

**Credits:** 1

**Course duration:** March 19 through May 6

**Meeting Time:** Internet-delivered course

**Meeting Place:** Internet-delivered course

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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

None

## 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 Instructions 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 board. ***The first post must be an original contribution to the discussion. The second post should be responsive to another student's postings.***

***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 item for each module will be open for one week only. Students are required to post during that time. The discussion board for each week will open on Monday at 8 am and close on Sunday at 11:55 pm. Only one discussion module 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 (CST) on Sunday. **Late postings will not be graded and will receive 0 points.**

Your first initial posting **should be between 250 to 400** words and be original, thought provoking, respond completely to the question and stimulate further intellectual inquiry and investigation. These word limits are guidelines to encourage critical thinking, careful editing and considered reflection; they are not meant to limit discussion. You will not be penalized for a longer post or for posting more than the required two times each week.

Since we are a rather large group, 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 a grade and written feedback on their postings in approximately one week.

### ***Discussion Forum Guidelines and Grading Criteria***

An on line 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 using WordPad or Notepad, save them to your computer, and then copy and paste them into the forum. DO NOT copy and paste from Word! Word inserts extraneous code which may break Moodle functionality.

Post your responses to the discussion forum. To post to a forum, click the "Add a new discussion topic" button and then type your information. You will have 30 minutes to make changes/edits or erase your post. All postings are due at 11:55 pm (central time) on Sunday. Late postings will not be graded and will receive 0 points.

<b>Discussion Forum Grading Criteria</b>		
<b>Exemplary (12-15 points)</b>	<b>Satisfactory (9-11 points)</b>	<b>Unsatisfactory (1-8 points)</b>
Response is original, is thought provoking, and stimulates inquiry and investigation.	Response is acceptable but does not consistently demonstrate higher order thinking.	Response is vague, is incomplete, or demonstrates a low level of thinking.
Response is posted in a timely manner (allowing adequate time for colleagues to respond).	Response is posted late in the timeline of the lesson (allowing limited time for colleagues to respond).	Response is posted so that colleagues have inadequate time to respond.
Response demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation.	Response demonstrates a basic understanding of the topic and brings the discussion to a higher level of inquiry.	Response demonstrates a lack of understanding of the topic. Response is superficial or does not demonstrate critical understanding.
Responds to one or more colleagues in a timely manner (allowing ample time for colleagues to read and benefit from the postings).	Responds to one or more colleagues but posts responses late in the timeline of the lesson.	Does not respond to colleague

### ***Final Ethics Analysis Exercise***

The final assignment will be the Concluding Ethics Analysis Exercise, worth 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. The essay will be due by 11:55 pm. Sunday, May 6, 2011.

### **Guidelines for Final Ethics Analysis Assignment**

The full assignment for the concluding writing assignment will be presented as part of Lesson 5. The goal of the final exercise is to prepare an ethics analysis of a topic in public health practice and policy not covered by the class. A list of 3 possible topics will be provided by the instructor. Students should address the following five issues in their essays:

1. State the public health problem or morally complicated question.
2. Identify the stakeholders involved in the issue.
3. Identify the ethical principles/values that emerge from the issue. Look at class work and readings to see what principles or tensions might apply.
4. Propose a means (i.e., a framework) for systematically considering the relevant ethical considerations to assist with decision making. You can identify a single ethical consideration that is most important out of the number of considerations you identify in #3, or you can identify a number of ethical considerations that you think must be examined. You may create a hierarchy for using these considerations, or you can indicate that each is equally important.
5. Identify at least two options for intervention, as supported by your ethical analysis. This could include new policies, changes to current policies, developing new programs, or even doing nothing.

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.

You clearly will not have all the facts of the case, so you can make assumptions or add details (even made-up details) that provide the context for your ethical analysis. The “facts” are less important than your ability to critically examine the various ethical issues at play.

Length: 1000-1500 words, maximum of 5 double-spaced pages.

