



PubH 6741, Section 003

ETHICS IN PUBLIC HEALTH: PROFESSIONAL PRACTICE AND POLICY
FALL 2018, 1 CREDIT

GRADE OPTION: A-F

Course & Contact Information

Meeting Day(s): Mondays, Term A
Meeting Time: 10:10AM – 12:05PM
Meeting Place: TBD

Instructor: Sarah E. Gollust, PhD
Email: sgollust@umn.edu
Office Phone: 612-626-2618
Office Hours: After class or by appointment
Office Location: 15-232 Phillips Wangensteen Building

CEPH Competencies & Learning Objectives

Competency	Learning Objectives	Assessment Strategies
<p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</p>	<ul style="list-style-type: none"> • Articulate the values and principles that distinguish public health from medical care, and public health ethics from bioethics. • Articulate different ethical theories relevant to public health, including utilitarianism, deontological theories, rights-based, communitarianism, and justice. • Identify and analyze the ethical arguments for and against public health interventions from the perspective of the ethical theories. • Examine the types of contexts in which health departments and local public health agencies confront issues of allocating scarce resources (supplies, treatments, money, and employees' time) and what values, frameworks and skills are useful in daily micro-level decisions. • Practice applying and communicating ethical frameworks and principles to resolve public health ethical dilemmas in public health practice. 	<ul style="list-style-type: none"> • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Final paper (Assignment 7, 25% of grade) • Discussion forums on insurance benefits and vaccines (Assignments 2 and 6, 26% of grade) • Response paper on ethics in local public health practice (Assignment 3, 13% of grade) • Press release on vaccine shortage (Assignment 4, 13% of grade)

	<ul style="list-style-type: none"> • Articulate legal and ethical frameworks for balancing the interests of the individual and community in public health. • Demonstrate how ethical analysis can support successful development of and implementation of interventions to improve population health and advance health equity. 	
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.	<ul style="list-style-type: none"> • Describe the relationship between the social determinants of health and justice, and how a broader conception of the predictors of health relates to the scope of public health practice, policy, and law. • Identify the meaning of “structural racism” and its relationship to population health and policy. 	<ul style="list-style-type: none"> • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Response paper (Assignment 1, 10% of grade)
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	<ul style="list-style-type: none"> • Identify the key stakeholders in public health issues and describe how the values of diverse groups shape the design and implementation of public health policies. 	<ul style="list-style-type: none"> • Final paper (Assignment 7, 25% of grade, especially stakeholder analysis component) • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Vaccine forum discussion (Assignment 6, 13% of grade)
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	<ul style="list-style-type: none"> • Demonstrate how ethical analysis can support successful development of and implementation of interventions to improve population health and advance health equity. 	<ul style="list-style-type: none"> • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Response paper (Assignment 1, 10% of grade)
15. Evaluate policies for their impact on public health and health equity.	<ul style="list-style-type: none"> • Demonstrate how ethical analysis can support successful development of and implementation of interventions to improve population health and advance health equity. 	<ul style="list-style-type: none"> • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Final paper (Assignment 7, 25% of grade)
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	<ul style="list-style-type: none"> • Identify the key stakeholders in public health issues and describe how the values of diverse groups shape the design and implementation of public health policies • Practice applying methods for allocating resources in public policymaking, with particular attention to the process and outcomes of priority-setting. 	<ul style="list-style-type: none"> • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Final paper (Assignment 7, 25% of grade)
19. Communicate audience-appropriate public	<ul style="list-style-type: none"> • Practice applying and communicating ethical frameworks and principles to 	<ul style="list-style-type: none"> • Response papers (Assignment 1 and Assignment 3, 23% of grade)

health content, both in writing and through oral presentation	resolve public health ethical dilemmas in public health practice.	<ul style="list-style-type: none"> • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course) • Final paper (Assignment 7, 25% of grade) • Assignment 4 (Group press release, 13% of grade)
21. Perform effectively on interprofessional teams	<ul style="list-style-type: none"> • Practice applying and communicating ethical frameworks and principles to resolve public health ethical dilemmas in public health practice. 	<ul style="list-style-type: none"> • Assignment 4 (Group press release, 13% of grade) • Class participation, including participation in small-group activities (worth 10% of the final grade, assessed over the entire course)

Course Description

This course examines normative frameworks and ethical issues related to public health practice and policy. Public health policy is often the product of controversy. Scientific considerations blend with political and ethical conflicts in public health. Questions of autonomy, liberty, individual rights, power, coercion, justice, discrimination, stigma, community and the common good are central to public health policy and practice – and are therefore the basis for the core ethical challenges in public health.

