

PubH 6741, Sections 200, 320
Ethics in Public Health: Professional Practice and Policy

Summer 2015

Credits: 1
Meeting Time: July 6 - August 21, 2015
Meeting Place: Online at <http://moodle.umn.edu>

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I. 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, 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.

II. Course Prerequisites

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

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

Online Discussion and Postings

The course is organized into seven lessons. Each lesson includes assigned readings and exercises, and related course material. During six of the seven weeks, students are required to participate in online discussions through **two** substantial postings each week to the discussion forum. **The first post must be an original contribution to the discussion. The second post should be responsive to another student's postings. In weeks 3 and 4 the second post is a group effort.**

NOTE: The first week's discussion requires one post and will not be graded.

In order to create a genuine conversation (albeit an electronic one), the discussion forum for each lesson will be open for one week only. Students are required to post during that time. The discussion forum for each week will open on Monday at 8:00 am and close on Sunday at 11:55 pm (central time). Only one discussion forum will be open at a time. With the exception of week one, which is ungraded, each week's postings constitute 15% of your grade. All postings are due at 11:55 pm (central time) on Sunday. *If you wish to be eligible to receive maximum credit for an assignment, please note the Thursday mid week deadline for your first post.* **Late postings will not be graded and will receive 0 points. If you have an unforeseen circumstance that prevents completing your work on time, please email the instructor or the TA before the assignment deadline.**

Your first initial posting should be original, thought provoking, and long enough to respond completely to the question and stimulate further intellectual inquiry and investigation. These **guidelines** to encourage critical thinking, careful editing and considered reflection; they are not meant to limit discourse. You will not be penalized for a longer post and are encouraged to post more than the required two times each week.

Students will be randomly divided into discussion groups. This will allow a more robust discussion to develop. The postings of all groups will be open to viewing, but students will be graded only on postings in their assigned group.

Students will receive an individual grade each week; with the exception of lesson one. The instructor will provide general feedback and on the quality of the postings to the class as a whole. Individual feedback will be provided as needed. Individual grades and discussion group feedback will be provided within approximately one week of the assignment due date.

Discussion Forum Guidelines and Grading Criteria

An online course is a learning community. This means that communication, collaboration, knowledge creation, sharing, kindness, interaction, engagement, transformation, and hard work will guide us throughout the course.

A good posting responds intelligently to questions posed, engages rigorously with the assigned reading and communicates respectfully with others in the course. Think carefully about what you write. Be thoughtful and well-reasoned in your posting and make sure you give the reasons for your position. Acknowledge and address the moral complexity of an issue.

Write as clearly and succinctly as possible - more words do not necessarily make a post better. Read and edit your posting before submitting it. Be respectful in your communications. Constructive debate is encouraged and welcomed; personal attacks are never appropriate.

Create long discussion postings in Word or another word processing program, save them to your computer, and then copy and paste them into the discussion form.

To post to a forum, click the "Add a new discussion topic" button and then type your post. You will have 30 minutes to make changes/edits or erase your post.

General Discussion Assignment Grading Rubric (Assignment 2)

Exemplary (12-15 points)	Satisfactory (9-11 points)	Unsatisfactory (1-8 points)
Initial post demonstrates understanding of the readings, and contributes well explained and thoughtful ideas that have substance and depth. The post stimulates discussion.	Initial post contributes moderately well explained ideas that have some substance or depth. Post demonstrates limited understanding of the readings. Post results in some continued discussion.	Initial post contributes poorly explained ideas that lack substance and depth. Discussion post does not refer to the readings and entry does not stimulate discussion.
Initial post is completed by 11:55 pm on Thursday , allowing adequate time for colleagues to respond.	Initial post is completed after 11:55 pm on Thursday , allowing limited time for colleagues to respond.	Initial post is completed within 24 hours of the end of the lesson timeline, so that colleagues have inadequate time to respond.
Responsive post	Responsive post	Responsive post

demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation. Post is not limited to short comments or praise.	demonstrates a basic understanding of the topic and indicates listening to others' positions, ideas and questions. Post is not limited to short comments or praise.	demonstrates a lack of understanding of the topic. Response is limited to brief comments or praise statements with little substance.
Responsive post to one or more colleagues in a timely manner, allowing ample time for colleagues to read and benefit from the postings.	Responsive post to one or more colleagues.	Responsive post does not respond to colleagues.