### **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 or morally complicated question and why it is important, as well as what stakeholders are involved	5
Recognizes the ethical considerations or values that arise from the issue	5
Outlines at least 2 possible interventions or	5

strategies to address the problem and examines the ethical justifications to support each	
Clearly written, with thoughts well-organized to form an argument, not a scattershot of ideas	6
Cites course and supplementary material appropriately (APA style)	3
Total	25

To ensure that all features of the Moodle site work properly, use the preferred browser, Mozilla Firefox. For technical support with the site, contact Moodle Support at [moodle@umn.edu](mailto:moodle@umn.edu), or contact Jim Harpole (School of Public Health) at [decsph@umn.edu](mailto:decsph@umn.edu) or 612-626-5069.

## V. Course Text and Readings

The readings are listed in the next section and are on the course website in a pdf format or available through hyperlink.

### ***Lesson 1 Readings – Introduction to Public Health Ethics***

#### *Required Readings:*

Kass, N. E. (2001). An Ethics Framework for Public Health. *American Journal of Public Health*, 91(11), 1776-82.

Baum, N. M., Gollust, S. E., Goold, S. D., & Jacobson, P. D. (2007). Looking Ahead: Addressing Ethical Challenges in Public Health Practice. *Journal of Law, Medicine and Ethics*, 35(4), 657- 667, 513.

Public Health Code of Ethics, Principles of the Ethical Practice of Public Health Leadership, Public Health Leadership Society (2002)

#### *Optional Readings:*

Callahan, D., & Jennings, B. (2002). Ethics and Public Health: Forging a Strong Relationship. *American Journal of Public Health*, 92(2), 169-76.

Bayer, R., & Fairchild, A. L. (2004). The Genesis of Public Health Ethics. *Bioethics*, 18(6), 473-492.

### ***Lesson 2 Readings – Theories of Justice and Distribution of Public Health Resources***

#### *Required Readings:*

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, M. A. (2003). The Scope and Limits of Public Health Law. *Perspectives in Biology and Medicine*, 46(3), S199-S209.

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

#### *Required Readings:*

Daniels, N. (2000). Accountability for Reasonableness. *British Medical Journal*, 321(7272), 1300-1301.

Ginsburg, M., Goold S.D., and Danis, M. (De)constructing 'Basic' Benefits: Citizens Define the Limits of Coverage. *Health Affairs*, 25(6), 1648-1655.

Institute of Medicine Report, Essential Health Benefits: Balancing Cost and Coverage ,Chapter Three, Policy Foundations and Criteria for EHB

Glossary of Terms <http://www.healthcare.gov/glossary/e/essential.html>

Essential Benefits and the Accountable Care Act, <http://healthreform.kff.org/Video-Explainers/Minimum-Benefits.aspx>

#### *Optional Readings:*

Singer, P. "Why We Must Ration Health Care," *New York Times Magazine*, July 19, 2009  
<http://www.nytimes.com/2009/07/19/magazine/19healthcare-t.html?scp=1&sq=Peter%20Singer%20Why%20we%20must%20Ration%20Health%20Care&st=cse>

Emanuel E.J. "What we Give Up for Health Care". *New York Times*, January 21, 2012  
<http://opinionator.blogs.nytimes.com/2012/01/21/what-we-give-up-for-health-care/>

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

#### *Required Readings:*

Baum, N. M., Gollust, S. E., Goold, S. D., & Jacobson, P. D. (2009). Ethical Issues in Public Health Practice in Michigan. *American Journal of Public Health*, 99(2), 369-374.

Vawter, D.E., Gervais K., & Garrett, J.E.. (2007). Allocating Pandemic Influenza Vaccines in Minnesota: Recommendations of the Pandemic Influenza Ethics Work Group. *Vaccine*, 25, 6522-6536.

Vawter, D.E., Garrett, J.E., Gervais, K.G., Prehn A.W., & DeBruin, D.A. (2011) Attending to Social Vulnerability when Rationing Pandemic Resources. *J Clinical Ethics*, 22(1), 42-53.

#### *Optional Reading:*

Kinlaw, K., Barrett, D.H., & Levine, R.J. (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.

## **Lesson 5 Readings – Balancing Individual and Community Interests**

### Required Readings:

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.

