

CHS 345
Ethics and Professionalism in Public Health
Spring 2018
Tuesday/Thursday 4:30 – 5:45
AB 102

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Office Hours: T/Th 6:00 – 7:00 or by appointment

Course Objectives:

Ethical dilemmas arise in all areas of health care, public health practice, and public health/biomedical research. Ethical theories and principles can help guide the decision making process when these dilemmas arise. This course will introduce students to ethical principles in the field of public health and will guide students through the application of these principles using ethical case studies, with attention to issues specific to diverse populations. In addition, the course will provide instruction on several areas of professionalism, including the creation of a graduate school or career portfolio, preparation for job interviews, and other skills to help prepare students for either graduate school or the work force.

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Identify ethical dilemmas in the fields of public health and healthcare. (CO12)
2. Analyze ethical case studies in public health using theories and principles to differentiate which approach best serves the needs of diverse populations. (CO12)
3. Justify a course of action using ethical theories or principles that incorporates consideration of the diverse characteristics of a population such as race, ethnicity, nativity, socioeconomic status, and culture. (CO12)
4. Evaluate how characteristics of diverse populations are incorporated into ethical analysis and decision making. (CO12)
5. Develop skills and strategies for a professional “presentation of self” that increases a student’s chance of competing successfully in professional/graduate school and employment settings.
6. Create materials appropriate for applications for professional/graduate schools or employment.

Unique Course Policies

Course Website: The WebCampus/Canvas site will be an integral part of the course, and the course will be as paperless as possible with the exception of in-class exams and assignments.

- The syllabus, most readings, assignments, and other course materials will be posted to the WebCampus/Canvas site. Please check the site for materials routinely, as the site is subject to modification throughout the semester.
- With the exception of in-class Professionalism Activities, all assignments will be turned in through WebCampus/Canvas. Unless otherwise stated, assignments are due **before the beginning of class (4:30pm)**. WebCampus/Canvas will not allow submission of assignments after this time. **Paper copies will not be accepted. Late assignments will not be accepted.**
- Course topics, assignments, readings and other course material are subject to change throughout the semester. Consistent course attendance and routine use of the WebCampus/Canvas site are required so that students will be informed of any changes.
- Be sure to set up your preferences in WebCampus/Canvas to allow at least daily messages so that you will not miss important updates.

Attendance: Regular class attendance and active participation in class discussions are expected. Attendance and participation are markers of professionalism. If students miss class they are expected to obtain notes from

peers. There will be several assignments that will be completed in class. No opportunities will be given for making up these in-class assignments.

Exams and assignments: Make-up exams will not be given and late assignments will not be accepted except in the most extenuating of circumstances. Considerations *might* be made if students can provide proof of a verified emergency (being sick is not an emergency, but hospitalization is). Proof of all extenuating circumstances will be required, but providing proof does not guarantee that late assignments will be accepted or make-up exams will be allowed. Students must contact the instructor before the exam or assignment is due to obtain permission. Please review the University's policy here: <http://www.unr.edu/administrative-manual/3000-3999-students/3020-class-absence-policy>

Professionalism & Communication: The development of professional skills that will prepare students for graduate school or the workforce is a key objective of this class. Students will be held to a high standard of professionalism throughout the semester and are encouraged to engage meaningfully with the mission, values, and pillars of professionalism upheld by the School of Community Health Sciences. This includes (but is not limited to):

- Meeting deadlines.
- Arriving on time and not leaving early.
- Minimizing distractions during class.
- Communicating appropriately with instructor, other faculty, TAs, staff, and peers (this includes both oral and written communication, especially email communication).
- Upholding the goals and values of the School of Community Health Sciences (Self-awareness, Integrity & Honesty, Reliability & Responsibility, and Communication & Collaboration), and working to develop and practice the skills and behaviors that manifest from those values.

