



Syllabus  
HPM810: Leadership in Public Health Law and  
Ethics  
Fall 2018  
2 Credits | Online

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## Course Overview

**Course Description** This 2.0 credit course is designed to provide students with an introduction and overview of critical issues relating to law, ethics, and public health. While a goal of government is to protect and support the health of the public, implementation of health policies and interventions may infringe on the rights and liberties of individuals and businesses. This conflict is sometimes characterized as “private interest versus public good.” This course examines the legal foundations of the American public health system and resulting ethical dilemmas that must be reconciled when the interests of the larger community are at odds with those of individuals.

Health law and ethics are inextricably linked. Throughout the course, discussion will center on conceptual foundations of health law, ethics and human rights, and issues relating to these fields. From there, we will explore ways in which government actions on behalf of the public’s health may conflict with the Constitutional rights of individuals and businesses. This includes recognition of the scope and limitations of authority of health organizations, regulation of professions, and tort litigation for the public’s health. We will discuss current controversies in public health law and practice, including such topics as surveillance and privacy rights, and issues relating to health promotion, regulation of commercial speech, and First Amendment rights to freedom of expression. The course concludes by examining future issues and emerging problems in public health, including those related to infectious diseases, bioterrorism, and public health genetics.

**Prerequisites** Course restricted to DrPH Executive Doctoral Students in Health Leadership.

**Instructor(s)**

|   |   |
|---|---|
| Gene Matthews, JD<br>Senior Investigator<br>Department of Health Policy &<br>Management<br>Suite D-5, Carr Mill Mall<br>Carrboro, NC 27510<br>Email: <a href="mailto:gwmатthe@email.unc.edu">gwmатthe@email.unc.edu</a> | John Wiesman, DrPH, MPH<br>Adjunct Assistant Professor<br>Department of Health Policy &<br>Management<br>Washington State Secretary of<br>Health<br>Email: <a href="mailto:johnunc@comcast.net">johnunc@comcast.net</a> |
|---|---|

**Teaching Assistant** None Assigned

**Course Website** <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

**Class Days, Times, Location** This course is a combination of residential and online. Class meets online on various Tuesday evenings throughout the semester. The class schedule is listed below.

### Office Hours

There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Zoom.

### Course Texts

*The New Public Health Law: A Transdisciplinary Approach to Practice and Advocacy*. Scott C. Burris, Micah L. Berman, Matthew S. Penn, and Tara Ramanathan Holiday. Oxford University Press (2018). Available for shipping on August 1<sup>st</sup>. You can pre-order the book from:

<https://global.oup.com/academic/product/the-new-public-health-law-9780190681050?cc=us&lang=en&>

*Essentials of Public Health Ethics*. Ruth Gaare Bernheim, James F. Childress, Richard J. Bonnie, Alan L. Melnick. Jones & Bartlett Learning, Burlington, MA 2015.

*Good Decision Making in Real Time: Public Health Ethics Training for Local Health Departments*. DHHS, CDC. This document can be found on the course website and at <http://www.cdc.gov/od/science/integrity/phethics/trainingmaterials.htm>.

If you are working for an H grade, you will need to read one of the two following books:

Option 1: Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* (Farrar, Straus and Giroux, 1998).

Option 2: Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (Crowne, 2010).

### Course Format

The course format includes lectures, guest lectures, and class discussion. Students are expected to complete the readings before class and come to each class prepared to discuss the materials.

## Course Policies

### Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**  
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**  
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email [ars@unc.edu](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

## Instructor Expectations

|                           |   |
|---------------------------|---|
| <b>Email</b>              | The instructors will typically respond to email within 24 hours or less if sent Monday through Friday. The instructors may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructors will provide advance notice, if possible, when they will be out of the office. If you do not receive a timely email response, please either text us or send another email reminder. |
| <b>Discussion Board</b>   | Not applicable.   |
| <b>Feedback</b>           | All assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.                            |
| <b>Grading</b>            | Assignments and projects will be graded no more than two weeks after the due date. Early submissions will not be graded before the final due date.  |
| <b>Syllabus Changes</b>   | The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.   |
| <b>Telephone Messages</b> | The instructors will respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday. <u>Generally, emails are a much better way to reach the instructors.</u>   |

## Student Expectations

|   |  |
|---|--|
| <b>Appropriate Use of Course Resources:</b> | The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. |
| <b>Assignments</b>                          | Assignments should be emailed directly to the instructors. Assignments regarding law should be emailed directly to Gene Matthews at <a href="mailto:gwmатthe@email.unc.edu">gwmатthe@email.unc.edu</a> Assignments regarding ethics should be emailed directly to <a href="mailto:johnunc@comcast.net">johnunc@comcast.net</a> .   |
| <b>Attendance/ Participation</b>            | Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course  |

instructors (and Teaching Assistant if one is assigned). Please note that you are generally expected to arrange your work duties around the class time.

