CHS 345R: Ethics and Professionalism in Public Health
Spring 2015
Tuesday and Thursday, 2:30 PM – 3:45 PM
LRC 205

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Email: egrinshteyn@unr.edu
Office Hours: T/TH 3:45 – 4:45 PM or by appointment

Teaching Assistant:
Email:
Office Hours:

Course Objectives:
Ethical dilemmas arise in all areas of health care and public health. How will you go about making decisions when ethical concerns arise? Are there rules or principles that we can use to guide us through the decision making process when ethical dilemmas arise? Do you have an ethical framework within which to make these types of decisions? Should all populations be treated the same when making ethical decisions about diverse groups? This course will introduce the student to ethical principles within the field of public health and will guide the student through the application of these principles using ethical case studies. In addition, students will create either a graduate school or career portfolio. In partnership with Career Studio, the student will determine how to prepare for either graduate school or the work force.

Student Learning Outcomes:
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

Core Objectives:
This Course Satisfies Silver Core Objective 12: Ethics
Students will demonstrate understanding of ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students
will demonstrate the ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

**Unique Class Proceedings:**
The class website will be an integral part of this course. This course will be as paperless as possible with the exception of in-class exams.

- **Readings** are posted on the website and other course materials can be accessed using the website. It is very important that you familiarize yourself with the class website and use it accordingly. The one exception is *The Immortal Life of Henrietta Lacks*, which you can buy in paper or e-reader format.
- All assignments are not just posted online but all assignments will also be turned in through Web Campus or via Interview Stream and are due on the due date **before** class starts. Paper copies will not be accepted. **Late assignments will not be accepted.**

**Description of Assignments:**

1. **Professionalism Skills Activities (SLOs: #5, #6):** We will discuss a variety of aspects of professionalism in class. You will do in-class exercises mostly in groups related to these skills. You will turn in the worksheets and participate in a discussion to receive credit. There is no opportunity to receive credit if you do not come to class.

2. **Career Development Portfolio (SLO: #6):** This will either be a grad school or professional portfolio. You will choose which one you will do based on your goals after you graduate from college.
   - **Grad School Portfolio:** (1) Career Path Search, (2) Curriculum Vitae, (3) Statement of Interest
   - **Professional Portfolio:** (1) Career Path Search, (2) Resume, (3) Cover Letter

3. **Ethics of Injury Assignment (SLO: #1):** An assignment will be posted on Web Campus for you to answer after you watch David Hemenway’s talk online (the link is provided in the assignment online). You will be asked to identify ethical issues that arise during his discussion of injury prevention.

4. **Online Training Module: CITI (Collaborative Institutional Training Initiative) Basic Course for the Protection of Human Research Subjects Certification (SLOs: #1, #4):** You will complete a basic course on research ethics (http://www.unr.edu/research-integrity/training). Completion of the course is required and proof of completion and a passing score will be required for credit.

   CITI training instructions are available here: [http://www.unr.edu/research-integrity/training/study-training](http://www.unr.edu/research-integrity/training/study-training)

5. **Practice Interview (SLOs: #5):** You will do a practice interview via Interview Stream. This interview will be recorded using a webcam on your computer (or in the computer lab) and you will be able to watch your interview. You will do a “pre” interview before the class on interview strategies and a “post” interview after that class. You will do a self evaluation first. You will receive my feedback on verbal and non-verbal communication after the final interview is due. The link to the video assignment and the assignment code are listed in the instructions on the website.
6. Henrietta Lacks Debate (SLOs: #1, #3, #4): Students will be put into teams and given a topic related to The Immortal Life of Henrietta Lacks. Students will have one class period to discuss their topics with their teams. Each student will turn in a write up of his or her debate position. This will be turned in on the first day of the in-class debates. Grades will be based on the write up, individual presentation, and group presentation.

7. Midterm Exam (SLOs: #1, #2, #3, #4): There will be a midterm exam on the material from the first part of the course. The midterm consists of multiple choice, true/false, definitions, and short answer.

8. Final Exam (SLOs: #1, #2, #3, #4): There will be a final exam where you will apply material from the first part of the course to public health cases. The final consists of multiple choice, short answer, and essays.

9. Participation (SLOs: #1, #2, #3, #4, #5): This course relies heavily on case studies and is designed to engage students in focused discussion based on assigned readings and cases. Thus, the class format relies on active and informed participation. Students are expected to attend each class, read assigned readings critically, and participate actively in discussions. Participation that demonstrates preparation is essential. Participation includes attendance, discussion, and quality of contributions.