Total points possible = 15

Small Group Discussion Forum Guidelines and Grading Criteria

During weeks Three and Four you will work in groups of 3 to 4 people to explore the issues raised by resource allocation at the macro and micro levels. We work in groups in these lessons because these issues cannot be resolved by a single individual. In the professional world, you will rarely make resource allocation decisions on your own. Hence, it is important to learn how to resolve difficult issues in a group that may or may not include your friends and may include others with very different viewpoints.

Group Work

Some students find that that working in groups is harder than doing it on their own. Group members do have to cooperate, communicate, delegate and depend on each other. When engaged in small group project work, students are expected to *respectfully and actively participate in the group project*. This means: 1) contributing useful ideas; 2) listening to others; 3) engaging in respectful dialogue with teammates; 4) staying on task and 5) meeting all agreed upon deadlines.

Assignment 3 Grading Rubric

Part 1 – Individual Post (students will be graded separately)

Exemplary (4-5 points)	Satisfactory (2-3 points)	Unsatisfactory (1 points)
Post is original, is thought provoking, and fully explains the ethical principles used and the reasons for selecting such principles.	Post is acceptable but does not adequately explain the ethical principles used and the reasons for selecting such principles.	Post is vague, is incomplete, or demonstrates a low level of thinking.
Post and screen shot completed by 11:55 pm on Thursday , allowing adequate time for small group exercise.	Post and screen shot completed after 11:55 pm on Thursday , allowing limited time for small group exercise.	Post and screen shot completed within 24 hours of the end of the lesson timeline, so that group has inadequate time for small group exercise.

Part 2 – Group Exercise (all group members receive the same score)

Exemplary (8-10 points)	Satisfactory (4-7 points)	Unsatisfactory (1-3 points)
Demonstrates a critical and	Demonstrates a basic	Demonstrates a lack of

thoughtful response to Part 2 discussion question 1.	understanding of the topic; fails to respond fully to Part 2 discussion question 1.	understanding of the topic; fails to respond to Part 2 discussion question 1.
Demonstrates a critical and thoughtful response to Part 2 discussion question 2.	Demonstrates a basic understanding of the topic; fails to respond fully to Part 2 discussion question 2.	Demonstrates a lack of understanding of the topic; fails to respond to Part 2 discussion question 2.
Screen shot is included in final group post.	Screen shot is included in final group post.	Screen shot not included in final group post.

Total points possible = 15

Assignment 4 Grading Rubric

Part 1 – Individual Post (students will be graded separately)

Exemplary (4-5 points)	Satisfactory (2-3 points)	Unsatisfactory (1 point)
Post is original, is thought provoking, and fully explains the morally relevant criteria used and the reasons for selecting such criteria.	Post is acceptable but does not adequately explain the morally relevant criteria used and the reasons for selecting such criteria.	Post is vague, is incomplete, or demonstrates a low level of thinking.
Post and prioritization plan completed by 11:55 pm on Thursday , allowing adequate time for small group exercise.	Post and prioritization plan completed after 11:55 pm on Thursday , allowing limited time for small group exercise.	Post and prioritization plan completed so that group has inadequate time for small group exercise.

Part 2 – Group Exercise (all group members receive the same score)

Exemplary (8-10 points)	Satisfactory (4-7 points)	Unsatisfactory (1-3 points)
Demonstrates a critical and thoughtful analysis of reasons or ethical principles to be used to explain to the public.	Demonstrates a basic understanding of the reasons or ethical principles to be used to explain to the public; fails to respond fully to question 1.	Demonstrates a lack of understanding of the topic; fails to respond to question 1.
Demonstrates a critical and thoughtful analysis of the reasons why the prioritization process was difficult or challenging.	Demonstrates a basic understanding of the reasons why the prioritization process was difficult or challenging; fails to respond fully to question 2.	Demonstrates a lack of understanding of the topic; fails to respond to question 2.
Prioritization plan is included in final group post.	Prioritization plan is included in final group post.	Prioritization plan not included in final group post.