- Communication** You are expected to follow common courtesy in all communication to include email, on-line discussions, and in person sessions. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.
- Contributions** You are expected to offer individual contributions in class and on individual assignments and collaborate with fellow students on assignments for which students may work together, such as group assignments.
- Discussion Board** Not applicable.
- Email** All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.
- View the following link for more information on email etiquette:  
<http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>
- Late Work** Late work will not be accepted for the law assignments, unless prior permission is obtained from Gene Matthews. Your reaction papers for the law classes are used to inform Gene Matthews' class session preparation and in-class discussion.
- Due dates for the ethics assignments have flexibility (except for the book reaction/reflection paper, which is due December 21<sup>st</sup> if one wants to work for an H in this course), if the student contacts John Wiesman at [johnunc@comcast.net](mailto:johnunc@comcast.net) at least one day prior to the due date. When requesting an extension, note when you will be able to complete the assignment. John will reply confirming acceptance of that or note a different deadline. It is then expected that the assignment will be turned in by the agreed upon alternative deadline. Students are cautioned against making overuse of this flexibility as it can add more conflicts with the student's other classes or with their learning experience.
- Readings** Readings for a particular class should be completed before the class session and before completing associated activities
- Technical support** The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

## Competencies, Learning Objectives, and Assessment

### Competencies

In this course, you will develop the following competencies.

- DrPH 21. Integrate ethics and professionalism into organizational and community settings (**primary**)
- DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis (reinforcing)

### Learning Objectives

By the end of this course, you will achieve the following learning objectives related to competency DrPH 21.

- L1. Synthesize your professional code of ethics and your organization's ethics material and describe how you are/intend to incorporate that ethics code into your practice, especially from your role as a leader.
- L2. Demonstrate competence using the public health ethics framework
- L3. Describe how your understanding of ethics has grown and how you will apply this learning in your leadership role to further advance the practice of ethics and professionalism in your organization
- L4. Explore how the framework of Moral Foundations Theory can assist in an interdisciplinary approach to improve legal and regulatory change, policy development and stakeholder engagement.
- L5. Identify core features of the field of public health and of public health law
- L6. Describe the differing vertical levels of governmental health agencies in the public health legal system
- L7. Explain the use of the transdisciplinary approach in the context of the Five Essential Public Health Law Services
- L8. Explore the range that law can be used to influence behavior and environments for better health.
- L9. Understand the basic structure of federalism under the U.S. Constitution, especially the role that preemption plays in public health policy.
- L10. Examine the interaction of federal, state and local powers on public health authority
- L11. Identify the difference between procedural due process and substantive due process.
- L12. Understand how the 1st Amendment free speech concept limits public health's regulation of commercial speech.
- L13. Examine interplay of law and politics on firearm regulation.
- L14. Identify the basic components of successful advocacy efforts.
- L15. Discuss legal authorities for interventions in public health emergencies as applied in different political circumstances.
- L16. Examine the evolution of the structure of international law and the impediments in implementing public health at a global level.
- L17. Present practical answers and examples of leadership challenges that commonly arise in applying legal, policy and ethical principles during the practice of public health.
- L18. Explore leadership decision-making challenges under urgent political & public relations deadlines knowing you have less than 100% data.
- L19. Illustrate the principle of learning more from your mistakes than from your successes and the ways to mentor such mistake-lessons to future leaders.
- L20. Reflections on situations when the legal, policy and ethical answers are in direct conflict with each other.

L21. Explore the differences and similarities between public health and medical ethics.

Note: learning objectives for the law component are found in the course schedule below.

**Map**

Primary competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

| <b>Primary Competencies</b>   | <b>Learning Objectives</b>   | <b>Assessment Assignments with brief descriptions</b>     |
|---|--|---|
| DrPH 21. Integrate ethics and professionalism into organizational and community   | L1. Synthesize your professional code of ethics and your organization’s ethics material and describe how you are/intend to incorporate that ethics code into your practice, especially from your role as a leader. | Written homework assignment (further described below)     |
| DrPH 21. Integrate ethics and professionalism into organizational and community   | L2. Demonstrate competence using the public health ethics framework  | In class discussions on October 2 and 30                  |
| DrPH 21. Integrate ethics and professionalism into organizational and community   | L3. Describe how your understanding of ethics has grown and how you will apply your learning in your leadership role to further advance the practice of ethics and professionalism in your organization            | Written ethics reflection paper (further described below) |
| DrPH 21. Integrate ethics and professionalism into organizational and community   | L21. Explore the differences and similarities between public health and medical ethics.  | Class discussion  |
| DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis | L4-L20   | Reflection papers<br>Class discussion                     |

## Course Assignments and Assessments

### Grading

|  |                |
|--|----------------|
| Reaction papers for public health law                    | 30%            |
| Homework and reflection paper for public health ethics   | 30% (15% each) |
| Level and quality of class preparation and participation | 40%            |
| <b>Total</b>   | <b>100%</b>    |