This seven-week course will introduce students to public health ethics, with a focus on two central ethical tensions shaping public health policy and practice – the allocation of resources and balancing individual and community concerns. In discussing these tensions, we will attend to the important ethical issues of justice and health inequalities. Recognizing that public health graduates will be engaged in policy and practice, the course begins by exploring the ethics of priority setting at both the macro (policy) and micro (practice) levels. The second half of the course will discuss the balancing of individual and community interests as reflected in public health screening, prevention, and health promotion programs; while maintaining the macro (policy) and micro (practice) distinction previously introduced. The course is designed to flexibly accommodate current pressing topics in public health practice and policy, such as health care reform, obesity, pandemic flu, and other emergent issues. While the focus of this course is on *domestic* issues in practice and policy, the frameworks and ethical concepts discussed can be applied to international issues as well.

Course Prerequisites

Public health [MPH or MHA or certificate] student, or environmental health [MS or PhD] major, or instructor consent.

Methods of Instruction and Work Expectations

Course Workload Expectations

PubH 6741 is a 1 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 45 hours of effort spread over the course of the term (which is only 7 weeks) in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned), and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Course Text & Readings

The readings are available on the course website or through the hyperlink to the library reserves site. There is no course textbook. Some of the most influential scholarship in the area of public health ethics was published around 2000-2002. These assigned articles should not be considered “old” or outdated. They are the foundational pieces of scholarship that have defined this developing field. Public health ethics is a large and quickly expanding field. Optional resources are provided on Moodle if you wish to explore a topic in more depth. Optional readings are not required and *are truly optional*.

This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the Moodle course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available on the University Libraries’ site: <https://www.lib.umn.edu/pim/citation>.

Course Outline/Weekly Schedule

PubH 6741 has specific deadlines. All coursework must be submitted via the Moodle course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Readings	Activities/Assignments
Week 1	Introduction to Public Health Ethics	<ul style="list-style-type: none"> • Kass, N. E. (2001). An Ethics Framework for Public Health. <i>American Journal of Public Health</i>, 91(11), 1776-82. • Baum, N. M., Gollust, S. E., Goold, S. D., & Jacobson, P. D. (2007). Looking Ahead: Addressing Ethical Challenges in Public Health Practice. <i>Journal of Law, Medicine and Ethics</i>, 35(4), 657-667, 513. • Gawande, A. (2017). Is Health Care a Right? <i>The New Yorker</i>. October 2. Available at: https://www.newyorker.com/magazine/2017/10/02/is-health-care-a-right 	<ul style="list-style-type: none"> • Complete readings • In class activity on mapping public health ethics
Week 2	Justice and Distribution of Resources	<p><i>Note: You will only need to complete a subset of these readings (see Moodle for details).</i></p> <ul style="list-style-type: none"> • Gostin, L. and Powers, M. (2006). What Does Social Justice Require for the Public’s Health? <i>Public Health</i> 	<ul style="list-style-type: none"> • Complete readings • Assignment 1 (short response paper) due • In class activity on food deserts and

