I. Course Description

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: (1) allocating resources, and (2) 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, and we will maintain 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, new global illnesses, 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, and students may choose an international topic to examine for the concluding course exercise.
II. Course Prerequisites
Graduate Student

III. Course Goals and Objectives
This course will better enable students to identify, analyze, and resolve ethical issues related to public health practice and public health policy. Reading assignments, course materials, and writing assignments will help students address ethical issues encountered in the practice of public health as well as in health policy formation. By the end of the course, students will have developed basic skills in ethical analysis and understanding of the major frameworks in public health ethics. Students will have increased familiarity with key topics in public health ethics and increased competence with which to make ethical decisions in their professional practice.

IV. Methods of Instruction and Work Expectations
The course is organized into seven lessons. Each lesson includes assigned readings and related course material. Each class will consist of: (1) a short (~30 minute) lecture outlining the key themes and ethical tensions of the week; (2) introduction of a specific topic or case to which the themes will be applied (e.g., current health policy or public health issue); (3) facilitated full-class or small-group discussion of a particular case. Slides and other materials will be posted on the course’s Moodle website. For technical support with the site, contact Moodle Support at moodle@umn.edu, or contact SPH staff at the office of E-Learning Services: Bernadette Gloeb (School of Public Health) at gloeb@umn.edu or Joel Dickinson at dick0196@umn.edu.

The success of the course will depend upon students’ careful reading in advance of class. To demonstrate students’ critical reading and consideration of the course topics, writing assignments (short reaction papers or online postings) are required prior to the start of class for weeks 2 through 6. Students must post their assignments on the Moodle website by Sunday at 8pm. Each of the 3 reaction papers and 2 online exercises will make up 15% of your grade for a total of 75% of your entire grade (15 points each x 5 = 75 points). The reaction papers can be either a thoughtfully-articulated response to the instructor’s questions posed in advance (posted on the Moodle site) OR a response to some other question that the readings elicited in you. The reaction papers must demonstrate a critical and thoughtful understanding of the topic and will prepare the student to engage in the in-class discussion at a high level of intellectual inquiry. The instructor will review each of the students’ reactions in advance of that week’s lesson in order to adjust Monday’s class lecture and to facilitate the class or small group discussions (thus, the Sunday evening deadline).

A note on class participation: Class participation is very important, as is the continuity of discussion and cumulative learning from week to week. Thus, one component of students’ grades (2 points per assignment) is participation in class discussions. [See grading rubric below.] Because not all students feel comfortable speaking in front of the class, each week’s class session will include full group discussions as well as pair- or small group- discussions, thus enabling everyone to share their thoughts in a manner that fits with their learning style. Attendance in each of the 7 classes is expected. If a student must miss class for extenuating circumstances, he or she must notify the instructor in advance with an appropriate excuse (e.g., illness, family illness), and will have to complete a short writing assignment to demonstrate understanding of the missed class’s material.

Students will receive a grade and feedback on their reaction papers or online postings in one week. Students can expect responses to emailed questions within 24 hours.

The final assignment will be the Concluding Ethics Analysis Exercise, worth 25% of the student’s grade. There will be no reaction paper due on Week 7. Instead, students will write a 1000-1500 word essay analyzing an ethical issue in public health not discussed previously in class. (see Evaluation and Grading) (maximum length: 5 double-spaced pages, not including references). The
essay will be due by 8am on Friday, December 12th. When writing your essay, you are expected to draw upon the assigned readings in addition to at least two additional published materials you wish to incorporate into your analysis. Your essay should be well-constructed and reasoned in a thoughtful, considered manner. You should not simply take a “position” about how a particular ethical issue in public health practice or policy should be addressed. Rather, you should provide reasons, arguments, and evidence in support of your claims. Acknowledge and address moral complexity. Specify the ethical questions, the consequential policy positions and the public health strategies that arise from your position. There is rarely a single morally correct answer to any ethical dilemma. Instead, there is a range of ethically supportable positions and strategies for responding to a particular dilemma. Articulate the connection between the ethics analysis and policy choices. It will not be sufficient to simply repeat arguments made in the assigned course material. Instead, use this material to develop your own reflections.