### Grading Scale:

Final course grades will be determined using the following [UNC Graduate School grading scale](#).

|          |                     |  |
|----------|---------------------|--|
| <b>H</b> | 92-100 points       | High Pass: Clearly excellent graduate work |
| <b>P</b> | 75-91 points        | Pass: Entirely satisfactory graduate work  |
| <b>L</b> | 60-74 points        | Low Pass: Inadequate graduate work         |
| <b>F</b> | Less than 60 points | Fail                                       |

### Assignment Descriptions

Descriptions of the assignments follow:

#### 1. Assignment – Reaction Papers for Law Classes (30%)

Description:

Class session readings or other activities are assigned for Gene Matthews' classes on public health law. After completing the work, students will by 8:00 am EST on the Monday morning before the class for which the work is assigned submit a brief, informal reaction to the material (not more than one single-spaced page – a paragraph or two will suffice).

- Reaction papers should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you've learned to a work situation, how the information may have influenced your view on the topic, etc.
- Papers should not simply summarize or reiterate what the author wrote.
- Papers should be emailed directly to Gene Matthews at [gwmатthe@email.unc.edu](mailto:gwmатthe@email.unc.edu).
- Please clearly label at the top of your paper your name and the due date of the reaction paper.

This is the feedback you can expect from Gene Matthews on the "law" reaction papers:

- His thoughts and reactions to your content and research.
- Questions to which he wants you to give further consideration, some of which he may ask you to respond directly to him about or just for you to give personal reflection.
- Feedback will occur as email comments.
- Some issues you raise may be discussed during our class conversation.

| Criteria                                 | Met   | Partially Met  | Not Met  |
|--|---|--|--|
| Reaction papers (total of 7.5 points for | 6-7.5 points<br>Reaction paper reviews what in the assignment confirmed, surprised or | 3-5 points<br>Reaction paper demonstrates the student read the | <3 points<br>Reaction paper simply describes the readings without indicating how |

|                                      |   |  |  |
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| each of the 4 law reflection papers) | was contrary to the student's past experience or how the material might suggest a new perspective in viewing a public health problem. | material but only partially indicates how the assignment connects (or does not connect) with the students' previous perspectives on a topic. | this material resonated (or did not resonate) with the student's own experience. |
|--------------------------------------|---|--|--|

## 2. Assignment – Homework: Research and Reflection Paper on Ethics in your Practice and Organization (15%)

Description.

1. Identify your *profession's* code of ethics (e.g., physician, epidemiologist, nurse, health administration, health educator, philanthropy, etc.), read it and consider its implications for your work.
2. Research if your *organization* has an ethics code or an ethics policy. If it does, read it and consider its implications for your work and leadership.
3. Research if your organization has an ethics committee or board. If it does, read its charter or other descriptive material and consider its implications for your work.
4. Based on your research, write a brief paper (not more than three single-spaced pages) in which you summarize what you found, and then focus your paper on your thoughts and reactions to what you found. You should spend about 50 to 60% of the paper on describing your research and 40 to 50% on your thoughts and reactions.
  - Your paper should include endnotes for any web sites or materials you identified in your research (not part of the page limit).
  - Papers should be emailed directly to John Wiesman at [johnunc@comcast.net](mailto:johnunc@comcast.net).
  - Please clearly label at the top of your paper your name and "Ethics Homework".
  - **Be sure to demonstrate your competency with Competency 21, Learning Objective 1.**

This is the feedback you can expect from the John Wiesman on this homework assignment:

- His thoughts and reactions to your content and research.
- Questions to which he wants you to give further consideration, some of which he may ask you to respond directly to him about or just for you to give personal reflection.
- Feedback will occur as imbedded comments in a Word document.

### Grading Rubric for this paper:

| Criteria                      | Met   | Partially Met   | Not Met  |
|-------------------------------|---|---|--|
| Research component (8 points) | 8 to 6 pts<br>The student demonstrates thorough research of profession's code of ethics and organization's ethics materials and fully and succinctly summarizes the research with appropriate endnotes. | 3 to 5 pts<br>The student finds their profession's code of ethics and their organization's ethics materials but does not fully and succinctly summarize their research and/or may | 0 to 2 pts<br>The student fails to find and describe their profession's code of ethics and/or fails to conduct and describe their efforts to research their organization's ethics materials. |

|   |  |  |  |
|---|--|--|--|
|   |  | not include endnotes for their research.   |  |
| <b>Reactions to findings (7 points)</b> | 7 to 6 pts<br>The student clearly and succinctly describes their learnings from having conducted this research and describes how their learnings may impact their leadership practice. | 5 to 3 pts<br>The student only describes their learnings from either their profession's code of ethics or their organization's ethics materials. The student makes a cursory reflections on their learnings. | 0 to 2 pts<br>The student does not describe their thoughts and reactions to their research findings. |

### 3. Assignment – Ethics Reflection Paper (15%)

Description:

This paper has you reflecting on the ethics portion of this course and how you see the course content and discussions informing your leadership approach and your practice. You may write about things you have already changed in your leadership or work as a result of this course, things you want to do differently in your job to incorporate moral considerations or ethical analysis (along with your action plan to do that), and/or how you are working to influence ethics as an organizational value. These are just ideas to get you thinking. The point is to make this paper useful and meaningful to you, not the instructor; something that you may want to periodically review in your career to remind you of your ethical practice.

