News for [date of class] – [Last name].”
- b) In the message body, include a URL link to the piece.
- c) Post 3 written questions that will guide your discussion of your news piece (see below). To receive full credit, your discussion questions must include at least 2 questions prompting the application to the article/case one or more major public health ethics concepts, analytical frameworks, and/or theories encountered in your course materials.

Every student will be responsible for reading each of the submitted articles ahead of class and be prepared to discuss the articles in class.

Evaluation: These Student-Led Discussions will be worth up to 10 points. Evaluation will be based upon: quality of the article selection and its connection to the course subject (up to 3 points), demonstration, through question development, of analysis/synthesis/implementation of core public health ethics concepts (up to 4 points); and quality of class discussion management (up to 3 points).

Students should not submit articles that were submitted in previous weeks (obviously). *Topics* can be recycled with care, but there probably should be some significant new developments in that topic, and you should take your questions and discussion in a completely different direction from the previous submission.

In addition to articles regularly appearing in places like the [NY Times](#), [BBC](#), [Wall Street Journal](#), [NPR](#), [JAMA](#), the [New England Journal of Medicine](#), and the [American Journal of Public Health](#), you can find a good range of frequently-updated Public Health Ethics-friendly posts in this twitter feed: <https://twitter.com/phlu/lists/ph-law-health-law-ethx?lang=en>, at the [Bill of Health blog](#), at the [American Journal of Bioethics blog](#) (although this tends more toward medical ethics, not public health), and sources like [Goats and Soda](#) (global health, largely Africa), and Lancet’s [Human Rights blog](#).

CASE STUDY, FINAL PAPER & PRESENTATION

1) Case Description for Final Paper (100 points) – due Sunday, October 22, 2017 at 11:59pm

Students will prepare a case study that reflects an ethical dilemma encountered in the course of their public health career, or that they find in the news. The case study will be no more than 500 words and describe a specific moral problem in a public health setting. Citations to resources should follow APA citation guidelines. The Students will have the opportunity to revise and resubmit their case descriptions, with a chance to improve their score.

A guide to developing Case Studies, which includes an outline as well as host of public health case study examples (from the area of public health leadership) may be found on the Canvas site as the file “Case Study Development Manual.”

The revision will be due no later than **Sunday, November 5, 2017, at 11:59pm.**

2) Final Paper (140 points) – due Sunday, December 3, 2017, at 11:59pm

The final paper will consist of an analysis of an original case study. In their analysis of the case, students will be expected to use one or more of the numerous public health ethics analytical frameworks offered during the course to describe and assess the ethical issues involved, propose 2 or 3 options available to the moral agents involved in the case, and to defend a position in favor of a particular approach on ethical grounds. Please remember that defending a particular position includes raising and analyzing what you believe to be the best argument(s)/critiques against your position, not just asserting the strengths of your stance.

3) Final Presentation (60 points) – delivered in class & submitted on December 5, 2017

At the final class session, students will make a 6 minute, 40 second Pecha Kucha-style presentations on their case studies and analyses to their classmates, and classmates will then discuss the cases and offer feedback. Details about how to structure a Pecha Kucha presentation and an example of a Pecha Kucha presentation can be found on the course web site under the **Pages tab.**

EVALUATION AND GRADING SCALE

Final grades will be determined by summing the points earned for in-class attendance/participation, online submissions, case analyses, and your final presentation, comparing the total points earned with the letter grade/point value scale described below. Grades will be assigned on a proficiency basis, not on a curve. Every effort is made to provide clear expectations and criteria for successful completion of assignments, so you are expected to do well and not feel as if you are in competition with your classmates.

All assignments are due at 11:59pm *Canvas time* on the dates listed in the calendar. **PLEASE REMEMBER THAT 11:59PM on your computer, phone, or watch may not precisely match the Canvas calendar, so don't wait until the very last minute. The Canvas time will be the final arbiter of submission times.** No late assignments will be accepted.

You may access your current grades and current course grade at any time by checking your personal Grade Report on *Canvas*.