V. Course Text and Readings
The readings are listed in the next section and are available either through hyperlink or as a link to an article via the U of MN library posted on the Moodle website. There is no course textbook.
For every lesson, a current case or topic in public health or health policy is used to explore the ethical issues and learning objectives identified for each week. However, it is important to note that 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” but are the foundational pieces of scholarship that have defined the developing field.
In addition to the readings listed here, the instructor will also be posting occasional news articles, videos, or other media that pertain to the topics. You can always consider these optional unless otherwise indicated. These resources illustrate how the ethical issues we engage with inside the classroom are pervasive in the real world. I encourage you to share other news articles or materials that you encounter that are relevant to this class by posting to the Moodle forums.

VI. Course Outline/Weekly Schedule
Course at a Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27</td>
<td>Introduction to Public Health Ethics</td>
<td>Readings</td>
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<tr>
<td>11/3</td>
<td>Justice and Distribution of Resources</td>
<td>Readings; Assignment 1 due 11/2 by 8pm</td>
</tr>
<tr>
<td>11/10</td>
<td>Priority-Setting and Resource Allocation (Macro)</td>
<td>Readings; Assignment 2 due 11/9 by 8pm</td>
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<tr>
<td>11/17</td>
<td>Priority-Setting and Resource Allocation (Micro)</td>
<td>Readings; Assignment 3 due 11/16 by 8pm</td>
</tr>
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<td>11/24</td>
<td>Balancing Individual and Community Interests</td>
<td>Readings; Assignment 4 due 11/23 by 8pm</td>
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<tr>
<td>12/1</td>
<td>Ethics of Prevention</td>
<td>Readings; Assignment 5 due 11/30 by 8pm (initiated by 11/28)</td>
</tr>
<tr>
<td>12/8</td>
<td>Ethics of Health Promotion</td>
<td>Readings; Assignment 6 (FINAL PAPER) due 12/12 by 8am</td>
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Lesson One – October 27: Introduction to Public Health Ethics

**Learning Objectives**
- Introduce students to the values and principles that distinguish public health from medical care, and public health ethics from bioethics.
- Introduce students to the Code of Ethics for Public Health, developed by the Public Health Leadership Society.
- Introduce students to the idea of macro- and micro-level ethical deliberation.

**Case:** No specific case will be used; instead, several examples will illuminate the major concepts in this introductory lesson.

**Required Readings:**

**Optional Readings:**

**Assignment 1:** [Due at 8pm on Sunday, November 2] Reaction paper on the readings for Lesson 2. See posted questions on the Moodle website.

Lesson Two – November 3: Theories of Justice and Distribution of Public Health Resources

**Learning Objectives**
- Familiarize students with different philosophical principles for distributing resources.
- Examine the primary role of justice in public health ethics.
- Comprehend the relationship between the social determinants of health and justice, and how these principles shape scholars' and public health professionals' ideas about the scope of public health practice, policy, and law.

**Case:** “Food deserts” in North Minneapolis and use of public-private partnerships

**Required Readings:**

**Useful Readings for Case Topic (Optional):**
2. USDA, Access to Affordable and Nutritious Food: Measuring and Understanding Food Deserts and Their Consequences [Link](http://www.ers.usda.gov/Publications/AP/AP036/AP036.pdf)

**Assignment 2:** [Due 8pm on Sunday, November 9]. For this assignment, students will examine the MNsure (the Minnesota health insurance marketplace) website. Then, they will play the CHAT exercise, Choosing Healthplans All Together, available at: [Link](http://www.chat-health.org/chat/index2.html). After playing the game, all students must post a thoughtful reaction (approximately ~400 words) to the experience on a Moodle Forum set up for that week, as well as respond (~100 words) to a classmate’s posting. (Complete instructions for accessing the exercise online and expectations for the posting will be posted on Moodle.)

**Lesson Three – November 10: Priority-setting and Resource Allocation at the Macro Level**

**Learning Objectives**
- Understand why the allocation of scarce public resources for improving the public’s health is one of the most significant ethical issues at a policy level.
- Analyze methods for allocating resources at the level of public policymaking, with particular attention to the **process** and **outcomes** of priority-setting.
- Examine current issues in public health practice and policy related to priority setting.