Menzel, PT (2009). Justice and Fairness: Mandating Universal Participation. *Connecting American Values with Health Care Reform*. Garrison, NY: Hastings Center.

Mariner J, Annas G. (2011). Can Congress Make You Buy Broccoli? And Why That's a Hard Question, *New England Journal of Medicine*, 364, 201-203.

### Optional Readings

Colgrove, J. (2006). The Ethics and Politics of Compulsory HPV Vaccination. *New England Journal of Medicine*, 355(23), 2389-2391.

Field, R. I., & Caplan, A. L. (2008). A Proposed Ethical Framework for Vaccine Mandates: Competing Values and the Case of HPV. *Kennedy Institute of Ethics Journal*, 18(2), 111-124.

## **Lesson 6 Readings – Ethics and Health Promotion**

### Required Readings:

Wikler, D. (1987). Who Should be Blamed for Being Sick? *Health Education & Behavior*, 14(1), 11.

Schmidt, H., Voigt, K., & Wikler, D. (2010). Carrots, Sticks, and Health Care Reform —Problems with Wellness Incentives. *New England Journal of Medicine*, 362(2).

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

### Optional Readings:

Brownell, K. D., Kersh, R., Ludwig, D. S., Post, R. C., Puhl, R. M., Schwartz, M. B., et al. (2010). Personal Responsibility and Obesity: a Constructive Approach to a Controversial Issue. *Health Affairs*, 29(3), 379-387.

## **Lesson 7 – Concluding Exercise and Wrap Up**

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

## V. Course Outline and Weekly Schedule

### Lesson 1: Assignment due Sunday, March 25

In Lesson 1, introduce yourself to the course instructor and your classmates under Introductions. Describe your interest in public health, academic background, and long-term career objectives. If you have any particular public health ethics questions or issues you find intriguing, please let us know!

Then proceed to the Lesson 1 discussion board and respond to these two questions:

- Based on your familiarity and experience with public health practice and/or policy, what values and principles do you think are most important to the field?
- Which of the frameworks described in the assigned readings do you find most intriguing and why?

**Although in future weeks you must submit at least one post in response to other students, you are only required to submit a single post this week, along with your general introduction. However, responsive posts are always welcome!**

**Deadline: You must submit your post by 11:55 pm, Sunday, March 25, 2012.**

**Value: This assignment is ungraded in order to provide you with the opportunity to acquaint yourself with the course and the use of discussion boards. General feedback on the quality of the postings will be provided to the class as a whole. You will not receive individual feedback on your post this week.**

### Lesson 2: Assignment due Sunday, April 1

During Lesson 2 we address the topic of “Theories of Justice and Distribution of Public Health Resources.” Describe your suggested program to address the food desert problem outlined in the lecture and answer both discussion questions in your posts.

*Refer to section IV of the syllabus to review the guidelines and requirements for posting.* Your initial posting should be 250 – 400 words and your responsive post should be approximately 100 words. Submit your posts to the Lesson 2 discussion board.

**Deadline: You must submit your postings by 11:55 pm, Sunday, April 1, 2012.**

**Value: 15% of final grade.**

### Lesson 3: Two Part Assignment due Wednesday, April 4 and Sunday, April 8

During Lesson 3, we address the topic “Priority Setting and resource Allocation at the Macro Level.” For this assignment, you will be paired with one or two other students. The assignment has two parts. Pay special attention to these instructions. You must work with others in your group to receive a passing grade on this week’s assignment.

#### **Part One**

First, play the CHAT Game by yourself, following the instructions below. You may spend as long as you wish playing the game and may play it numerous times. You are designing a plan for the general public. As we discussed last week, you are behind a “veil of ignorance” and do not know if you are young, old, healthy or sick. **You are designing a health plan for everyone. This is the plan that our society is willing to live with under the Accountable Care Act. This is the basic plan to be offered across the United States, regardless of who is financing the plan.**



When you have completed playing the CHAT game alone and designed an essential benefits set, take a screen shot of your final board. (To learn how to do this, go to <http://take-a-screenshot.org/>.) Save your screen shot in a Word doc ([see a sample here](#)) - be sure to put your name on it! Then proceed to the discussion forum and answer the discussion question for Part I of the assignment. Attach your Word screen shot file to your post.