- You should write this paper in the first person (use “I”).
- Limit your paper to no more than three single-spaced pages (it is fine to have fewer pages as long as what you are writing is meaningful).
- Papers should be emailed directly to John Wiesman at [johnunc@comcast.net](mailto:johnunc@comcast.net).
- Please clearly label at the top of your paper your name and “Ethics Reflection Paper”.
- **Be sure to demonstrate your competency with Competency 21, Learning Objective 3. If working in another country, consider how ethical context might be different than what we discussed in class and the implications of that.**

This is the feedback you can expect from John Wiesman on this reflection paper:

- His thoughts and reactions to your reflections.
- Questions to which he wants you to give further consideration, some of which he may ask you to respond directly to him about or just for you to give personal reflection.
- Feedback will occur as imbedded comments in a Word document.

#### Grading rubric for this paper:

| Criteria                                       | Met   | Partially Met  | Not Met  |
|--|---|--|--|
| <b>Description of ethics growth (8 points)</b> | 7 to 6 pts<br>The student clearly and succinctly describes how their understanding of ethics has grown over the semester. | 3 to 5 pts<br>The student describes how their understanding of ethics has grown over the semester but does | 0 to 2 pts<br>The student fails to describe how their understanding of ethics has grown over the semester. |

|   |   |  |   |
|---|---|--|---|
|   |   | not fully and succinctly describe it.  |   |
| <b>Description of how they will integrate their ethical practice into their leadership (7 points)</b> | 8 to 6 pts<br>The student clearly and succinctly describes how they have/are/will be incorporating their learnings into their personal and leadership practice, especially as it relates to leading others and organizations. | 5 to 3 pts<br>The student makes only cursory reflections on how they have/are/will be incorporating their learnings into their personal and leadership practice. | 0 to 2 pts<br>The student fails to describe how they will apply their learnings in their leadership role to advance their ethical practice. |

#### 4. Assignment – **Extra Credit** Additional Reading and Reaction/Reflection Paper

Description:

Should you wish to receive extra credit in this course (up to 10 points), you will need to read one of the two books below and write a combined reaction and reflection paper. If you have already read both books, contact John Wiesman with an alternative book that you would like to read that addresses ethical issues.

Option 1: Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* (Farrar, Straus and Giroux, 1998).

Option 2: Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (Crowne, 2010).

This paper should contain 1) your reaction to at least one of the ethical dilemmas in the book and 2) a reflection of how the things you read in this book or the things it made you think about might apply to your work and/or leadership. For example, what did you learn about ethical dilemmas and decision-making, what insights have you gained into your practice based on the reading, and how might you use this in your practice/life? Do not summarize the book—this is not a book review, it is a reaction paper. Consider the competencies that are to be developed in this course, which are listed earlier in the syllabus.

- Limit your paper to no more than two single-spaced pages (it is fine to have fewer pages as long as what you are writing is meaningful).
- Papers should be should be emailed directly to John Wiesman at [johnunc@comcast.net](mailto:johnunc@comcast.net).
- Please clearly label at the top of your paper your name and “Book Reaction Paper”.

This is the feedback you can expect from John Wiesman on this additional reading:

- His thoughts on your reflections.
- Questions to which he wants you to give further consideration, some of which he may ask you to respond directly to him about or just for you to give personal reflection.
- Feedback will occur as imbedded comments in a Word document.

#### **Grading rubric for this extra class assignment:**

| Points  | Description  |
|---------|--|
| 10 to 8 | Student describes two or more ethical dilemmas that the book raised for them and their reflection upon those dilemmas. Considering these dilemmas or other things raised in the book, they consider how they would like to change/modify/improve their ethical |

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|        | leadership practice. In doing so, the student's writing is clear, succinct, and grammatically correct.   |
| 7 to 6 | Same as immediately above, however the student's writing had grammar problems and/or is difficult to read due to poor writing structure.   |
| 5 to 4 | Student describes one ethical dilemma that the book raised for them and their reflection upon that dilemma. Considering this dilemma or other things raised in the book, they consider how they would like to change/modify/improve their ethical leadership practice. In doing so, the student's writing is clear, succinct, and grammatically correct. |
| 3 to 2 | Same as immediately above, however the student's writing had grammar problems and/or is difficult to read due to poor writing structure.   |
| 1 to 0 | Student took a "book report" approach to this assignment by describing what they read rather than identifying ethical dilemmas presented, their reaction to those, and how they would like to change their leadership based on their reading of this book.   |

## Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

| Unit/Week/Day                                 | Topic   | Assignment Due  |
|---|---|---|
| Class 1: August 14 (law and ethics)           | Class Overview and Introduction   | None  |
| Class 2: August 21 (Wiesman - ethics)         | Ethical Issues in Public Health Genomics  | Friday, August 31 <sup>st</sup> : Homework assignment regarding code of ethics for your profession and your organization.   |
| Class 3: September 4 (Wiesman – ethics)       | Introduction to public health ethics theory and framework                                   | None  |
| Class 4: September 11 (Matthews – law)        | Introduction to Public Health Law: A Transdisciplinary Approach to the Public Health System | 8am ET, Monday, September 10: Your law reaction paper #1 is due   |
| Class 5: September 25 (Matthews – law)        | Levels of Public Health Legal Authority; Selecting a Legal Approach                         | 8am ET, Monday, September 24: Your law reaction paper #2 is due   |
| Class 6: October 2 (Wiesman – ethics)         | Ethics and Public Health Decision Making, Part I  | None  |
| Class 7: October 16 (Matthews – law)          | <b>Limitations on Public Health Authority; Public Health Advocacy and Legal Strategy</b>    | 8am ET, Monday, October 15: Your law reaction paper #3 is due   |
| Class 8: October 30 (Wiesman – ethics)        | Ethics and Public Health Decision Making, Part II   | Tuesday, November 20 : Your public health ethics reflection paper.<br><br>Friday, December 21: A reaction/reflection paper based on an additional book reading. This is required to earn an H in this course. <u>Note: This deadline is not negotiable.</u> |
| Class 9: November 6 (Matthews – law)          | Public Health Emergencies and Global Health Legal Considerations                            | 8am ET, Monday, November 5: Your law reaction paper #4 is due   |
| Class 10: December 4 (Matthews – law)         | The Practical Intersections of Public Health Law, Leadership, and Policy Development        | COB Friday, November 16, your 2 questions for “flipped class session” #5 are due  |
| Class 11 TBD – onsite at UNC (Matthews – law) | Capstone Case Study: Kimberly Bergalis and 1990 Transmission of                             | None  |

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|  | HIV/AIDS from a South Florida<br>Dentist to a Cluster of Patients. |  |
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## Course Schedule

The instructors reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### August 14, 2018 (Class 1): Class Overview and Introduction

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|---------------------|---|
| Class 1             | August 14, 2018   |
| Topic               | Class Overview and Introduction   |
| Competency          | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis<br>DrPH 21. Integrate ethics and professionalism into organizational and community settings (primary)   |
| Learning Objectives | L4. Explore how the framework of Moral Foundations Theory can assist in an interdisciplinary approach to improve legal and regulatory change, policy development and stakeholder engagement.<br>L21. Explore the differences and similarities between public health and medical ethics.   |
| Required Readings   | Journal Articles:<br><b>Crafting Richer Public Health Messages for A Turbulent Political Environment</b> , Gene Matthews, Scott Burris, Sue Lynn Ledford, Gary Gunderson, & Edward Baker, <i>J. Pub. Health Management &amp; Practice</i> (July/Aug. 2017).<br><b>Preparedness: Medical Ethics Versus Public Health Ethics</b> . Geoffrey R. Swain, Kelly A. Burns, and Paul Etkind. <i>J. Pub. Health Management &amp; Practice</i> 2008, 14(4), 354–357 |
| Class Activity      | Discussion of articles.   |

### August 21, 2018 (Class 2): Ethical Issues in Public Health Genomics

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| Class 2 (Ethics -1) | August 21, 2018 – First Class (4:00 – 5:25pm EST/EDT)   |
| Topic               | Ethical Issues in Public Health Genomics<br><br><i>Guest Lecturer: Lynn Dressler, DrPH – Former (now retired) Director of Personalized Medicine and Pharmacogenomics, Mission Health, Fuller Genetics Center, Asheville, NC</i> |
| Competency          | DrPH 21. Integrate ethics and professionalism into organizational and community settings (primary)  |
| Learning Objectives | L1. Synthesize your professional code of ethics and your organization's ethics material and describe how you are/intend to incorporate that ethics code into your practice, especially from your role as a leader.              |
| Required Readings   | <i>Essentials of Public Health Ethics</i>   |