Grading

Assignment	Points Possible
Class participation	70
Online Course reading reflections	55 (11 reflections)
Online Course reflection responses	22 (11 responses)
News Discussions	10
Case Study for Final Paper	100
Case Study Analysis – Final Paper	140
Case Study Analysis – Final Presentation	60
	Total Points Possible
	447

Letter Grade	Minimum Percentage
A+	100%
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
F	0%

GUIDELINES

Canvas

Throughout the course, we will be using Canvas, IU's internet-based learning support system. Canvas provides a wide-variety of electronic learning tools, including course announcements and email, and internet-based access to your grades. We will rely heavily on this system in this class. In fact, many of the supplemental readings, handouts, and course materials will only be available "online," so you should get in the habit of checking the course web-page several times a week (especially the night and/or morning prior to each class meeting). To access Canvas, point your web browser to:

<https://Canvas.iu.edu/portal>. You will need to log-in using your NETWORK ID and PASSWORD. Your network id and password should be the same as your university e-mail account. If you have trouble logging in, review the help information on the Canvas login-page or visit the UITS support center on the first floor of the ITIC building. UITS also offers short courses on using Canvas if you need extra help in navigating this system (go to the IT Training website at: <https://Canvas.iu.edu/portal/site/!gateway/page/!gateway-500>). Because we will begin using Canvas immediately, it is imperative you activate your account as soon as possible. If you already have an account, you should check that you can access this course as soon as possible to be sure it is in working order. All required course work will be submitted via Canvas.

Note: If you do not have an IUPUI Jag Tag, your profile will not include a face picture. Please either secure a JagTag and/or post a recent face picture in your profile by the end of the first week of the semester. Having access to these pictures helps me (and your peers) learn your names and keep accurate course records.

Attendance and Class Participation. As in most graduate courses, class attendance and active participation is expected. Our in class activities will involve a variety of teaching and learning strategies including lectures, guest speakers, and whole class and small group discussions. Much of the material presented in class will not be available in the course readings or in the presentation materials made available online. If you are unable to attend a class meeting, YOU are responsible for making arrangements with another student to get the notes on our discussion. I will not make my notes

available to students. You are expected to have completed all assigned readings, homework assignments and be prepared to discuss them at the beginning of each class meeting.

Because active class participation is a critical element of the learning process, you will receive a total of 70 points for participation (roughly 15% of your final grade). Students cannot make-up participation points if they miss class. Much of the class discussion will revolve around working through case studies – those appearing in the reading assignments and others distributed in class.

H641: Ethics and Public Health
Tuesdays, 5:00pm-7:40pm

Date (Fall 2017)	Content	Assignment for Class
August 22 (Week 1)	<p>Introductions & Syllabus Review</p> <p>In Class: Considering Cakes & Sandwiches</p> <p>Ethics and Zika – Identifying Possible Ethical Concerns</p>	None.
August 29 (2)	<p>A Framework for Ethics in Public Health Over the course of the semester, you will encounter numerous frameworks that may guide your ethical analyses. Several leading approaches are included in this week’s readings.</p> <p>What is Public Health?</p>	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1) Bernheim et al., Chapter 1 2) Coughlin, Glossary of Ethical Terms (Canvas) 3) Kass, An Ethics Framework for Public Health (Canvas) 4) Public Health Ethics: Cases Spanning the Globe (“Spanning the Globe”), Chapter 1: <i>Public Health Ethics: Global Cases, Practice, and Context</i>, pp. 1-32 (page #s, not PDF pages). 5) WHO, The Contributions of Ethics to Public Health (Canvas) 6) On Compassion, Sandro Galea (Canvas) 7) Liane Davey, Conflict Strategies for Nice People, HBR Blog Network (Canvas) <p><u>Weekly Writing Assignments:</u></p> <ol style="list-style-type: none"> 1) Reflection due Saturday, Aug 26 by 11:59pm 2) Response due Monday, Aug. 28 by 11:59pm
September 5 (3)	<p>Public Health as a Moral Profession & The Tuskegee Study</p> <p>In Class Exercises:</p> <ul style="list-style-type: none"> • Case Study: Mandating School Mental Health Screenings as a Violence Prevention Measure • Anchorage Needle Exchange Program (ASPH p 71) • Elevator Speeches & <i>Self, Us, Now</i> frameworks 	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1) Bernheim et al., Chapter 2 2) Moreno et al, The Nuremberg Code 70 Years Later (Canvas) 3) APHA, Principles of the Ethical Practice of Public Health (Canvas) 4) Thomas et al., A code of ethics for public health. <i>Am J Public Health</i>. 2002 Jul; 92(7):1057-9. (Canvas) 5) Thomas, Skills for the Ethical Practice of Public Health (Canvas) 6) Stefanak et al., An Organizational Code