We will discuss some issues about which students may hold strong beliefs. Students are expected to be respectful and appropriate in their communication with peers, the TA, the instructor, and any guests about these topics. Disrespectful, demeaning, or otherwise inappropriate or unprofessional communication will not be tolerated and students violating this standard will be dismissed for the day. Students who persistently violate this standard will be referred to the Office of Student Conduct.

The instructor requires a *minimum* of 24-hour turn around period on business days to respond to email communication. Please do not wait until the last minute to email questions, and please do not expect emails to be read or responded to in less than 24 hours. Weekends and holidays are not included in the 24-hour period so if you email your instructor on 4pm on Friday you will not receive a response until the following week.

In Canvas, there is a thread titled, "Questions for the Instructor." Please post general course questions there e.g., where do I find the reading. If you email me a general question I will ask you to post it in Canvas. When I log in that is the area that I go to first. Of course, personal questions should be sent to my personal email address.

Electronics Policy: This is a no electronics class. This is a zero tolerance policy. Adherence to this policy is a marker of professionalism that students will be expected to maintain throughout the course. Please turn off and put away all electronic devices (cell phones, computers, etc.) prior to the beginning of class. Students who violate this policy will be dismissed for the day. Students who persistently violate this policy will be referred to the Office of Student Conduct.

Academic Dishonesty Policy: Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. This includes (but is not limited to) failing to properly cite someone else's materials, collaboration on individual work, cheating on exams, signing in for other students, or any other manner of obtaining credit that relies on deception or dishonesty.

Academic dishonesty will not be tolerated. Academic dishonesty in this course will result in a minimum of failure of the assignment, and could also include penalties such as canceling a student's enrollment without a

grade or giving an F for the course. Students are encouraged to read the University's policy on Academic Dishonesty in the [University of Nevada, Reno General Catalog](#).

Students who are suspected of violating this policy will be notified and the case will be referred to the Office of Student Conduct for investigation.

Statement of Disability Services: Any student with a disability needing academic adjustments or accommodations is requested to speak with the instructor or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

Statement for Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or <http://www.unr.edu/writing-center>). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Statement on Discrimination: The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please go to <https://www.unr.edu/equal-opportunity-title-ix>.

Description of Assignments and Grading Criteria:

Assignment:	Point Value
Professionalism Skills Activities (in-class) x 5	25 total (5 x 5 points)
Reading Quizzes	150 total (15 x 10 points)
Grad School or Career Portfolio:	--
Career Path Research Paper	20
Resume or CV	40 (10 points is for the group session in the Career Studio)
Midterm Exam	100
Practice Interview	25
Position Paper 1	50
Position Paper 2	50
Henrietta Lacks Debate	50
Final Exam	100
TOTAL	610

With the exception of in-class Professionalism Activities, all assignments will be turned in through WebCampus/Canvas. Unless otherwise stated, assignments are due before the beginning of class (4:30pm). Paper copies will not be accepted. Late assignments will not be accepted. All written assignments are to use the American Psychological Association (APA) format.

Professionalism skills activities: There will be five in-class professionalism activities that will be assigned and completed in class. Students must be present and complete the assignments to be eligible to receive points. There will be no opportunity to make up these assignments.

Reading Quizzes: To ensure that students have completed the readings and to assess comprehension of the material, there will be 17 reading quizzes throughout the semester. Quizzes will be available in WebCampus/Canvas and are to be completed **before** class on the day the readings are due. **No late quizzes will be accepted.** Students will be allowed to drop their two lowest grades on the reading quizzes. The quizzes have five questions worth two points each. You have 30 minutes to complete each quiz.

Grad School or Career Portfolio: The Grad School or Career Portfolio will consist of two pieces: a Career Path Research Paper and a Resume or CV. The Career Path Research Paper is a one-page paper delineating a possible career path, projecting five years into the future. Students will also prepare a CV or a resume. Two class sessions will be dedicated to learning how to prepare the portfolio. Ten points of your grade will be for attending and participating in a group resume critique at the Career Studio. You will sign-up for the session.