Total points possible = 15

Assignment 5 Grading Rubric

Exemplary (12-15 points)	Satisfactory (9-11 points)	Unsatisfactory (1-8 points)
Student question posed is original, thought provoking, and demonstrates careful consideration of the assigned readings and comprehension of lecture materials.	Student question is acceptable, but demonstrates limited consideration of the assigned readings and comprehension of lecture materials.	Student question is simplistic and does not demonstrate careful consideration of the assigned readings and comprehension of lecture materials.
Student question is posted by 11:55 pm on Thursday , allowing adequate time for colleagues to	Student question is posted after 11:55 pm on Thursday , allowing limited time for	Student question is posted within 24 hours of the end of the lesson timeline, so that

respond.	colleagues to respond.	colleagues have adequate time to respond.
Response to student-posed question demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation.	Response to student-posed question demonstrates a basic understanding of the topic and brings the discussion to a higher level of inquiry.	Response to student-posed question demonstrates a lack of understanding of the topic. Response is superficial or does not demonstrate critical understanding.
Response is posted to one or more colleagues by 11:55 pm on Sunday, allowing ample time for colleagues to read and benefit from the posting.	Response is posted to one or more colleagues after 11:55 pm on Sunday, making it difficult for colleagues to read and benefit from the posting.	Does not respond to colleagues.

Total points possible = 15

General Discussion Assignment Grading Rubric (Assignment 6)

Exemplary (12-15 points)	Satisfactory (9-11 points)	Unsatisfactory (1-8 points)
Initial post is original, is thought provoking, and stimulates inquiry and investigation.	Initial post is acceptable but does not consistently demonstrate higher order thinking.	Initial post vague, incomplete, or demonstrates a low level of thinking.
Initial post is posted by 11:55 pm on Thursday , allowing adequate time for colleagues to respond.	Initial post is posted after 11:55 pm on Thursday , allowing limited time for colleagues to respond.	Initial post is posted within 24 hours of the end of the lesson timeline, so that colleagues have inadequate time to respond.
Responsive post demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation.	Responsive post demonstrates a basic understanding of the topic and brings the discussion to a higher level of inquiry.	Responsive post demonstrates a lack of understanding of the topic. Response is superficial or does not demonstrate critical understanding.
Responsive post to one or more colleagues in a timely manner, allowing ample time for colleagues to read and benefit from the postings.	Responsive post to one or more colleagues.	Responsive post does not respond to colleagues.

Total points possible = 15

Final Ethics Analysis Exercise

The final assignment will be the Final Ethics Analysis Exercise, **worth 25 points, or 25% of the student's grade**. There will be no discussion forum during Week Seven. Instead, students will write a 1000-1500 word essay analyzing an ethical issue in public health not discussed previously in class.

Guidelines for Final Ethics Analysis Assignment

A complete explanation of the concluding writing assignment will be presented as part of Lesson 5.

Grading Rubric for Final Ethics Analysis Exercise

Criteria	Maximum points achievable
Not to exceed five double-spaced pages (11 or 12-pt font, 1 inch margins)	1
Identifies the public health problem and explains why the issue is morally complicated.	5
Identifies the stakeholders and their respective interests in the issue.	4
Identify the ethical principles or values that arise from the problem and propose a method or framework for considering the ethics issues.	6
Identifies at least 2 interventions or strategies to address the public health problem; recommend one particular course of action and fully supports it with ethical analysis.	6
Memorandum is clearly written, responds to all five questions, is well organized and is not a scattershot of ideas; course and supplementary material cited appropriately (APA style).	3
Total	25

V. **Course Text and Readings**

The readings are available on the course website in pdf format or through hyperlink. 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. Each week the syllabus lists required readings and a list of optional readings and resources. Public health ethics is a large and quickly expanding field. Optional resources are provided if you wish to explore a topic in more depth. Optional readings are not required and *are truly optional*.

Lesson 1 – Introduction to Public Health Ethics

Required Reading

- Kass NE (2001). An Ethics Framework for Public Health. *American Journal of Public Health*, 91(11), 1776-82.
- Baum NM, Gollust SE, Goold SD, and Jacobson PD. (2007). Looking Ahead: Addressing Ethical Challenges in Public Health Practice. *Journal of Law, Medicine and Ethics*, 35(4), 657-667, 513.
- "Public Health Code of Ethics," *Principles of the Ethical Practice of Public Health*, Public Health Leadership Society (2002).

Optional Resources

- [Rid A, Emanuel EJ \(2014\). Why Should High-Income Countries Help Combat Ebola? JAMA, published online 9/11/14.](#)
- [Kass N. \(2014\). Ebola, Ethics and Public Health: What Next? Annals of Internal Medicine, 161\(10\):744-745. doi: 10.7326/M14-1864](#)
- Callahan D, and Jennings B. (2002). Ethics and Public Health: Forging a Strong Relationship. *American Journal of Public Health*, 92(2), 169-76.
- Lee, LM (2012). Public Health Ethics Theory: Review and Path to Convergence.