		<p>(Canvas)</p> <p>7) Mahoning County Code of Ethics</p> <p>8) Nuffield Council, Stewardship Model, pp. 15-18 (whole thing is worth reading, but specifically read these pages) (Canvas)</p> <p>9) ASPH, Module 2: The Legacy of the Tuskegee Syphilis Study, pp. 44-60, 65, 71, 76, 79-80. (Canvas)</p> <p>10) For class discussion – not for reflection: Case Study: Mental Health Screenings for School (Canvas)</p> <p>11) <i>Self, Us, Now</i> Public Story Framework</p> <p><u>Weekly Writing Assignments:</u></p> <ol style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm
<p>September 12 (4)</p>	<p>Public Health Law: Authority, Autonomy, and Paternalism, Part 1</p> <p><i>Jacobson & its legacy in public health</i></p>	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1) Bernheim, Ch. 3 2) Ken Wing, pdf pages 15-60 (Chapters 1 & 2) 3) Gostin & Wiley, Public Health Law: Power, Duty, Restraint, 3d edition (exerpts) (Canvas) 4) Kerr, How to Read A Court Decision (Canvas) 5) Jacobson v. Massachusetts (Canvas) 6) Burris et. al., A Transdisciplinary Approach to Public Health Law: The Emerging Practice of Legal Epidemiology 7) Podcasts: <i>This Week In Health Law Episode 49: Crowdsourcing a Funeral.</i> Guest: Wendy Parmet, Northeastern University (her interview begins 8:00mins in) Also see this piece for a background article on the Flint Water Crisis: Merrit Kennedy, <i>Lead-laced Water in Flint: A step-by-step look at the makings of a crisis</i>, NPR, http://www.npr.org/sections/thetwo-way/2016/04/20/465545378/lead-laced-water-in-flint-a-step-by-step-look-at-the-makings-of-a-crisis; and <p><u>Episode 63: Mind Twist for Attorneys.</u></p>

		<p>Legal Epidemiology & Public Health Law, with Matthew Penn, CDC Public Health Law Program, and Ross Silverman.</p> <p><u>Weekly Writing Assignments:</u></p> <ul style="list-style-type: none"> 8) Reflection due Saturday by 11:59pm 9) Response due Monday by 11:59pm
<p>September 19 (5)</p>	<p>Public Health Law: Authority, Autonomy, and Paternalism, Part 2</p> <p>Case for Class Discussion: Case 3: Compulsory Treatment for Injection Drug Use after Incarceration, <i>Spanning the Globe</i>, 7.9-7.9.3 (pp220-224)</p>	<ul style="list-style-type: none"> 1) ASPH, Module 6: Ethics of Health Promotion and Disease Prevention, pp. 154-164 2) Public Health Ethics: Mapping the Terrain (Canvas) 3) Bayer et al, Banning Smoking in Parks and on Beaches (Canvas) 4) Obesity & Fat Taxes (Canvas) 5) Bayer – Stigma & Public Health 6) Burris – Response to Bayer 7) A Stabbing, A Possible Ebola Outbreak, and a ‘Time Bomb’ (Canvas) <p><u>Weekly Writing Assignments:</u></p> <ul style="list-style-type: none"> 8) Reflection due Saturday by 11:59pm 9) Response due Monday by 11:59pm <p><u>News Discussion</u> <u>Articles and questions due Saturday 11:59pm</u></p>
<p>September 26 (6)</p>	<p>Ethics in Public Health Surveillance, Data Collection & Research</p> <p>To Discuss in Class: <i>Spanning the Globe</i>, 9.6, Case 1: To Reveal or Not to Reveal Potentially Harmful Findings, pp. 300-303</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> 1) Bernheim, Ch. 5 2) Ethics and conduct of public health surveillance (Canvas) 3) Public Health Research, in <i>Spanning the Globe</i>, Ch. 9, pp. 285-298 4) Upshur, Principles for the Justification of Public Health Intervention (Canvas) 5) Authorship Ethics resources (Canvas) <p><u>Weekly Writing Assignments:</u></p> <ul style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm <p><u>News Discussion:</u> <u>Articles and questions due Saturday</u></p>