**Case:** The “Essential Benefit” requirement from the Affordable Care Act of 2010 and health insurance benefit design in the creation of state health insurance exchanges (Note: the Hobby Lobby Supreme Court Case from 2014 comes directly out of the ethical question of how health insurance benefits should be decided.)

**Required Readings:**
2. Also watch this video that explains health insurance changes in health reform, including the essential benefits required: [Link](http://kff.org/health-reform/video/youtoons-obamacare-video/)

**Optional Readings:**
3. Audio summary of 2014 Supreme Court challenge to provision of contraception, presented by George Annas, JD, MPH (Boston University SPH) [Link](http://www.nejm.org/action/showMediaPlayer?doi=10.1056%2FNEJMp1407965&aid=NEJMp1407965_attach_1&area=&viewType=Popup&viewClass=Audio)

**Assignment 3:** [Due 8pm on Sunday, November 16] Reaction paper on the readings for Lesson 4. See posted questions on the Moodle website.
Lesson Four – November 17: Priority-setting and Resource Allocation at the Micro Level

Learning Objectives

- Identify the policy and ethical relationship between macro- and micro-level decisions.
- Understand how 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 ethical frameworks and principles to public health ethical dilemmas at administrative levels, using specific contemporary issues as cases to examine.

Case: Allocating scarce vaccine during pandemic influenza. While we will be discussing vaccines, the same discussion applies to allocating scarce treatments in any outbreak, such as the 2014 Ebola outbreak in West Africa (see optional reading #3).

Note: We will discuss Assignment 6 (the final paper) at the start of class today.

Required Readings:


Optional Reading:

2. Minnesota Pandemic Ethics Project Website (http://www.health.state.mn.us/divs/idepc/ethics/)

Assignment 4: [Due 8pm on Sunday, November 23] Reaction paper on the readings for Lesson 5. See posted questions on the Moodle website.

Lesson Five – November 24: Balancing Individual and Community Interests

Learning Objectives

- Introduce the ethical tension in public health between preserving individual liberties and promoting the community good.
- Understand the balancing of individual and community interests in past and present health policy, particularly with regard to prevention and health promotion.
- Analyze the tension between promoting the public good and the threat of imposing social stigma on individuals or groups.

Case: Regulation of raw milk

Reminder: If you are going to be selecting your own topic for the final paper, you need to email me your topic idea or come talk to me before November 28.
Required Readings:

Optional Readings:

Assignment 5: [Due in multiple parts, with full assignment complete by 8pm on Sunday, November 30]. Online discussion exercise on “Social Media, Health Information, and Childhood Vaccines” due. See posted instructions on the Moodle website and note that the first phase of this assignment must be completed by Friday, November 28.

Lesson Six – December 1: Ethics of Prevention

Learning Objectives
• Understand the ethical tensions surrounding the community interest of disease prevention and an individual's liberty interests.
• Explore strategies for balancing the interests of the individual and community in disease prevention.
• Comprehend how ethical analysis and frameworks can support implementation of a health prevention strategy.

Case: Childhood vaccination requirements and exemptions

At the beginning of class students will present (1 minute) which topic they are working on for their final paper and why it is an ethically or morally challenging issue.

Required Readings:
3. Minnesota Immunization Exemption forms:
http://www.health.state.mn.us/divs/idepc/immunize/laws/exemption.html

Optional Readings:

4. Slate article on a pediatrician’s perspective on vaccination and opt-outs: http://www.slate.com/articles/life/family/2014/03/measles_outbreak_in_new_york_city_should_pediatricians_treat_unvaccinated.html

**Assignment 6--Concluding Ethics Analysis Exercise:** Due 8am on Friday, December 12 (Pre-approve own topic selection by Friday, November 28) [See below.]