Lesson 2 – Theories of Justice and Distribution of Public Health Resources

Required Reading

- Daniels N, Kennedy B, and Kawachi I. (2000). Justice Is Good for Our Health. In: *Is Inequality Bad For Our Health?* Beacon Press, pp. 3-33.
- Gostin L and Powers, M. (2006). What Does Social Justice Require for the Public's Health? Public Health Ethics and Policy Imperatives. *Health Affairs*, 25, 1053-1060.
- Hall MA. (2003). The Scope and Limits of Public Health Law. *Perspectives in Biology and Medicine*, 46(3), S199-S209.
- Is Wal-Mart the Answer to “Food Deserts”? Mother Jones Magazine, January 12, 2012. <http://www.motherjones.com/tom-philpott/2012/01/walmart-answer-food-deserts>
- The Great Grocery Store Smack down, The Atlantic Magazine, March 2010. <http://www.theatlantic.com/magazine/archive/2010/03/the-great-grocery-smackdown/307904/>

Useful and Optional Resources for Discussion Topic

- IOM Working Paper on the Role of Corporate America in Community Health and Wellness
<http://www.iom.edu/~media/Files/Activity%20Files/PublicHealth/PopulationHealthImprovementRT/Background-Papers/PopHealthEnvScan.pdf> (skim only)
- Cummins S, Flint E, Matthews SA (2014). New Neighborhood Grocery Store Increased Awareness of Food Access but Did Not Alter Dietary Habits or Obesity. *Health Affairs* 33 (2): 283-291. doi: 10.1377/hlthaff.2013.0512
- Parmet, Wendy. The Big Gulp Wins: Public Health Loses. Bill of Health Blog, Harvard Law Petrie-Flom Center, August 2, 2013
<http://blogs.law.harvard.edu/billofhealth/2013/08/02/the-big-gulp-wins-public-health-loses/>
- Center for Disease Control, Food Deserts
<http://www.cdc.gov/features/fooddeserts/>
- USDA, Access to Affordable and Nutritious Food: Measuring and Understanding Food Deserts and Their Consequences
<http://www.ers.usda.gov/Publications/AP/AP036/AP036.pdf>

Optional Resource

- *Justice with Michael Sandel*. This was the first Harvard course to be made freely available online and on public television. You can browse the library of lectures and listen to any lecture and/or join the virtual community. If wish to learn more about the foundational philosophies supporting public health ethics, you may wish to view Professor Sandel's lectures on Immanuel Kant, John Rawls and Jeremy Bentham. <http://www.justiceharvard.org/>

Lesson 3 – Priority Setting and Resource Allocation at the Macro Level

Required Reading

- Gruskin S and Daniels N. Justice and Human Rights: Priority Setting and Fair Deliberative Process. *Am J Public Health* 2008; 98:1573-1577.
- Essential Health Benefits. *Health Affairs* Health Policy Brief. May 2, 2013.
- University of Pennsylvania and RWJ, Essential Health Benefits: 50-State Variations on a Theme, October 2014.

- Kaiser Family Foundation Cartoon: Health Insurance Changes Coming Your Way Under the Affordable Care Act (2013) <http://kff.org/health-reform/video/youtoons-obamacare-video/>

Useful and Optional Resources for Discussion Topic

- Ginsburg M, Goold SD, and Danis M. (De) constructing 'Basic' Benefits: Citizens Define the Limits of Coverage. *Health Affairs*, 25(6), 1648-1655.
- Ruger, JP. Fair Enough? Inviting Inequities in State Health Benefits. *NEJM* 2012; 366(8):681-683. Professor Ruger provides an ethics critique of the HHS decision to allow a state by state approach to essential benefit design.
- IOM Report: Essential Health Benefits, chapter 3. This chapter outlines some of the moral considerations the Institute of Medicine considered important in selecting essential benefits
- APHA, What Does the Hobby Lobby Decision Mean? October, 2014.
- Visit the federal insurance exchange at <https://www.healthcare.gov/> or the Minnesota exchange at <http://mnsure.org/>. You do not need to create an account to review the plans offered and compare benefits. You can enter basic information such as your zip code, age and gender and get started.

Lesson 4 – Priority Setting and Resource Allocation at the Micro Level

Required Reading

- Baum NM, Gollust SE, Goold SD, and Jacobson PD. (2009). Ethical Issues in Public Health Practice in Michigan. *American Journal of Public Health*, 99(2), 369-374.
- Vawter DE, Gervais K, and Garrett JE. (2007). Allocating Pandemic Influenza Vaccines in Minnesota: Recommendations of the Pandemic Influenza Ethics Work Group. *Vaccine*, 25, 6522-6536.
- DeBruin DA, Liaschenko J, Marshall MF (2012) Social Justice in Pandemic Preparedness. *American Journal of Public Health*, 102(4), 586-591.