**This part of the assignment is worth 5 points and must be posted by Wednesday, April 4, 2012 by 11:55 CST. You will receive individual credit for this part of the assignment.**

### **Part Two**

The second part of the assignment requires you to work with the one or two other persons assigned to your small group. You have been randomly assigned your group assignment by the instructor. Although some of you may know each other and prefer to work with someone you know, in the real world resource allocation discussions and decisions are most often made with “strangers” – members of the public who you do not know and with whom you may not share basic values.

As a small group, design a plan for the general public, using the same “veil of ignorance” presumption. You may work together in any way you wish. You may use the discussion board to communicate, you may meet off line – either in person or through email, Skype etc. As in the first part of the exercise your group is ***designing a health plan for everyone. This is the plan that our society is willing to live with under the Accountable Care Act. This is the basic plan to be offered across the United States, regardless of who is financing the plan.***

When you have completed designed an essential benefits set, take a second screen shot of your final group board. (To learn how to do this, go to <http://take-a-screenshot.org/>.) Save your screen shot in a Word doc ([see a sample here](#)) - be sure to put your names on it! Then proceed to the discussion forum and answer the discussion questions for Part II on the assignment. Attach your group’s Word screen shot file to your post. It is up to each group to decide how to compose and edit your group post. You will be graded only on your final group post.

**This part of the assignment is worth 10 points and must be posted by Sunday, April 8, 2012 by 11:55 CST. Everyone in a small group will receive the same grade on part two of this assignment, unless it is clear to the instructor that a student did not participate adequately. In that case, the student’s individual grade on part two will be adjusted downward from the group grade.**

**Deadline: You must submit your postings by 11:55 pm, Sunday, April 8, 2012**

**Value: 15% of final grade.**

### **Lesson 4: Two Part Assignment due Wednesday, April 11 and Sunday, April 15, 2012**

For this assignment, you will be paired with one or two other students. The assignment has two parts. Pay special attention to these instructions. You must work with others in your group to receive a passing grade on this week’s assignment.

This exercise asks you to determine the allocation of scarce flu vaccine based on key worker status, risk of dying and age. You are working for the state Department of Health and it is the Department’s responsibility to allocate vaccine. **Assume that this is a serious “1918” type of scenario and that the “W” curve discussed in the lecture is applicable.**

## Part One

First, complete the allocation exercise by yourself. Begin the assignment by printing out the pdf file entitled “Vaccine Allocation Exercise.” Cut up the sheets into different cards. Each card represents a different group of possible recipients of the vaccine. All of these people want to be vaccinated. Unfortunately, there isn’t enough vaccine for everyone.

Arrange the cards and number them according to the order in which you think they should receive vaccine (with 1 being the first or highest priority). Arrange the cards in as many or few different levels of priority as you wish. Think about whether you want to sort the cards into 2 or 3 different priority groups. Then think about whether or not you should sort them further

It’s fine if some cards tie, but the more cards tie at the same level, the more likely it is that there won’t be enough vaccine for everyone at that level. Assume that the Department of Health would then randomize distribution within that priority level.

Write a number on each card (remember, they can each have a different number, or you may assign some or all cards the same number).

There is no one “right” way or “best practice” for allocating scarce resources, as you have seen from the readings. Reasonable people differ depending on their values and preferences.

The two prioritization examples below are provided solely for purposes of illustrating how to complete the exercise. They are **not** intended to suggest the best answer or allocation strategy.