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|                       | <ul style="list-style-type: none"> <li>Chapter 1: Introduction—A Framework for Public Health Ethics</li> </ul> <p>Journal Articles:</p> <p>Dressler LG. <b>Integrating personalized genomic medicine into routine clinical care: Addressing the social and policy issues of pharmacogenomics testing.</b> N C Med J. 2013;74(6):509-513.</p> <p>Manolio TA, Chisholm RL, Ozenberger B, et al. <b>Implementing genomic medicine in the clinic: The future is here.</b> Genet Med. 2013;15(4):258-267.</p> <p>Preprint article provided by author: Dressler LG. <b>Implementing a personalized medicine program in a community health system.</b> Pharmacogenomics.</p> |
| Class Activity        | Guest Lecture   |
| Assignments/Deadlines | Due by <b>Friday, August 31<sup>st</sup></b> : Homework assignment regarding code of ethics for your profession and your organization (make sure you write in a manner that demonstrates your competency with learning objective 1 above).  |

**September 4, 2018 (Class 3): Introduction to Public Health Ethics Theory and Framework**

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| Class 3 (Ethics – 2)  | September 4, 2018 – Second Class (5:35 – 7:00pm EST/EDT)   |
| Topic                 | Introduction to public health ethics theory and framework  |
| Competency            | DrPH 21. Integrate ethics and professionalism into organizational and community settings   |
| Learning Objectives   | L2. Demonstrate competence in using the public health ethics framework   |
| Required Readings     | <p><b>NOTE: These readings are dense and will take significant time to read and comprehend, so allow enough preparation time.</b></p> <p><i>Essentials of Public Health Ethics</i></p> <ul style="list-style-type: none"> <li>Chapter 2: Moral Considerations—Bases and Limits for Public Health Interventions</li> <li>Chapter 3: The Political and Legal Context of Public Health Ethics</li> </ul> <p><i>In class we will cover:</i></p> <ul style="list-style-type: none"> <li>Good Decision Making in Real Time: Public Health Ethics Training for Local Health Departments <ul style="list-style-type: none"> <li>Pages 4-7, 9-15</li> </ul> </li> </ul> |
| Class Activity        | Lecture  |
| Assignments/Deadlines | None   |

September 11, 2018 (Class 4): Introduction to Public Health Law: A Transdisciplinary Approach to the Public Health System

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| Class 4 (Law – 1)     | September 11, 2018 – Second Class (5:35 – 7:00pm EST/EDT)  |
| Topic                 | Introduction to Public Health Law: A Transdisciplinary Approach to the Public Health System  |
| Competency            | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis  |
| Learning Objectives   | L5. Identify core features of the field of public health and of public health law<br><br>L6. Describe the differing vertical levels of governmental health agencies in the public health legal system<br><br>L7. Explain the use of the transdisciplinary approach in the context of the Five Essential Public Health Law Services |
| Required Readings     | Burris, et al., <i>The New Public Health Law</i> :<br><br><u>First</u> , go the end to read the last 4 pages in the “Summing Up” section of the law textbook, Chapter 21, pp 276-279.<br><br><u>Then</u> , go to the beginning of the textbook and read Chapters 1, 2 & 3, pp 1-45.  |
| Class Activity        | Lecture and Discussion   |
| Assignments/Deadlines | Due by <b>8am EST/EDT Monday, September 10<sup>th</sup></b> : Reaction paper to the readings. Email to: <a href="mailto:gwmattthe@email.unc.edu">gwmattthe@email.unc.edu</a> .   |

September 25, 2018 (Class 5): Levels of Public Health Legal Authority; Selecting a Legal Approach

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| Class 5 (Law – 2)   | September 25, 2018 – First Class (4:00 – 5:25pm EST/EDT)   |
| Topic               | Levels of Public Health Legal Authority; Selecting a Legal Approach  |
| Competency          | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis  |
| Learning Objectives | L8. Explore the range that law can be used to influence behavior and environments for better health.<br><br>L9. Understand the basic structure of federalism under the U.S. Constitution, especially the role that preemption plays in public health policy.<br><br>L10. Examine the interaction of federal, state and local powers on public health authority |
| Required Readings   | Burris, et al., <i>The New Public Health Law</i> :   |

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|                              | Chapter 6, pp 75-86<br>Chapters 8, 9 & 10, pp. 105-142.  |
| Class Activity               | Lecture and discussion   |
| <b>Assignments/Deadlines</b> | Due by <b>8am EST/EDT Monday, September 24<sup>th</sup></b> : Reaction paper to the readings. Email to: <a href="mailto:gwmатthe@email.unc.edu">gwmатthe@email.unc.edu</a> . |