Group Resume Critiques at the Career Studio

During class on March 1 sign-ups will be available for required group appointment times at the Career Studio. Sessions are available at various times in March with sign-ups on a first-come, first-served basis. Each session is 45 minutes, and will include up to four students from our class. In a group session you will receive individual feedback and also participate in group discussion about improving each person's resume. **YOU MUST BRING A DRAFT OF YOUR RESUME OR CV TO THE SESSION!**

Be sure to mark your own calendar once you sign up for a time. You will not receive a confirmation email, so it's up to you to know when you're scheduled to come in.

The Career Studio is located in the Pennington Student Achievement Center, on the second floor next to NV Deli. When you arrive for your group mock interview, don't forget to sign in using the iPad at the welcome counter. The Career Studio will pull sign-in records to let your instructor know who in to complete the assignment. There is also a brief, anonymous exit survey at the end – you can request a confirmation email at this step, so that you have a back-up record just in case.

Midterm Exam: The midterm will be an in-class exam that includes multiple choice, true/false, definitions and short answer, and essay questions. **You must bring a picture ID to class to take the exam.**

Practice Interview: Students will be assigned to teams of two and each teammate will conduct a practice interview with his/her teammate using a set of pre-specified interview questions. Each member of the team will play the role of the "candidate" and the "interviewer". Each member of the team must submit three things to receive credit for the assignment:

1. a video recording of your practice interview – the "candidate" should submit the video of him/her being interviewed. (15 points)
2. an evaluation completed by the "interviewer" of your performance – the "candidate" should submit his/her teammate's evaluation of his/her performance as the "candidate". (5 points)
3. a self-evaluation/reflection of your performance in the interview – the "candidate" should submit an evaluation of his/her own performance. (5 points)

Henrietta Lacks Debate: Students will be assigned to teams that will participate in an in-class debate on topics related to The Immortal Life of Henrietta Lacks. The instructor will assign the teams, and each team will be assigned a "pro" or "con" position on a particular question. During debate week, you will only come to class ONCE. Teams will be assigned to debate on Tuesday or Thursday of debate week. You do not need to come to class on the day your team is not assigned. Part of your points will be for your preparation and submission of references.

Position Papers: Students will write two position papers, providing an opportunity to express an ethical argument in writing.

- **Position Paper 1:** The first paper will be written on an issue of the student's choice, selected from the case studies discussed in classes 10-22. Students may select any case study and may argue either position (pro or con).
- **Position Paper 2:** Each student will write an individual paper from the opposite position that their team is assigned for the Henrietta Lacks debate. That is, if your team argues the "pro" side of the debate question, your Position Paper 2 will argue the "con" side. This paper is an individual assignment. Each student on the team must write his or her own paper without help from the group. Students are expected to incorporate the feedback they received on Position Paper 1 to strengthen their writing and argument style for Position Paper 2.

Final Exam: The Final Exam will be given in-class on the assigned final exam day. It will include short answer and essay questions. The final exam will cover material from the entire course, but will emphasize application of the ethical theories and principles. **You must bring a picture ID to class to take the exam.**

Grading Scale:

The total number of points earned during the semester will be converted into a percentage. Final grades will be assigned based on the following scale:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	59% and below

I do not 'bump' up or curve grades. Extra credit assignments are not offered or accepted. Assignments cannot be resubmitted after they are graded, even if they are submitted and graded prior to the due date.

Required Texts: Skloot, Rebecca (2011) The Immortal Life of Henrietta Lacks. Broadway Books. New York, New York. – Available in bookstore.
 Publication Manual of the American Psychological Association, Sixth Edition

Other required readings: See readings table at the end of this syllabus. Readings are available on WebCampus/Canvas via the Ares Electronic Reserves System.