October 3 (7)	NO CLASS TUESDAY NIGHT	<u>Readings – Ethics & Infectious Disease Control:</u> <ol style="list-style-type: none"> 1) Bernheim, Chs. 6 & 8 2) Public Health Law & Ethics – Lessons from SARS & Quarantine (Canvas) 3) Bioethics Commission, Ethics & Ebola pp. 22-25 (Canvas) 4) Caplan – Opinion: Mandating Flu Shots is the Moral Choice (Canvas) 5) Caplan & Reiss – Open Letter (Canvas) 6) Case Study: Tuberculosis Control in a Small Town (review for discussion in next week’s class) 7) Quarantine: the CDC’s new quarantine rules (multiple Canvas readings) <u>Weekly Writing Assignments:</u> <ol style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm
October 10 (8)	Immunization: Protection Through Vaccination Discussion of last week & this week’s readings In class: Mandatory Vaccination in Measles Outbreaks, <i>Spanning the Globe</i> , 4.9-4.9.3 (pp. 103-107)	<u>Readings:</u> <ol style="list-style-type: none"> 1) A Dad Discovers Fear of Vaccines (NPR) 2) Bernheim, Ch. 7 3) Garrett Hardin, <i>The Tragedy of the Commons</i> (Science, 1968) (Canvas) 4) AAP Nonmedical Exemptions Report (Canvas) 5) Colgrove, Vaccine Refusal Revisited (Canvas) 6) Opel et al., Achieving an Optimal Childhood Vaccine Policy (Canvas) 7) Zimmerman, Ethical analyses of institutional measures to increase HCW influenza vaccination rates (Canvas) <u>Weekly Writing Assignments:</u> <ol style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm <u>News Discussion</u> Articles and questions due Saturday 11:59pm
October 17	FALL BREAK (No class)	Case Study Drafts Due by Sunday, October 22 at 11:59pm
October 24 (9)	Ethics and Community Engagement:	<u>Readings:</u>

	<p>Health Impact Assessments, Community Health Needs Assessments & Communication</p>	<ol style="list-style-type: none"> 1) Bernheim, Ch. 4, pp. 81-92 & Ch. 9 2) Ethics-based decision making and Health Impact Assessment (Canvas) 3) HIA – Promoting Health Equity (Canvas) 4) Community Health Needs Assessment Case Study (Canvas) 5) Community Health Needs Assessment References 20140310 (Canvas) <p><u>Weekly Writing Assignments:</u></p> <ol style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm <p><u>News Discussion</u> Articles and questions due Saturday 11:59pm</p>
<p>October 31 (10)</p>	<p>International Public Health, Health Law, & Human Rights</p> <p>In class: GUEST SPEAKER (via Zoom): Alexandra Phelan, General Sir John Monash Scholar, Georgetown University</p> <p>Class Discussion With speaker on Human Rights, Public Health & Migration</p> <p>What is your favorite right listed in the Universal Declaration of Human Rights?</p>	<p><u>Readings:</u></p> <ol style="list-style-type: none"> 1) International Collaboration for Global Public Health, <i>Spanning the Globe</i>, pp. 241-253 2) Universal Declaration of Human Rights 3) Mann, Medicine, Public Health Ethics and Human Rights 4) Galeo & Annas, Aspirations & Strategies for Public Health 5) History, Principles and Practice of Health and Human Rights 6) WHO Human Rights and Health Factsheet 7) Human Rights in Health Systems Frameworks 8) WHO Best Practices for Naming New Human Infectious Diseases 9) Tarantola & Gruskin, Human Rights Approach to Public Health Policy 10) NTDs and Post Conflict Countries 11) Bringing Justice to Health 12) NCDs and Human Rights – A Promising Synergy <p>Case Study Revisions Due by Sunday, November 5, 2017 at 11:59pm</p> <p><u>News Discussion</u> Articles and questions due Saturday 11:59pm</p>