Lesson Seven – December 8: Ethics of Health Promotion

**Learning Objectives**

- Understand how the shift in the public health mandate from *preventing disease* to *promoting health* raises complex ethical issues (i.e., raising the charge of “blaming the victim”; attributing responsibility for health; paternalism).
- Examine health promotion approaches ranging from classic education campaigns to newer evidence-based behavioral economics interventions
- Evaluate the ethical issues arising from various approaches to health promotion (i.e., health education campaigns, wellness incentives, anti-obesity campaigns).

**Case:** Obesity prevention ad campaigns

**Required Readings:**


**Optional Readings:**


**VII. Evaluation and Grading**

See Appendix A and B for detailed grading rubrics for the two types of assignments.

**Weekly Writing Assignments (75%)**

- **For Assignments 1, 3, 4:** On the Tuesday (by 8am) before the next week’s class, 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 CHAT exercise on designing health insurance benefits.
- **For Assignment 5:** 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 11/28 and another posting by Sunday 11/30 along with a short (200 word) reflection on what they learned from the experience.

**Concluding Ethics Analysis Exercise (25%)**

- **Assignment 6**: 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 before November 28 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 Friday, December 12th.

Your final grade for the course will be determined by how well you complete the 6 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.

Late work will not be tolerated. If you anticipate having difficulty meeting due dates due to unusual or unavoidable circumstances, you must make arrangements with Dr. Gollust at least 24 hours in advance of the due date to be eligible for full credit. 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.

Final course grades will be based on the following point system:

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

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

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. 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). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
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 onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu 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.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
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.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

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."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, 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: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
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. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional
sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. 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.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**
"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. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EQ_AA.pdf.

**Disability Accommodations:**
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.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability.

**Mental Health and Stress Management:**
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: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

**The Office of Student Affairs at the University of Minnesota:**

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.

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 Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at [http://www.osa.umn.edu/index.html](http://www.osa.umn.edu/index.html).

**Academic Freedom and Responsibility: for courses that do not involve students in research:**

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. 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.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

*Template update 10/2014*
Question prompts for the reaction papers will be posted on the course Moodle website by 8:00 a.m. on the Tuesday following each class session. Questions will be about the readings and asking students to integrate their understanding of the upcoming session’s readings with previous week’s readings and discussion. For all reaction papers, you can choose to write about one or several of these questions OR pose your own question to answer; identify the question you are answering clearly at the top of your paper. Please do not spend more than a few sentences summarizing the articles (I’ve read them!). Instead, you will use the space to critically analyze the articles, offering your own synthesis, argument, and opinion. You are encouraged to use first person (e.g., “I think”) in the papers, but do make sure your thoughts are organized and logical, not a stream-of-consciousness series of thoughts.

For Assignments 1, 3, and 4, reaction papers should be no longer than two double-spaced pages (of 12-pt Times New Roman or 11-pt Arial or similar font), with 1-inch margins. Learning to write concisely is an important professional skill. Submit the assignment as an attachment on the course Moodle website, by 8pm on the Sunday night before class. As described in the grading rubric below, your in-class participation is part of your grade on the reaction papers. In order for class to be a success, students must think critically in advance of class as well as attend and participate actively.

For Assignment 2, students will not upload a reaction paper as an attachment but will instead participate in a Forum (group on-line discussion) on Moodle. Students will write a ~400 word response to the resource allocation CHAT exercise, following the same requirements below, and then also write a ~100 word reply to at least one classmate’s posting.

For Assignment 5, students will be assigned into a forum group and participate in an exercise about social media and vaccine information. Students will post at least two times and also write a ~200 word summary of what they learned from the exercise.

I expect these reaction papers and exercises to be in your own words, your own thoughtful integration of ideas. Do not rely heavily (if at all) on quotations from the readings. Do limited summarizing or paraphrasing. If you do use quotations or paraphrasing you must cite your source, or else this is considered plagiarism.

Please see: http://writingcenter.unc.edu/handouts/plagiarism/
GUIDELINES FOR CONCLUDING ETHICS ANALYSIS EXERCISE

(Assignment 6)

The instructor will post and discuss the full assignment for the concluding writing assignment by 8am on Friday, December 12th. The goal of the essay is to conduct an “ethics analysis” of a topic in public health practice and policy not otherwise covered by the class. The instructor will provide a list of 3 topics (to be determined) that students can analyze that we were unable to cover adequately in class. Alternatively, students can propose their own topic, to be emailed to the instructor no later than Friday, November 28th for approval.