**Grading Criteria:**

Professionalism Skills Activities: 25 points

Portfolio: 100 points total
- Career Path Search: 20 points
- Resume or Curriculum Vitae: 40 points
- Cover Letter or Statement of Interest/Purpose: 40 points

Ethics of Injury Assignment: 25 points

CITI Training Module: 25 points

Practice Interview: 25 points

Henrietta Lacks Debate: 50 points

Midterm Exam: 100 points

Final Exam: 100 points

Participation: 50 points
Grand total: 500

To obtain your final grade you should (a) divide your total number of points by 500 and (b) multiply that number by 100 to obtain a percentage. Refer to the grading scale below to see the letter grade with which your percentage corresponds.

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<th>Grade</th>
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There may be one extra credit activity at the very end of class. This will add to the numerator but not the denominator in the above calculations. In other words, you will still divide by 500.

Readings:
In an effort to reduce the burden of costly textbooks, the majority of the readings will be posted on the course website and organized by week. In accordance with copyright protection laws, all readings are password protected and available only to students who are enrolled in our class.

Course Ground Rules:

EMAIL: I communicate regularly with the class via email. If you have a yahoo email account, you will likely not receive my emails or experience a delay in receipt. My advice is to change the email you have on file with UNR to a non-yahoo account (this email issue is between all UNR accounts and yahoo so you will experience issues with more than just my class). If you choose not to change your email, I would then suggest you check the class webpage daily for announcements as all emails are also posted to the announcements page.

READINGS: All readings should be completed before the class for which they are listed.

NOTE TAKING: Students should take notes on lectures and readings. Presentations are not complete. If you miss class, please get notes from other students and find out what was missed.

DISCUSSION: In order to create a constructive and supportive learning environment, it is expected that all class members will participate in class discussions, listen well to others, and respect everyone's contributions.

ELECTRONICS: Laptops, tablets, cell phones, and all other electronics are not allowed in class. You can speak with me if you feel that you need an exception to this rule. Students who violate this rule will be removed from class and will receive a zero for their entire participation grade.

LATE ASSIGNMENTS: Late assignments will not be accepted. Considerations will be made if a student can provide proof of a verified emergency (being sick is not an emergency but hospitalization is an emergency). Proof of all extenuating circumstances will be required. In addition, the student must contact me before the assignment is due and provide the work that
was done up to the point of the occurrence of the extenuating circumstance.

EXAMS: Make up exams will not be given except in the most extenuating of circumstances. Considerations will be made if a student can provide proof of a verified emergency such as being hospitalized or a death in the immediate family. Proof of all extenuating circumstances will be required. The student must contact me before the exam to obtain permission to take a make up.

PROFESSIONALISM: This course is grounded in professionalism. In the work place, deadlines must be met, attentive listening is fundamental, written work is edited and proofread, discussions are cordial, language is appropriate, meetings (classes) are attended, participants arrive on time, and distractions are minimal. This is the threshold upon which we will build this course. These are fundamental in the professional world and this is how we will all approach this course.

Course Calendar: Topics, Readings, and Assignments:

**Week 1: January 20 (T)**

*** NO CLASS!!! ENJOY AN EXTRA DAY OF BREAK! ***

**Week 1: January 22 (TH) (SLO: #5)**

Topic: Introduction of Professor and Students  
Course Requirements (Syllabus, Readings, Assignments, Grading)  
Professionalism in the Classroom

Reading:
- Syllabus

**Week 2: January 27 (T) (SLOs: #1, #2)**

Topic: Introduction to Moral Philosophy  
Ethics and Morals  
Introduction to Ethics and Public Health

Reading:
- Basic Ethical Theories  
- A Code of Ethics for Public Health  
- An Ethics Framework for Public Health  
- How Many Principles for Public Health Ethics

**Week 2: January 29 (TH) (SLOs: #1, #4)**

Topic: Utilitarianism

Reading:
- Utilitarianism

**Week 3: February 3 (T) (SLOs: #1, #4)**

Topic: Kant's Ethics  
Categorical Imperative
Rationality

Reading:
- Kant’s Ethics

Week 3: February 5 (TH)  (SLOs: #5, #6)
Topic: Career Path Research
Mary T. Calhoon from the UNR Nevada Career Studio

Assignment: Career Path Research Paper ASSIGNED

Week 4: February 10 (T)  (SLOs: #1, #2, #3, #4)
Topic: Egalitarian Liberalism
Rawls' Theory of Justice / The Original Position

Reading:
- Rawls’ Theory of Justice
- Responsibility in Health Care: A Liberal Egalitarian Approach