		<p>Ethics and Policy Imperatives. <i>Health Affairs</i>, 25, 1053-1060.</p> <ul style="list-style-type: none"> • Hall, M. A. (2003). The Scope and Limits of Public Health Law. <i>Perspectives in Biology and Medicine</i>, 46(3), S199-S209. • Braveman, Paula A., et al. (2011). Health Disparities and Health Equity: The Issue is Justice. <i>American Journal of Public Health</i> 101.S1, S149-S155. • Benfer, Emily A. Contaminated Childhood: The Chronic Lead Poisoning of Low-Income Children and Communities of Color in the United States. <i>Health Affairs Blog</i>. August 18, 2017. http://healthaffairs.org/blog/2017/08/08/contaminated-childhood-the-chronic-lead-poisoning-of-low-income-children-and-communities-of-color-in-the-united-states/ • Advancing Health Equity in Minnesota, Report to the Legislature. (2014). Executive Summary. Available at: http://www.health.state.mn.us/divs/chs/healthequity/ahellegreport_020414.pdf. pp. 5-8. <ul style="list-style-type: none"> a. For more details, you might also want to see: https://healthequityguide.org/case-studies/minnesota-changes-the-narrative-around-health-equity/ 	<p>applying ethics frameworks</p>
Week 3	Priority-Setting and Resource Allocation (Macro)	<ul style="list-style-type: none"> • “Essential Health Benefits”. <i>Health Affairs Health Policy Brief</i>. May 2, 2013. Available at: http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_91.pdf • Gruskin, S., and Daniels, N. (2008) Justice and Human Rights: Priority Setting and Fair Deliberative Processes. <i>American Journal of Public Health</i>, 98: 1573-1577. • WATCH: Lecture on Priority Setting and Resource Allocation at the Macro Level (15 minutes) 	<ul style="list-style-type: none"> • Complete readings • Watch 15 minute lecture in advance of class • Assignment 2 (CHAT forum) due • In class deliberative exercise on health insurance benefits
Week 4	Priority-Setting and Resource Allocation (Micro)	<ul style="list-style-type: none"> • Baum, N. M., Gollust, S. E., Goold, S. D., & Jacobson, P. D. (2009). Ethical Issues in Public Health Practice in Michigan. <i>American Journal of Public Health</i>, 99(2), 369-374. • Vawter, D.E., Gervais K., & Garrett, J.E.. (2007). Allocating Pandemic Influenza Vaccines in Minnesota: Recommendations of the Pandemic Influenza Ethics Work Group. <i>Vaccine</i>, 25, 6522-6536. • DeBruin, D.A., Liaschenko, J., Marshall, M.F. (2012) Social Justice in Pandemic Preparedness. <i>American Journal of Public Health</i>, 102(4), 586-591. 	<ul style="list-style-type: none"> • Complete readings • Assignment 3 (short response paper) due • In class small group discussion of flu vaccine pandemic and press release writing
Week 5	Balancing Individual and Community Interests	<ul style="list-style-type: none"> • Colgrove, J., & Bayer, R. (2005). Manifold Restraints: Liberty, Public Health, and the Legacy of Jacobson v Massachusetts. <i>American Journal of Public Health</i>, 95(4), 571-6. • Bayer, R. (2008) Stigma and the Ethics of Public Health: Not Can We But Should We. <i>Social Science & Medicine</i>, 67(3), 463-472. 	<ul style="list-style-type: none"> • Complete readings • Assignment 4 (group press release) due • Assignment 5 (stigma questionnaire) due • In class activity: mock legislative hearing on

			smoking restriction in cars
Week 6	Ethics of Prevention	<ul style="list-style-type: none"> • Omer SB, Salmon DA, Orenstein WA, deHart P, Halsey N. (2009). Vaccine Refusal, Mandatory Immunization, and the Risks of Vaccine-Preventable Diseases. <i>New England Journal of Medicine</i>, 360, 1981-8. • Opel, D. J., & Omer, S. B. (2015). Measles, Mandates, and Making Vaccination the Default Option. <i>JAMA Pediatrics</i>, 169(4), 303-304. • Ottenberg AL, Wu JT, Poland GA, Jacobson RM, Koenig BA, Tilburt JC. (2011). Vaccinating Health Care Workers Against Influenza: The Ethical and Legal Rationale for a Mandate. <i>American Journal of Public Health</i>, 101(2), 212-216. • Minnesota Immunization Exemption forms: http://www.health.state.mn.us/divs/idepc/immunize/laws/exemption.html 	<ul style="list-style-type: none"> • Complete readings • Assignment 6 (mock Facebook activity and reflection) due • In class activity: discussion of state legislative mandates for immunizations
Week 7	Ethics of Health Promotion	<ul style="list-style-type: none"> • Adler and Stewart (2009). Reducing Obesity: Motivating Action While Not Blaming the Victim. <i>Milbank Quarterly</i>, 87, 49-70. • Loewenstein, G, Asch DA, Friedman JY, Melichar LA, Volpp KG. (2012) Can Behavioral Economics Make Us Healthier? <i>BMJ</i> 344, e3482. • Dubov, A., & Phung, C. (2015). Nudges or mandates? The ethics of mandatory flu vaccination. <i>Vaccine</i>, 33(22), 2530-2535. 	<ul style="list-style-type: none"> • Complete readings • In class activity: discussion of the ethics of Public Service Announcements (PSAs)
Week 8	Final paper writing	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Assignment 7 (5 page paper) due

Evaluation & Grading

See Moodle for detailed grading rubrics for the assignments.