24/7 Technical Support:

Instructors expect students to have reliable home technology to complete weekly activities and assignments. Computer difficulties are usually not an acceptable excuse for late or missing assignments. Problems or questions about using technologies in the courses are best answered by [24/7 Technical Support](#). The site provides answers to common questions and has a browser troubleshooting page. Representatives are available through Live Chat or by calling toll free 1-877-417-4326. They can assist students with the following:

- Basic hardware, software, and browser issues
- Difficulties accessing Canvas or the courses
- Navigation within courses
- Problems accessing or submitting assignments, discussions, and quizzes online
- Collaboration and Conference technologies

Course Calendar/Topics:				
Class #	Date	Topic	Reading	Assignment
1	1/23/18	Introductions Course structure and requirements	Syllabus	None
Ethical Principles				
2	1/25/18	Introduction to Moral Philosophy Ethics and Morals Ethics and Public Health Professionalism	Pozgar (2010) p. 1-7	None
3	1/30/18	Utility	Munson p. 3-10 (Utilitarianism)	Reading Quiz
4	2/1/18	Autonomy/Liberty/Personal Freedoms	Munson p. 10-16 (Kant's ethics) Munson p. 37-40 (Distributive Justice) Munson p. 40-45 (Autonomy)	Reading Quiz
5	2/6/18	Autonomy/Liberty/Personal Freedoms Milton Friedman Video	Velasquez (1990) Rights Cappelen (2005) Responsibility in healthcare	Reading Quiz
6	2/8/18	Justice	Munson p. 21-25 (Rawls's Theory of Justice) and 37-40 Buchanan (2008) Autonomy, paternalism, and justice	Reading Quiz
7	2/13/18	Paternalism & Communitarianism	Tauber (2002) Medicine, public health, and the ethics of rationing Munson p. 221-223 (Communitarianism)	Reading Quiz
8	2/15/18	Career Path Research (Mary T. Calhoon, Career Studio)	None	Begin working on Career Path Research Paper

9	2/20/18	Social Justice Hans Rosling video	Gostin (2006) What does social justice require for the public's health? Krieger (1998) Social justice as the foundation of public health Marmot (2006) Status Syndrome	Reading Quiz Continue working on Career Path Research Paper
Bioethics				
10	2/22/18	Bioethics/Healthcare Beneficence/Due Care/Nonmaleficence Case study: IV Error Ethical Analysis Framework	Munson p. 32-37 (Nonmaleficence, beneficence, utility) Apostolou (2015) Transmission of Hepatitis C Virus Associated with Surgical Procedures	Career Path Research Paper DUE before start of class Reading Quiz
11	2/27/18	Bioethics/Healthcare Case study: Bouvia Right to Die	Applebaum (2007) Assessment of patients' competence to consent Review Purdue OWL guidelines for writing an argument paper: https://owl.english.purdue.edu/owl/resource/724/01/	Reading Quiz
12	3/1/18	Writing a resume and CV (Mary T. Calhoon, Career Studio)	Skloot (2010) Prologue, Chapters 1-4	Begin working on Resume <or> CV
13	3/6/18	Bioethics/Healthcare Case study: Dr. Rossi and Mr. Turner	Mak (2011) Health care prioritization in ageing societies Fleck (2010) In defense of limited age-based healthcare rationing	Reading Quiz
14	3/8/18	IRB	None	
15	3/13/18	Interviewing (Mary T. Calhoon, Career Studio)	Skloot (2010) Ch 5-11	Continue working on Resume <or> CV