<p>November 7 (11)</p>	<p>Public Health and Health Reform – Allocation of Scarce Resources</p> <p>In class: Spanning the Globe, 3.6-3.63 (pp74-78), and 3.8-3.8.3 (pp84-86)</p>	<p><u>Weekly Readings:</u></p> <ol style="list-style-type: none"> 1) Daniels & Sabin - Setting Limits Fairly – the Accountability for Reasonableness (A4R) model (Canvas) 2) Spanning the Globe, pp. 61-70 by Norman Daniels 3) Rationing – An Ethical Template for Pharmacy Benefits (Canvas) <p><u>Weekly Writing Assignments:</u></p> <ol style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm <p><u>News Discussion</u> <u>Articles and questions due Saturday 11:59pm</u></p>
<p>November 14 (12)</p>	<p>Topic TBD. Possibly the Opioid Epidemic. Possibly:</p> <p>Precision Medicine and Public Health Genetics & Genomics</p>	<p><u>Weekly Readings (TBD, but below relates to Precision Medicine/PH Genetics/Genomics):</u></p> <ol style="list-style-type: none"> 1) ASPH Module 8, pp. 200-231, 235-37, 241-42 (NOTE: for ease of document navigation, ASPH page numbers are listed as the PDF pages, NOT the page #s at bottom of PDF) 2) Genetic Discrimination – National Human Genome Project 3) Genomics and Infectious Disease 4) Public Health Genomics Has Come of Age 5) Beyond Public Health Genomics 6) Lisa M. Lee, Public Health Ethics Theory: Review & Path to Convergence (Canvas) 7) Additional readings TBD <p><u>Weekly Writing Assignments:</u></p> <ol style="list-style-type: none"> 1) Reflection due Saturday by 11:59pm 2) Response due Monday by 11:59pm <p><u>News Discussion</u> <u>Articles and questions due Saturday 11:59pm</u></p>
<p>November 21 (13)</p>	<p>Health Humanities & Public Health Ethics</p>	<p><i>Typhoid Mary</i> – A Play by Tom Horan</p> <p><u>News Discussion</u> <u>Articles and questions due Saturday 11:59pm</u></p>

November 28 (14)	...And the Band Played On	<u>Weekly Readings (all in Canvas):</u> <ol style="list-style-type: none"> 1) Film (source: TBD) 2) Discussion Questions 3) The HIV/AIDS epidemic in the US 4) Montagnier Science 2002 5) Gallo Science 2002 6) AIDS Hiding in Plain Sight 7) Nat'l HIV/AIDS Strategy (read Exec Summary, Intro & 31-end) 8) 25 Years of HIV/AIDS Media Campaigns in US 9) The Memorial Quilt Online <u>News Discussion</u> <u>Articles and questions due Saturday 11:59pm</u> Final Papers Due December 3. Final Presentations Due December 5 @ 5pm.
December 5 (15)	Present final projects 5:00-7:40pm	Presentations: 6 min 40 second Pecha Kucha presentations

Attendance:

Attendance at all sessions is strongly encouraged, and **is required for the** final presentation sessions.

Students with Disabilities:

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issues by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

Course Evaluation:

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

Academic Integrity:

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI Code of Student Rights, Responsibilities and Conduct.

<http://live.iupui.edu/dos/code/htm>

Plagiarism

"Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism."
Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975

Student's Responsibilities

1. It is the students' responsibility to have full awareness and understanding of the citation procedures used in their concentration and in the classes which they take.
2. A graduate student in the MPH Program is expected to understand the significance of proper scholarly use of others' work and plagiarism.
3. Ignorance or carelessness regarding citation procedures does not excuse plagiarism.

Penalties

1. A student who is found to have plagiarized someone else's work will be penalized. Departmental guidelines will be followed.
2. The student's instructor will judge such work "unacceptable."
3. The normal penalties for plagiarism are:
 - a. zero points or an "F" grade for the assignment in which the infraction occurs
 - b. grade reduction for the course in which the infraction occurs
4. In cases of particularly flagrant violations of plagiarism, the instructor may recommend suspension from the MPH Program for a period ranging from the term in which the infraction occurs (with a loss of all credit earned during that term) to dismissal from the MPH Program. Such recommendations are sent in writing to the Department Chair. If approved by the Chair, the recommendation for suspension will be forwarded in writing to the Dean.
5. If a student is disciplined for more than one instance of plagiarism, the student will be dismissed from the MPH program. Written notification of the dismissal will come from the Dean.