Individual Writing/Discussion Assignments (52%)

- For Assignments 1 and 3: The instructor will post 2-3 questions along with a description of the next week's required and optional readings. After completing the required readings (at a minimum), the student should write a thoughtful response to one or more of the questions OR pose an alternative question that the readings elicited and respond to that. The reaction paper should demonstrate a critical and thoughtful understanding of the topic. (2 double-spaced pages, or approximately 500 words)
- For Assignment 2: Instead of writing a reaction paper, to prepare for Lesson 3, students will write a ~400 word response to a group forum on the Moodle website. Then, each student will also respond (~100 words) to at least one other students' posting. The topic of this assignment will be students' reactions to the Medicaid CHAT exercise on designing health insurance benefits.
- For Assignment 5: Student will respond to a Moodle questionnaire, indicating their opinion and a rationale for their position.
- For Assignment 6: This will be an interactive web-based exercise concerning social media and childhood vaccinations, involving role-playing as a parent seeking information about vaccine requirements. The student will be assigned a role and have to find information about vaccines, and discuss the vaccine decision with peers in a social media-style setting in a Moodle forum. Students will complete at least one posting by Friday 4/20 and another posting by Sunday 4/22 along with a short (200 word) reflection on what they learned from the experience.

Group Writing Assignment (13%)

- **Assignment 4:** Students will work in groups of 3 (assigned in the corresponding week's class) to write a press release describing an approach to allocate scarce flu vaccine from the perspective of a local health department.

All students in the group will receive the same grade for this assignment, unless the instructor has evidence that any one group member did not participate in the group work in a satisfactory manner. Working in a group to produce a product (like a press release) is an essential component of professional public health practice.

Concluding Ethics Analysis Exercise (25%)

- **Assignment 7:** Students will analyze one of several controversial topics - designated by the instructor – which have not previously been discussed in class OR a topic that students select themselves (with pre-approval by April 20 from the instructor). The analysis should identify the ethical dilemma and cite the ethical principles that are relevant. Discuss the possible ways of resolving the issue and incorporate concepts from class readings, lectures and discussions into your case analysis. (1000-1500 words, or a maximum of 5 double-spaced pages, not including references.) The paper is due by 8am on Monday, May 7.

Class Participation (10%)

- On the last day of class, you will submit a self-assessment of your class participation, out of a total of 10 possible points. Your class participation will include your involvement in full-class, small-group, and paired discussions throughout the term, as well as your engagement with Moodle and/or Twitter (optional) in our PubH 6741 learning community. The Instructor and Grader will also submit an assessment of every student's class participation, and the grade entered will be the average of the two scores.

<i>Graded Activities</i>	<i>Point value</i>
Assignment 1 – Short response paper	10
Assignment 2 – Moodle forum	13
Assignment 3 – Short response paper	13
Assignment 4 – Flu vaccine press release (Small group)	13
Assignment 5 – Stigma feedback questionnaire	3
Assignment 6 – Childhood vaccine and social media	13
Assignment 7 – Final ethics analysis	25
Class participation – Self and instructor assessment	10
TOTAL	100

Your final grade for the course will be determined by how well you complete the course requirements, described above, summing a total of 100 points. **You are not allowed to revise or redo assignments to improve your grade.** Assignments must be submitted by the specified deadlines.

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333

63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office of Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (https://www.indiana.edu/~academy/firstPrinciples/index.html).</p>
Late Assignments	<p>If you have other priorities when an assignment is due, plan ahead and submit the work early. If you anticipate having difficulty meeting due dates due to unusual or unavoidable circumstances, you must make arrangements with <u>Dr. Gollust at least 24 hours in advance of the due date to be eligible for full credit</u>. Otherwise, 2 points will be deducted for each day an assignment is late, UNLESS you have received prior approval. If these circumstances are voluntary (e.g., planned vacation, work commitment, or other event that overlaps with an assignment due date), you should complete the assignment before the planned travel or other event in order to avoid late penalties. I am always flexible with students who have documented disabilities, illnesses, family emergencies, or other critical obligations.</p>
Makeup Work for Legitimate Reasons	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events