**Example 1 – Limited Priority Groups with Randomization Used to Resolve Ties within the Priority Group:** Children at high risk and key workers at high risk tie designated priority #1 (highest priority). Seniors 66 – 85 years old at high risk and children at moderate risk tie placed at the next priority level #2. Key workers at moderate risk are alone at priority level #3. All other groups tie for priority level #4

**Example 2 – Separate Priority Groups with No Ties:**

1. Seniors older than 85 years old at high risk of dying from flu
2. Young adults 18 – 40 years old at high risk of dying from flu
3. Seniors older than 85 years old at moderate risk of dying from flu
4. Adults 41 – 65 years old at high risk of dying from flu
5. Key workers at high risk of dying from the flu
6. Seniors 66 – 85 years old at high risk of dying from flu
7. Key workers at moderate risk of dying from the flu
8. Children (under 18) at high risk of dying from the flu
9. Adults 41 – 65 years old at moderate risk of dying from flu
10. Young adults 18 – 40 years old at average or unknown risk of dying from the flu
11. Children (under 18) at moderate risk of dying from the flu
12. Seniors 66 – 85 years old at moderate risk of dying from flu

When you have completed the allocation exercise, save your prioritization plan in a Word document. Then proceed to the discussion forum and answer the discussion question for Part I of the assignment. Attach your Word document to your post.

**This part of the assignment is worth 5 points and must be posted by Wednesday, April 11, 2012 by 11:55 CST. You will receive individual credit for this part of the assignment.**

## **Part Two**

The second part of the assignment requires you to work with the one or two other persons assigned to your small group. You will work with the same group members you worked with during Lesson Three.

As a small group, compare and discuss your individual prioritization plans and develop a final departmental plan. You may work together in any way you wish. You may use the discussion board to communicate, you may meet off line – either in person or through email, Skype etc. Your group is developing the prioritization plan that will be announced to the public.

When you have agreed on a prioritization plan, save it to a Word doc. Make sure to put every group member's name on the final document. Then proceed to the discussion forum and answer the discussion questions for Part II on the assignment. Attach your group's final Word document to your post. It is up to each group to decide how to compose and edit your group post. **You will be graded only on your final group post.**

**This part of the assignment is worth 10 points and must be posted by Sunday, April 15, 2012 by 11:55 CST. Everyone in a small group will receive the same grade on part two of this assignment, unless it is clear to the instructor that a student did not participate adequately. In that case the student's individual grade on part two will be adjusted downward from the group grade.**

### **Lesson 5: Assignment due Sunday, April 22**

During Lesson 5 we will address "Balancing individual and Community Interests." Two questions will be posted on the discussion board. Answer both questions in your initial post.

Review the Guidelines for the Final Ethics Analysis Assignment, due at the end of the Lesson 7 week.

**Refer to section IV of the syllabus to review the guidelines and requirements for posting.** . Your initial posting should be 250 – 400 words and your responsive post should be approximately 100 words. Submit your posts to the Lesson 5 discussion board.

**Deadline: You must submit your postings by 11:55 pm, Sunday, April 22, 2012.**  
**Value: 15% of final grade.**

### **Lesson 6: Assignment due Sunday, April 29**

During Lesson 6 we will address the "Ethics of Prevention." Two questions will be posted to the discussion board. Answer both questions in your initial post.

**Refer to section IV of the syllabus to review the guidelines and requirements for posting.** . Your initial posting should be 250 – 400 words and your responsive post should be approximately 100 words. Submit your posts to the Lesson 6 discussion board.

**Deadline: You must submit your postings by 11:55 pm Sunday, April 29, 2012.**  
**Value: 15% of final grade.**

### **Lesson 7: Assignment due Sunday, May 6**

During Lesson 7, you will complete your Final Ethics Analysis Assignment. Guidelines and directions for the final ethics analysis exercise will be posted during Lesson 5.

**Deadline: You must submit your essay by 11:55 pm, Sunday, May 6, 2012.**

**Value: 25% of final grade.**

## 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 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.

Grading for the course is as follows:

<i>Item</i>	<i>Percent of final grade</i>
Discussion Board post/response: 5 @ 15%	75%
Final Ethics Analysis Exercise	25%
Total	100%

Grades are determined by the following:

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

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://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](http://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](http://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](http://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](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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 Student Services Center at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University's Academic Integrity Officer.

The University's Student Conduct Code defines scholastic dishonesty as "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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity:

<http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

**Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

**Mental Health Services**

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 or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).