Week 4: February 12 (TH)  (SLOs: #1, #4)
Topic: Libertarianism

Reading:
- Rights
- Why is Public Health Controversial?
- Individual Rights versus the Public’s Health
- Playing Hockey, Riding Motorcycles, and the Ethics of Protection

Assignment: Career Path Research Paper DUE

Week 5: February 17 (T)  (SLOs: #5, #6)
Topic: Resume / Cover Letter
Mary T. Calhoon from the UNR Nevada Career Studio

Assignment: Resume / Cover Letter ASSIGNED

Week 5: February 19 (TH)  (SLOs: #5, #6)
Topic: Curriculum Vitae (CV) / Personal Statement
Mary T. Calhoon from the UNR Nevada Career Studio

Assignment: CV / Personal Statement ASSIGNED

Week 6: February 24 (T)  (SLOs: #1, #2, #3, #4)
Topic: Communitarianism
- Individuals versus Communities

Reading:
- Communitarianism
- Medicine, Public Health, and the Ethics of Rationing

**Week 6: February 26 (TH) (SLOs: #1, #2, #3, #4)**
Topic: Principles of Nonmaleficence, Beneficence, and Utility

Reading:
- The Principle of Nonmaleficence
- The Principle of Beneficence
- The Principle of Utility

Assignment: Resume / Cover Letter OR CV / Personal Statement DUE

**Week 7: March 3 (T) (SLOs: #1, #2, #3, #4)**
Topic: Principles of Distributive Justice and Autonomy

Reading:
- The Principle of Distributive Justice
- The Principle of Autonomy
- The Value of Autonomy in Public Health
- Autonomy, Paternalism, and Justice: Ethical Priorities in Public Health
- Responsibility as an Ethical Framework for Public Health Interventions

**Week 7: March 5 (TH) (SLOs: #1, #4)**
Topic: Origins of Research Ethics
- The Belmont Report

Reading:
- The Belmont Report
- The Ethics of the Cash Register: Taking Tobacco Research Dollars

Assignment: CITI Training ASSIGNED

**Week 8: March 10 (T) (SLOs: #1, #2, #3, #4)**
Topic: Review for Exam One

Reading:
- Review your notes, slides, and readings

Assignment: CITI Training DUE

**Week 8: March 12 (TH) (SLOs: #1, #2, #3, #4)**
Week 9: March 17 (T)  
*** SPRING BREAK ***

Week 9: March 19 (TH)  
*** SPRING BREAK ***

Week 10: March 24 (T)  (SLOs: #1, #3, #4)  
Topic: Introduction to Ethical Case Studies  
Introduction to The Immortal Life of Henrietta Lacks  

Reading:  
• Henrietta Lacks Prologue and Chapters 1-4  
• Ethical Analysis Framework  
• Ethical Issues in Public Health Practice in Michigan  
• Genomics and the Public Health Code of Ethics  

Assignment: Henrietta Lacks Debate ASSIGNED

Week 10: March 26 (TH)  (SLOs: #1, #2, #3, #4)  
Topic: Case Study: Tobacco… Individual Rights versus Public Good  

Reading:  
• Case Study: Tobacco… Individual Rights versus Public Good  
• The Ethics of Policies for the Prevention of Tobacco Disease  
• Individual Rights Advocacy in Tobacco Control Policies: An Assessment and Recommendation  
• Tobacco Taxation and Public Health: Ethical Problems, Policy Responses  

Assignment: Pre-Interview ASSIGNED

Week 11: March 31 (T)  (SLOs: #5, #6)  
Topic: Interview Strategies  
Mary T. Calhoon, Career Exploration Coordinator  
Career Studio at University of Nevada, Reno  

Assignment: Post-Interview ASSIGNED  
Pre-Interview DUE

Week 11: April 2 (TH)  (SLOs: #1, #2, #3, #4)  
Topic: Case Study: Allocation of Limited Resources  

Reading:  
• Case Study: Allocation of Limited Resources
• Chapter Four: The Ethics of Public-Private Partnerships in Public-Private Partnerships for Public Health

**Week 12: April 7 (T) (SLOs: #1, #2, #3, #4)**
Topic: Case Study: Lead Paint and Marginalized Populations

Reading:
• Case Study: Lead Paint and Marginalized Populations

Assignment: Post-Interview DUE

**Week 12: April 9 (TH) (SLOs: #1, #2, #3, #4)**
Topic: Case Study: Public Health Surveillance and HIV Care

Reading:
• Case Study: Public Health Surveillance and HIV Care
• Ethical Justification for Conducting Public Health Surveillance