Grade Disputes	<p>Grade disputes are accepted between the final day of class and until 5 p.m. CST for the 5 days following the final day of class. Grade dispute requests are only accepted for point allocations that would affect the final letter grade that a student would receive for the course.</p> <p>If you wish to dispute the number of points you receive on a class assignment, you must do so in writing. You must submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.</p> <p>The only exception to this policy is for a student to note a mathematical error in a grading rubric.</p>
Incomplete Contracts	<p>A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time.</p> <p>The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student, in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student.</p> <p>Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option). For more information and to initiate an incomplete contract, students should go to SPHGrades (http://www.sph.umn.edu/grades).</p>
Course Evaluation	<p>Student feedback on course content and faculty teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CoursEval (http://www.sph.umn.edu/courseval). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in SPHGrades (http://www.sph.umn.edu/grades) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p>Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>
UMN Uniform Grading & Transcript Policy	<p>Information about the UMN policy on grading and transcripts can be found at https://z.umn.edu/gradingpolicy</p>
Grade Option Change	<p>For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at https://onestop.umn.edu/dates-and-deadlines.</p>
Course Withdrawal	<p>Students should refer to the Refund and Drop/Add Deadlines for the particular term at https://onestop.umn.edu/dates-and-deadlines for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.</p> <p>Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ask@umn.edu for further information.</p>

Other Course Information & Policies

Policy	Policy Description
Student Conduct	<p>The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.</p> <p>As a student at the University you are expected adhere to Board of Regents Student Conduct Code (https://z.umn.edu/studentconduct).</p> <p>Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."</p>
Disability Accommodations	<p>The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.</p> <p>If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations https://z.umn.edu/resourcesdisability.</p>
Sexual Harassment	<p>"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program https://z.umn.edu/harrassment</p>
Mental Health and Stress Management	<p>As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website https://z.umn.edu/mentalhlth.</p>
Content Warning	<p>Throughout Ethics in Public Health: Professional Practice and Policy, we will be talking about morally challenging issues about which people may disagree, including about social stigma, discrimination, racism, vaccination, and various policy approaches in public health. Some topics tend to be political charged because they evoke different values to different groups. Some course assignments ask you to reflect on your personal experiences related to the topics covered in the course lessons. You're encouraged to share only at the level you are comfortable sharing.</p> <p>Visit the Student Mental Health website for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!</p>
Inclusive Language	<p>While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex, we recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.</p>
Use of Personal Electronic Devices in the Classroom	<p>The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: https://z.umn.edu/electronicdevices</p>

<p>Appropriate Student Use of Class Notes and Course Materials</p>	<p>Respecting intellectual property. Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.</p> <p>https://z.umn.edu/classnotes</p>
<p>The Office of Student Affairs at the University of Minnesota</p>	<p>The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.</p> <p>Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Community Standards, the Office of Multicultural Student Engagement, the Parent and Family Program, Recreation and Wellness,, Off-Campus Living,, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, Student Counseling Services,, and University Student Legal Service</p> <p>https://z.umn.edu/communitystand.</p>
<p>Academic Freedom and Responsibility</p>	<p>Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research in courses in which students are conducting research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*</p> <p>When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.</p> <p>Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the program director or director of graduate studies, your adviser, the associate dean of the college, (Dr. Kristin Anderson, ander116@umn.edu, SPH Associate Dean for Learning Systems and Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.</p> <p><i>* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></p>

UMN Student Resources

Resource	Resource Description
<p>Important Dates</p>	<p>The University's academic calendar lists important University dates, deadlines, and holidays: http://www.onestop.umn.edu/calendars/index.html.</p>
<p>Student Academic Success Services (SASS)</p>	<p>Students who wish to improve their academic performance may find assistance from Student Academic Support Services http://www.sass.umn.edu.</p>
<p>Student Writing Support</p>	<p>Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies.</p> <p>Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, visit the SWS website (http://writing.umn.edu/sws) or call 612-625-1893.</p> <p>In addition, SWS's web-based resources offer support on a number of topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.</p>

Housing and Financial Instability	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to utilize local housing and financial resources (https://drive.google.com/file/d/0B4ZsPhqdEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view), the Nutritious U Food Pantry (https://osa.umn.edu/nutritious-u), the Student Emergency Loan Fund (http://selfund.umn.edu/), or emergency funding through the Student Parent HELP Center (for students with a child/children) (http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding). Furthermore, please notify your instructor or TA if you are comfortable in doing so they can provide any other resources they may be aware of.</p>
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