**October 2, 2018 (Class 6): Ethics and Public Health Decision Making Part 1**

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| <b>Class 6 (Ethics – 3)</b>  | <b>October 2, 2018 – Second Class (5:35 – 7:00pm EST/EDT)</b>   |
| <b>Topic</b>                 | <b>Ethics and Public Health Decision Making, Part I</b>   |
| Competency                   | DrPH 21. Integrate ethics and professionalism into organizational and community settings (primary)  |
| Learning Objectives          | L2. Demonstrate competence in using the public health ethics framework  |
| Required Readings            | <p><i>Essentials of Public Health Ethics</i></p> <ul style="list-style-type: none"> <li>• Chapter 5: Surveillance and Public Health Data—The Foundation and Eyes of Public Health</li> <li>• Chapter 6: Case Finding—Screening, Testing, and Contact Tracing</li> </ul> <p><i>Public health leadership society. Principles of the ethical practice of public health version 2.2. 2002.</i></p> <p>Good Decision Making in Real Time: Public Health Ethics Training for Local Health Departments</p> <ul style="list-style-type: none"> <li>• Pages 16-20,</li> <li>• Pages 91-92</li> </ul> |
| Class Activity               | Lecture and discussion  |
| <b>Assignments/Deadlines</b> | None  |

October 16, 2018 (Class 7): Limitations on Public Health Authority, Public Health Advocacy and Legal Strategy

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| Class 7 (Law – 3)     | October 16, 2018 – First Class (4:00 – 5:25pm EST/EDT)   |
| Topic                 | Limitations on Public Health Authority; Public Health Advocacy and Legal Strategy  |
| Competency            | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis  |
| Learning Objectives   | L11. Identify the difference between procedural due process and substantive due process.<br><br>L12. Understand how the 1 <sup>st</sup> Amendment free speech concept limits public health’s regulation of commercial speech.<br><br>L13. Examine interplay of law and politics on firearm regulation.<br><br>L14. Identify the basic components of successful advocacy efforts. |
| Required Readings     | Burris, et al., <i>The New Public Health Law</i> :<br><br>Chapter 11, pp. 143-152<br><br>Chapter 13, pp. 161-172<br><br>Chapter 14, pp. 173-179<br><br>Chapter 17, pp 207-219  |
| Class Activity        | Lecture and discussion   |
| Assignments/Deadlines | Due by <b>8am EST/EDT Monday, October 15<sup>th</sup></b> : Reaction paper to the readings. Email to: <a href="mailto:gwmattthe@email.unc.edu">gwmattthe@email.unc.edu</a> .   |

October 30, 2018 (Class 8): Ethics and Public Health Decision Making, Part II

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|----------------------|---|
| Class 8 (Ethics – 4) | October 30, 2018 – Second Class (5:35 – 7:00pm EST/EDT)   |
| Topic                | Ethics and Public Health Decision Making, Part II   |
| Competency           | DrPH 21. Integrate ethics and professionalism into organizational and community settings (primary)  |
| Learning Objectives  | L2. Demonstrate competence in using the public health ethics framework<br><br>L3. Describe how your understanding of ethics has grown and how you will apply this learning in your leadership role to further advance the practice of ethics and professionalism in your organization |
| Required Readings    | <i>Essentials of Public Health Ethics</i> <ul style="list-style-type: none"> <li>Chapter 9: Health Communications</li> </ul>  |

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|                          | <ul style="list-style-type: none"> <li>• Chapter 10: Public Health and the Environment</li> </ul> <p><i>Good Decision Making in Real Time: Public Health Ethics Training for Local Health Departments</i></p> <ul style="list-style-type: none"> <li>• Case study on childhood obesity Educational Campaign found on pages 80-84.</li> <li>• Come to class prepared to conduct an ethical analysis of this case</li> </ul>  |
| Other Required Resources | <ol style="list-style-type: none"> <li>1. Go to web site:<br/><a href="http://www.npr.org/blogs/thesalt/2012/09/27/161831449/new-anti-obesity-ads-blaming-overweight-parents-spark-criticism">http://www.npr.org/blogs/thesalt/2012/09/27/161831449/new-anti-obesity-ads-blaming-overweight-parents-spark-criticism</a> and             <ol style="list-style-type: none"> <li>a. Play the YouTube video</li> <li>b. At the top of that page, click on Heard on Morning Edition, which will take you to another web page. Scroll down to “New anti-obesity ads...” and listen to the story.</li> </ol> </li> <li>2. Go to the web site: <a href="http://bitchmagazine.org/post/childhood-obesity-campaign-still-bullying-fat-kids">http://bitchmagazine.org/post/childhood-obesity-campaign-still-bullying-fat-kids</a> (It’s possible this link may not work for some of you. If that is the case, just skip it).             <ol style="list-style-type: none"> <li>a. Play the videos</li> <li>b. Read the web page</li> </ol> </li> <li>3. Go to web site:<br/><a href="http://www.nytimes.com/2012/05/02/business/media/campaign-promotes-healthy-eating-habits-in-children.html?_r=0">http://www.nytimes.com/2012/05/02/business/media/campaign-promotes-healthy-eating-habits-in-children.html?_r=0</a> and read the article</li> <li>4. Go to web site:<br/><a href="http://www.theatlantic.com/health/archive/2012/09/obesity-campaigns-the-fine-line-between-educating-and-shaming/262401/">http://www.theatlantic.com/health/archive/2012/09/obesity-campaigns-the-fine-line-between-educating-and-shaming/262401/</a> and read the web page</li> <li>5. Go to web site and read the pdf:<br/><a href="https://letsmove.obamawhitehouse.archives.gov/sites/letsmove.gov/files/pdfs/TAKE_ACTION_KIDS.pdf">https://letsmove.obamawhitehouse.archives.gov/sites/letsmove.gov/files/pdfs/TAKE_ACTION_KIDS.pdf</a></li> </ol> |
| Class Activity           | Lecture and discussion  |
| Assignments/Deadlines    | <p>Due by <b>Tuesday, November 20<sup>th</sup></b> : Your public health ethics reflection paper.</p> <p><b>If you wish extra credit points:</b> Due by <b>Friday, December 21<sup>st</sup></b> : A reaction/reflection paper based on an additional book reading. <u>Note: This deadline is not negotiable.</u></p>   |