Useful and Optional Resources for Discussion Topic

- Kinlaw K, Barrett DH, and Levine RJ. (2009) Ethical Guidelines in Pandemic Influenza: Recommendations of the Ethics Subcommittee of the Advisory Committee of the Director, Centers for Disease Control and Prevention. *Disaster Medicine and Public Health Preparedness*, 3 Suppl 2, S185-92.
- Minnesota Pandemic Ethics Project. The Minnesota Pandemic Ethics Project was part of the State of Minnesota's efforts to plan for the possibility of an influenza pandemic. The project convened a community-based resource panel and recommended several ethical frameworks for rationing. <http://www.health.state.mn.us/divs/idepc/ethics/>
- MDH Summary of Pandemic Flu Facts <http://www.health.state.mn.us/divs/idepc/diseases/flu/pandemic/basics/facts.html>
- DeCamp M, Joffe S, Fernandez C, Faden R, Unguru Y. (2014) Chemotherapy Drug Shortages in Pediatric Oncology: A Consensus Statement, *Pediatrics* (133) e716.
- CDC CERC Template for News Release
- CERC template, Communications During a Severe Pandemic is Different

Lesson 5 – Balancing Individual and Community Interests

Required Reading

- Colgrove J, & Bayer R (2005). Manifold Restraints: Liberty, Public Health, and the Legacy of Jacobson v Massachusetts. *American Journal of Public Health*, 95(4), 571-6.

- Omer SB, Salmon DA, Orenstein WA, deHart P, Halsey N. (2009). Vaccine Refusal, Mandatory Immunization, and the Risks of Vaccine-Preventable Diseases. *New England Journal of Medicine*, 360, 1981-8.
- Rulli, T., Emanuel, E.J., Wendler, D. (2012). The Moral Duty to Buy Health Insurance. *Journal of the American Medical Association*. 308(2), 137-138.
- Chokshi D, & Stine N (2013) Reconsidering the Politics of Public Health. *Journal of the American Medical Association*, published online August 22, 2013.

Useful and Optional Resources for Vaccine Mandate

- Field RI, & Caplan AL (2008). A Proposed Ethical Framework for Vaccine Mandates: Competing Values and the Case of HPV. *Kennedy Institute of Ethics Journal*, 18(2), 111-124.
- PBS NewsHour Video on Vaccination Perspectives. Available at: <http://www.pbs.org/newshour/runtdown/2012/08/to-vaccinate-or-not-two-mothers-debate-whooping-cough-threat.html>
- PBS Frontline Video on Childhood Vaccination. Available at: <http://www.pbs.org/wgbh/pages/frontline/vaccines/>
- JAMA news article about measles vaccination (Sept 2013). Available at: <http://newsatjama.jama.com/2013/09/16/vaccination-rates-for-us-children-remain-generally-high-but-measles-outbreaks-underscore-shortfalls-in-some-regions/>

Useful and Optional Resources for Individual Mandate

- Jost T (2013). The Affordable Care Act and the Supreme Court: American health care reform inches forward despite dysfunctional political institutions and politics, *Health Economics, Policy and Law* (8) 113-18.
- The Requirement to Buy Coverage under the Affordable Care Act: <http://healthreform.kff.org/the-basics/requirement-to-buy-coverage-flowchart.aspx>
- The Affordable Care Act Challenges – the Individual Mandate and the Commerce, <http://now.iscotus.org/healthcare/>. A short interview with a constitutional law scholar provided by Oyez, a multimedia archive website devoted to Supreme Court cases maintained by the Chicago-Kent College of Law. Very accessible to non-lawyers.
- Making the Moral Case for Health Reform with Professor Art Caplan of New York University: <http://www.youtube.com/watch?v=df9smHrOxP4&feature=relmfu>

Lesson 6 – Ethics and Health Promotion

Required Reading

- Adler and Stewart (2009). Reducing Obesity: Motivating Action While Not Blaming the Victim. *Milbank Quarterly*, 87, 49-70.
- Bayer, R. (2008). Stigma and the Ethics of Public Health: Not Can We But Should We. *Social Science & Medicine*, 67(3), 463-472.
- Burris S. (2008). Stigma, Ethics, and Policy: A Commentary on Bayer’s “Stigma and the Ethics of Public Health: Now Can We But Should We”, *Social Science and Medicine* 67: 473-475.
- Loewenstein, G, Asch DA, Friedman JY, Melichar LA, Volpp KG. (2012) Can Behavioral Economics Make Us Healthier? *BMJ* 344, e3482.