**Week 13: April 14 (T) (SLOs: #1, #2, #3, #4)**
Topic: Case Study: Reducing the Burden of Infant Mortality

Reading:
• Reducing the Burden of Infant Mortality
• Class, Race, and Infant Mortality in the United States

Assignment: Ethics of Injury Prevention ASSIGNED

**Week 13: April 16 (TH) (SLOs: #1, #2, #3, #4)**
Topic: Cuba’s HIV/AIDS Policies

Reading:
• The HIV/AIDS Epidemic in Cuba: Description and Tentative Explanation of its Low HIV Prevalence
• HIV/AIDS in Cuba: A Rights-Based Analysis
• Evidence and Effectiveness in Decisionmaking for Quarantine
• HIV/AIDS in Cuba: Lessons and Challenges

**Week 14: April 21 (T) (SLOs: #1, #2, #3, #4)**
Topic: Ethics and International Health

Reading:
• Public Health Ethics: From Foundations and Frameworks to Justice and Global Public Health
• The Contribution of Ethics to Public Health
• Ethical Review of Health Research: A Perspective from Developing Country Researchers
• Ethical and Scientific Implications of the Globalization of Clinical Research
Assignment: Ethics of Injury Prevention DUE

**Week 14: April 23 (TH) (SLOs: #1, #2, #3, #4)**
Topic: Work on debate topics in class with your group

**Week 15: April 28 (T) (SLOs: #1, #2, #3, #4)**
Topic: Henrietta Lacks Debates

Reading:
- A Family Consents to a Medical Gift, 62 Years Later

Assignment: Debate Papers DUE (regardless of whether your debate is on Tuesday or Thursday)

**Week 15: April 30 (TH) (SLOs: #1, #2, #3, #4)**
Topic: Henrietta Lacks Debates

Reading:
- A Family Consents to a Medical Gift, 62 Years Later

**Week 16: May 5 (T) (SLOs: #1, #2, #3, #4)**
Topic: Final Exam Review

**Finals Week: May 7 (TH) (SLOs: #1, #2, #3, #4)**
FINAL EXAM: 12:30 PM – 2:30 PM

**Statement on Academic Dishonesty:**
Cheating, plagiarism, or otherwise obtaining a grade or credit for something in the course under false pretenses constitutes academic dishonesty according to the code of this university. This includes not citing someone else's materials, collaborating with someone else on individual work, cheating on an exam in any way, signing in for another student, or any other manner of obtaining credit that relies on deceptive or dishonest practices. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without issuing a grade, giving a failing grade for the course, giving a failing grade for the assignment, contacting the university administration, and/or another punishment that is determined to be appropriate. Disciplinary action will be taken in some form against anyone who commits any form of academic dishonesty.

Students are encouraged to read the appropriate sections in the university’s General Catalog regarding policies and procedures on academic dishonesty and to speak with me directly if there are any questions regarding these policies and procedures. Plagiarism is taken very seriously at UNR and will not be tolerated in this course or at this university.

**Statement on Disability Services:**
Any student with a disability needing academic adjustments or accommodations should contact the Disability Resource Center as soon as possible to arrange for appropriate accommodations.
Disability Resource Center
Thompson Building, Suite 101
775.784.6000
http://www.unr.edu/drc

Statement for Academic Success Services:
Career Studio at UNR offers many resources related to this class: http://www.unr.edu/career. You will be required to use these services in order to complete the requirements for this course however you should take advantage of all the resources they have to offer beyond what the course requires.

Veterans may also wish to check the UNR Veterans Services office for support, advising, and additional services: http://www.unr.edu/veteran.

The Center for Student Cultural Diversity offers a number of resources for all students, through its mission to "reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada." Programs and services are provided that support all students. They are located on the third floor of the Joe Crowley Student Union. http://www.unr.edu/cultural-diversity

Counseling Services are available to help students maintain emotional health. Please feel free to look up all of the services they offer and take advantage of these options in the pursuit of academic success. http://www.unr.edu/counseling

Academic Success Services are provided in a variety of ways at UNR, all of which are covered by your student fees.
• Math Center: 775.784.4433 or www.unr.edu/mathcenter
• Tutoring Center: 775.784.6801 or www.unr.edu/tutoring-center
• University Writing Center: 775.784.6030 or http://www.unr.edu/writing-center

These centers support your classroom learning in a variety of ways. However, it is your responsibility to take advantage of these services. Seeking help outside of class is the sign of a responsible and successful student and often makes the difference between a good grade and an excellent grade.

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.