**November 6, 2018 (Class 9): Public Health Emergencies and Global Health Legal Considerations**

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| Class 9 (Law – 4)     | November 6, 2018 – First Class (4:00 – 5:25pm EST/EDT)   |
| Topic                 | Public Health Emergencies and Global Health Legal Considerations   |
| Competency            | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis  |
| Learning Objectives   | L15. Discuss legal authorities for interventions in public health emergencies as applied in different political circumstances.<br><br>L16. Examine the evolution of the structure of international law and the impediments in implementing public health at a global level.  |
| Required Readings     | Readings to be provided  |
| Class Activity        | Lecture and discussion   |
| Assignments/Deadlines | Due by <b>8am EST/EDT Monday, November 5<sup>th</sup></b> : Reaction paper to the readings. Email to: <a href="mailto:gwmattthe@email.unc.edu">gwmattthe@email.unc.edu</a> .<br><br><i>Also Final Online Assignment for law class #5 is to submit 2 Questions (for December 4<sup>th</sup> class discussion) is due Friday, November 16<sup>th</sup>. See Assignments section for December 4<sup>th</sup> below.</i> |

**December 4, 2018 (Class 10): The Practical Intersections of Public Health Law, Leadership, and Policy Development**

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|-----------------------|---|
| Class 10 (Law – 5)    | December 4, 2018 – First Class (4:00 – 5:25pm EST/EDT)  |
| Topic                 | The Practical Intersections of Public Health Law, Leadership, and Policy Development – A “Flipped Class Session”  |
| Competency            | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis   |
| Learning Objectives   | L17. Present practical answers and examples of leadership challenges that commonly arise in applying legal, policy and ethical principles during the practice of public health.   |
| Class Activity        | Structured discussion based upon questions submitted  |
| Assignments/Deadlines | Guidance will be provided to prepare 2 questions for general discussion regarding any legal / policy issues in public health between 1980 & present.<br><br><i>Due by <b>Friday, November 16<sup>th</sup></b>: Instead of a final reaction paper for this class, please submit two written questions of your choice to ask Gene Matthews about any course topic. Questions can include any legal or</i> |

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|  | <p><i>policy decisions or any public health political &amp; leadership issues taking place anytime since 1980.</i></p> <p><i>Gene Matthews <u>will provide individual written answers back to you</u> before the Dec. 4th class to serve as the basis for what is usually an interesting concluding discussion.</i></p> <p>Class will be required to read all the written answers that are provided back to all the class members by the instructor. A composite set of all the Q's and A's will be sent to the class no later than December 2, 2018.</p> <p>Class members should then be ready to orally discuss their response to the individual answer they each received from Gene Matthews to the 2 specific questions they submitted.</p> |
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**TBD (Class 11): Capstone Case Study—Kimberly Bergalis and 1990 Transmission of HIV/AIDS from a South Florida Dentist to a Cluster of Patients**

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|------------------------------|---|
| <b>Class 11</b>              | <b>TBD: January on-site</b>   |
| <b>Topic</b>                 | <b>Capstone Case Study: Kimberly Bergalis and 1990 Transmission of HIV/AIDS from a South Florida Dentist to a Cluster of Patients.</b>  |
| Competency                   | DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis   |
| Learning Objectives          | <p>L18. Explore leadership decision-making challenges under urgent political &amp; public relations deadlines knowing you have less than 100% data.</p> <p>L19. Illustrate the principle of learning more from your mistakes than from your successes and the ways to mentor such mistake-lessons to future leaders.</p> <p>L20. Reflections on situations when the legal, policy and ethical answers are in direct conflict with each other.</p> |
| Required Readings            | To be assigned in December  |
| Class Activity               | Case presentation, instructor reflection, and discussion.   |
| <b>Assignments/Deadlines</b> | Assigned materials must be read before the start of capstone session to be scheduled during on-campus visit in January 2019.  |