Useful and Optional Resources for Discussion Topic

- [Our Nudge in Chief, The Atlantic, by David Cole April 16, 2014, http://www.theatlantic.com/magazine/archive/2014/05/our-nudge-in-chief/359804/](http://www.theatlantic.com/magazine/archive/2014/05/our-nudge-in-chief/359804/)
- Workplace Wellness Programs. *Health Affairs Health Policy Brief*. May 10, 2012.
- Workplace Wellness Final Study (Executive Summary), RAND Corporation (2013)

- Resnick, D. Charging Smokers Higher Health Insurance Rates: Is it Ethical? Bioethics Forum Blog September 19, 2013. Available at: http://www.thehastingscenter.org/Bioethicsforum/Post.aspx?id=6516&blogid=140&utm_source=constantcontact&utm_medium=email&utm_campaign=bioethicsforum20130920
- Targeting Overweight Workers with Wellness Programs Can Backfire, National Public Radio (July 2, 2014) (5 minute audio) <http://www.npr.org/blogs/health/2014/07/02/327388276/targeting-overweight-workers-with-wellness-programs-can-backfire>
- [Video summarizing Randomized Trial of Four Financial-Incentive Programs for Smoking Cessation, NEJM.](#)
- Sunstein, CR, Nudging Smokers. NEJM 372:2150-2151. May 28, 2015. DOI: 10.1056/NEJMe1503200

Lesson 7 – Concluding Exercise and Wrap Up

Lesson 7 is reserved for completion of the Final Ethics Analysis Exercise. There is no lecture or assigned readings for Lesson 7.

VI. Course Outline/Weekly Schedule

Week	Lesson	Assignments	Due Dates/Times (11:55 pm Central Standard Time)
1 7/6-12/15	1 - Introduction to Public Health Ethics	Assignment 1 Part 1 - Introductions Assignment 1 Part 2 - Discussion Forum	both parts due 7/12/15
2 7/13-19/15	2 - Theories of Justice and Distribution of Public Health Resources	Assignment 2 - Walmart and Food Deserts - An Ethical Analysis	first post due 7/16/15 responsive post due 7/19/15
3 7/20-26/15	3 - Priority Setting and Resource Allocation at the Macro Level	Assignment 3 - Essential Health Benefits Plan	individual post due 7/23/15 group post due 7/26/15
4 7/27-8/2/15	4 - Priority Setting and Resource Allocation at the Micro Level	Assignment 4 - Allocating Scarce Flu Vaccine	individual post due 7/30/15 group post due 8/2/15
5 8/3-9/15	5 - Balancing Individual and Community Interests	Assignment 5 - Mandating Individual Behavior for the Common Good	first post due 8/6/15 responsive post due 8/9/15
6 8/10-16/15	6 - Ethics and Health Promotion	Assignment 6 - Evaluate the University of Minnesota	first post due 8/13/15 responsive post due

		Employee Wellness Program	8/16/15
7 8/17-21/15	7 - Concluding Exercise and Wrap Up	Assignment 7 - Final Ethics Analysis	assignment due FRIDAY, 8/21/15

VII. Evaluation and Grading

Your final grade for the course will be determined by how well you complete course requirements. All students must be evaluated on the basis of the same assignments. You will not be allowed to do “bonus” work to replace missed assignments or improve your grade. Also, you are not allowed to revise or redo assignments to improve your grade. Assignments must be submitted by specified deadlines.

Late work policy

Late work will not be accepted unless you contact the instructor before the deadline and receive an extension. Extensions will only be granted in the case of an emergency. An emergency means documented illness of self, documented illness of a child, school-sponsored participation in competitions, or a family emergency. Family emergencies are limited to death or catastrophic occurrence affecting the student's immediate family or closely-extended family. Flat tires and similar automotive failures, computer problems, speeding tickets, work, interviews etc., do not constitute an emergency.

Item	Percent of final grade
Discussion board posts/responses: 5 @ 15%	75%
Final Ethics Analysis Exercise	25%
Total	100%

Grades are determined by the following:

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

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. 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 EO AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) 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 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>.

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>.

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.

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

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