16	3/15/18	Midterm exam. You must bring a picture ID to class to take the exam.	None	
3/17-3/25/18 Spring Break				
Public Health Ethics				
17	3/27/18	Public Health Ethics Introduction to <u>The Immortal Life of Henrietta Lacks</u>	Kass (2001) Ethics Framework for P.H. Turoldo (2009) Responsibility as an ethical framework for public health interventions	Resume <or> CV DUE before start of class Reading Quiz
18	3/29/18	Public Health Ethics Case study: Obesity and fat taxes	Brownell (2009) The public health and economic benefits of taxing sugar-sweetened beverages	Reading Quiz Begin working on Position Paper 1
19	4/3/18	Interviewing Skills (Mary T. Calhoun, Career Studio)	Skloot (2010) Ch 12-18	Continue working on Position Paper 1 Begin working on Interview Assignment
20	4/5/18	Public Health Ethics Case study: Lead poisoning at shooting ranges	Paramet (2005) Individual rights versus the public's health	Reading Quiz Continue working on Position Paper 1
21	4/10/18	Public Health Ethics Case study: HIV Surveillance	Lee (2012) Ethical justification for conducting public health surveillance	Reading Quiz Continue working on Position Paper 1
22	4/12/18	Public Health Ethics Case study: Reducing the burden of Infant Mortality	Hogue (1993) Class, Race, and Infant Mortality	Reading Quiz Continue working on Position Paper 1 Interview Assignment DUE before start of class
Human Subjects Research Ethics				

23	4/17/18	Research Ethics and Marginalized Populations	Belmont Report Mello (2010) Havasupai Indian Tribe Case Skloot (2010)Ch 19-25	Reading Quiz Position paper 1 DUE before start of class Begin working on debate position and position paper 2
24	4/19/18	Research Ethics Introduce Debate Assignment	Davidson (2012) Research Participation as Work Mehta (2014) Ensuring privacy in the study of pathogen genetics Skloot (2010) Ch 26-38	Reading Quiz Schedule group meetings to work on debate position
25	4/24/18	Ethics and International Health	Coleman 2008 Hyder 2004 Glickman 2009	Reading Quiz Continue working on debate and position paper 2
26	4/26/18	In-class meeting with debate groups		Continue working on debate and position paper 2
27	5/1/18	Henrietta Lacks Debates Part 1	none	Position Paper 2 DUE before start of class
28	5/3/18	Henrietta Lacks Debates Part 2	none	none
29	5/8/18	Cancer Cell Research: The Way of All Flesh	none	
	5/10/18 4:50 – 6:50pm	Final Exam. You must bring a picture ID to class to take the exam.		

Required readings (journal articles, case studies, and select book chapters) available through course reserves:

Class	Reading
02	Pozgar, G.D. (2010) <i>Legal and Ethical Issues for Health Professionals</i> (2 nd Ed.) Jones and Bartlett Publishers. Sudbury, MA. Chapter 1: Introduction to Ethics (p. 1-7)
03	Munson, R. (2011) <i>Intervention and Reflection: Basic Issues in Bioethics</i> (v. 4) Cengage Learning. Stamford, CT. Utilitarianism (p. 3-10)
04	Munson, R. (2011) Kant's Ethics (p. 10-16)
04	Munson, R. (2011) Distributive Justice (p. 37-40)
04	Munson, R. (2011) Autonomy (p. 40-45)
05	Velasquez, et al. (1990) Rights. <i>Issues in Ethics</i> . 3(1)
05	Cappelen, A.W., & Norheim, O.F. (2005) Responsibility in health care: A liberal egalitarian approach. <i>Journal of Medical Ethics</i> . 31: 476-480
06	Munson, R. (2011) Rawls's Theory of Justice (p. 21-25)
06	Buchanan, D. (2008) Autonomy, Paternalism, and Justice: Ethical Priorities in Public Health. <i>American Journal of Public Health</i> . 98(1): p. 15-21
07	Tauber, A.I. (2002) Medicine, public health, and the ethics of rationing. <i>Perspectives in Biology and Medicine</i> . 45(1): 16-30
07	Munson, R. (2011) Communitarianism (p. 221-223)
09	Gostin, L.O. & Powers, M. (2006) What does social justice require for the public's health? Public Health Ethics and Policy Imperatives. <i>Health Affairs</i> . 25(4): 1503-1060
09	Krieger, N., & Birn, A. E. (1998). A vision of social justice as the foundation of public health: Commemorating 150 years of the spirit of 1848. <i>American Journal of Public Health</i> , 88(11), 1603-1606. Doi: 10.2105/AJPH.88.1603
09	Marmot, M. G. (2006). Status syndrome: a challenge to medicine. <i>Jama</i> , 295(11), 1304-1307
10	Munson, R. (2011) Principles of Nonmaleficence, Beneficence, Utility (p. 32-37)
10	Apostolou, A. et al. (2015) Transmission of Hepatitis C Virus Associated with Surgical Procedures – New Jersey 2010 and Wisconsin 2011. <i>MMWR</i> 64(07): 165-170
11	Applebaum, P.S. (2007) Assessment of Patients' Competence to Consent to Treatment. <i>New England Journal of Medicine</i> . 357: 1834-1843
12	Mak, B., Woo, J., Bowling, A., Wong, F., & Chau, P. (2011). Health care prioritization in ageing societies: influence of age, education, health literacy and culture. <i>Health Policy</i> . 100:219-233.
12	Fleck, L. M. (2010). Just caring: in defense of limited age-based healthcare rationing. <i>Cambridge Quarterly of Healthcare Ethics</i> . 19:27-37: doi:10.1017/S0963180109990223.
17	Kass, N.E. (2001) An Ethics Framework for Public Health. <i>American Journal of Public Health</i> . 91(11): 1776-1782
17	Turolfo, F (2009) Responsibility as an ethical framework for public health interventions. <i>American Journal of Public Health</i> . 99(7): 1197-1202.
18	Brownell, K. D., Farley, T., Willett, W. C., Popkin, B. M., Chaloupka, F. J., Thompson, J. W., & Ludwig, D. S. (2009). The public health and economic benefits of taxing sugar-sweetened beverages. <i>The New England Journal of Medicine</i> . 361(16): 1599-1605.

20	Parment, W.E., et al. (2005) Individual rights versus the public's health – 100 years after <i>Jacobson v. Massachusetts</i> . <i>New England Journal of Medicine</i> 352(7): 652-654
21	Lee, L. M., Heilig, C. M., White, A. (2012). Ethical justification for conducting public health surveillance without patient consent. <i>American Journal of Public Health</i> . 102(1):38-44.
22	Hogue, C. J. & Hargraves, M. A., (1993). Class, race, and infant mortality in the United States. <i>American Journal of Public Health</i> . 83(1): 9-12.
23	US Department of HHS (1979). The Belmont report: Ethical principles and guidelines for the protection of human subjects of research.
23	Mello, M. & Wolf, L. (2010) The Havasupai Indian Tribe Case – Lessons for Research Involving Stored Biologic Samples. <i>New England Journal of Medicine</i> . 363(3):204-207.
24	Davidson, P.J. & Page, K. (2012) Research Participation as Work: Comparing the Perspectives of Researchers and Economically Marginalized Populations <i>American Journal of Public Health</i> . 102(7): 1254-1259
24	Mehta, S.R, et al. (2014) Ensuring privacy in the study of pathogen genetics. <i>The Lancet ID</i> . 14(8): 773-777.
25	Coleman, C., Bouésseau, M., & Reis, A (2008). The contribution of ethics to public health. <i>Bulletin of the World Health Organization</i> . 86(8): doi:10.2471/BLT.08.055954. Retrieved from www.int/bulletin/volumes/86/8/08-055954/en/
25	Hyder, A. A., Wali, S. A., Khan, A. N., Teoh, N.B., Kass, N. E., & Dawson, L. (2004). Ethical review of health research: a perspective from developing country researchers. <i>Journal of Medical Ethics</i> . 30:68-72.
25	Glickman, S. W., McHutchison, J. G., Peterson, E. D., Cairns, C. B., Harrington, R. A., Califf, R. M., & Schulman, K. A. (2009). Ethical and Scientific implications of the globalization of clinical research. <i>The New England Journal of Medicine</i> , 360(8): 816-823.