Full details of the assignment will be presented in class, but students will need to do the following in their essays:

1. State and assess the public health problem or morally complicated question;
2. Identify the stakeholders involved in the issue;
3. Identify the ethical issues, values, and considerations at stake;
4. Propose a means (i.e., a framework) for balancing the ethical considerations (or pick a single ethical consideration as most important);
5. Identify at least two options for intervention / strategies to resolve the issue;
6. Identify a course of action, as supported by the ethics analysis.

When writing your essay, draw upon the assigned readings and at least two additional published sources, citing the material using the APA style. [See “Writing and Citation Tips” under “Getting Started and Finding Help” on Moodle]. Your essay should be well-constructed and reasoned in a thoughtful, considered manner. You should not simply take a “position” about how a particular ethical issue in public health practice or policy should be addressed. Instead, you should provide reasons, arguments, and evidence in support of your claims. There is rarely a single morally correct answer to any ethical dilemma. Rather, there is a range of ethically supportable positions and strategies for responding to a particular dilemma.

Length: 1000-1500 words, maximum of 5 double-spaced pages (not including references).
## Grading Rubric for Reaction Papers (Assignments 1, 3, 4)

[15 points]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum points achievable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not to exceed two double-spaced pages (11 or 12-pt font, 1 inch margins)</td>
<td>1</td>
</tr>
<tr>
<td>Participates in class discussion on the corresponding lesson</td>
<td>2</td>
</tr>
<tr>
<td>Clearly written, with thoughts well-organized to form an argument, not a scattershot of reactions/ideas</td>
<td>6</td>
</tr>
<tr>
<td>Conveys an understanding of the assigned reading and uses ethical considerations and values appropriately (e.g., “the language of ethics”)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

## Grading Rubric for Online CHAT Forum (Assignment 2)

[15 points]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum points achievable</th>
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</thead>
<tbody>
<tr>
<td>Includes an approximately 400 word original reaction <strong>AND</strong> an approximately 100 word response to at least one classmate’s posting</td>
<td>1</td>
</tr>
<tr>
<td>Participates in class discussion on the corresponding lesson</td>
<td>2</td>
</tr>
<tr>
<td>Clearly written response, with thoughts well-organized to form an argument, not a scattershot of reactions/ideas</td>
<td>6</td>
</tr>
<tr>
<td>Conveys an understanding of the ethical considerations involved in the insurance benefit design exercise</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
### Grading Rubric for Social Media and Childhood Vaccines Forum (Assignment 5)

[15 points]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum points achievable</th>
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</thead>
<tbody>
<tr>
<td>Includes at least <strong>two</strong> posts in the forum + a 200 word reaction summary</td>
<td>2</td>
</tr>
<tr>
<td>Participates in class discussion on the corresponding lesson</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates engagement with the exercise and an understanding of the ethical issues involved in childhood vaccination</td>
<td>6</td>
</tr>
<tr>
<td>Response is written clearly, using evidence and argument appropriately</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Grading Rubric for Concluding Ethics Analysis Exercise (Assignment 6)

[25 points]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum points achievable</th>
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</thead>
<tbody>
<tr>
<td>Not to exceed five double-spaced pages (11 or 12-pt font, 1 inch margins)</td>
<td>1</td>
</tr>
<tr>
<td>Identifies the public health problem or morally complicated question and why it is important and who are the key stakeholders</td>
<td>5</td>
</tr>
<tr>
<td>Recognizes the ethical considerations or values that arise from the issue and describes a framework for evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Outlines at least 2 possible interventions or strategies to address the problem and examines the ethical justifications to support each</td>
<td>5</td>
</tr>
<tr>
<td>Clearly written, with thoughts well-organized to form an argument, not a scattershot of reactions/ideas</td>
<td>6</td>
</tr>
<tr>
<td>Cites course and supplementary material appropriately (APA style)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
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