IMPORTANT As an active participant in this class it is important that you become thoroughly familiar with the specifics regarding this class contained in this syllabus – you’ll be quizzed on the content. The syllabus is your guide to the workings of the class throughout the semester – it’s a policy statement outlining your responsibilities as a member of this class. You are expected to be aware of and adhere to the procedures outlined in the syllabus. Your performance in the class will be evaluated in accordance with the grading procedures outlined in this document. Referring to this document throughout the semester will prove invaluable as you make decisions regarding your level of participation in the class. The advice and guidelines contained in this syllabus will be especially important as you prepare for the final examination. Finally, the class-relevant information contained in the syllabus is important enough to warrant an in-class quiz on its contents during lab on the second day of class.

Meets: Mondays
Lecture: 12:50p – 2:45p (Periods 6&7) in the HPNP Auditorium. Content of the weekly lecture PowerPoints can be downloaded from the course website during the semester.
Labs: 3-3:50p 3 Sections, and 4:05-4:55p 3 Sections. TAs will be the lab instructors. As noted, lab rooms are assigned by section number, so refer to your class registration sheet for that information. You may not change lab sections (move to an earlier or later class) without permission of Dr. Kerkhoff, the Dean’s Office and an official section change at the Registrar’s Office. The lecture periods will be used to present the week’s chapter content and an occasional guest lecture. The lab periods will give you many opportunities to practice the ethics case analysis competency that you are expected to acquire (in preparation for the final examination). Lab periods may also be used (per arrangement with your TA) for lecture/discussion and preparation for team presentations.

Instructor: Dr. Thomas R. Kerkhoff, Clinical Professor, Department of Clinical & Health Psychology (kerktr@shands.ufl.edu), off-campus office phone 352-265-5491 X70168.
Consultation times (30 min. prior to lecture and 30 min. after lecture) in or near the lecture venue. Please make any need for consultation known in advance.

Teaching Assistants: Consultation hours will be handled by appointment, or as scheduled by your TA. Your assigned TA will be the person teaching your lab discussion section. As TAs are more accessible (Dr. K’s office is off campus), they will be your first line of communication regarding course specifics. The TAs and Dr. K will collaborate when necessary to respond to your issues and questions.

Purpose of Course: The purpose of this course is to develop and apply aspects of critical thinking skills to everyday situations that relate to ethical principles, legal issues and ethical standards in Public Health and health service delivery. If you study hard and are
thoroughly prepared for each class and test, you will effectively prepare yourself to enter training for a health care profession with a solid understanding of the basics of health care ethics.

**Objectives:** As a student in this course, you will have the opportunity to become acquainted with current thinking in ethics, as applied to Public Health and Health Professions. As part of a student case analysis presentation team, you will have the opportunity to put your critical thinking skills into practice in a cooperative milieu. Finally, by developing your skills in ethical decision-making – as applied to clinical case analysis – you will be furthering your preparation for graduate training in a health-related profession.

**Textbooks:** Beauchamp, T. and Childress, J. *Principles of Biomedical Ethics (6th Ed.).* The Beauchamp and Childress textbook is **required** for the course. This text has been ordered through UF Textadoption, and should be available in the UF bookstore.

**Requirements:** In-class discussion is of prime importance, especially in labs. Please be prepared to participate in discussions (i.e., read each assigned chapter according to the schedule of topics - participate in discussion, download PPTs, introduce issues that you've seen in the media for discussion, ask topic-related questions, etc. – these adaptive behaviors will be evaluated by your TA throughout the semester for the **class participation** component of your final grade). The size of the lecture class doesn't lend itself easily to discussion. The challenge for all of us will be to ensure that the class communication atmosphere we create facilitates constructive interaction. Attention to the instructor is a fundamental educational expectation during lecture and in labs. Please refrain from cellphone use/texting, internet access and other distracting behaviors during class.

**Grading:** The College of Public Health and Health Professions and University of Florida grading scale for this course consists of the standard scale below:

- 93% - 100% = A
- 90% - 92.99% = A-
- 87% - 89.99% = B+
- 83% - 86.99% = B
- 80% - 82.99% = B-
- 77% - 79.99% = C+
- 70% - 76.99% = C
- 67% - 69.99% = D+
- 63% - 66.99% = D
- 60% - 62.99% = D-
- Below 60% = E/U (unsatisfactory) or E/I (incomplete)
Letter Grade : Grade Point Conversion

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<tr>
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<td>E/U or E/I</td>
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Grading Methods: Grades will be generated based on your performance in several areas:

A. Team Presentation 10% and team peer ratings 4%, totaling 14%;
B. Tests (4) 15% each, totaling 60%;
C. Final Exam 20%;
D. Class participation 5%; (below average participation earns 0-2 points, average participation grade is 3-4 points, while exemplary participation earns 5 points toward the 5% final grade contribution)
E. Syllabus Content Quiz 1%
F. Extra Credit Option: 0-2 points added to the final grade (see below for details).

Class and lab discussion - you must be in attendance to qualify for participation grade points; your TA and the professor will evaluate your participation behavior throughout the semester. Important: final grades for this course will not be rounded, even though calculation programs account for decimals. The test item analysis adjustments are used to modify test scores. In addition, active participation in lecture and lab discussions (bolstering your participation grade), and the Extra Credit Option provide methods to maintain and/or enhance your grades throughout the semester. No other extra credit mechanisms are used in this course. Important – While Dr. Kerkhoff enters the final grades with the UF Registrar, your TA will calculate your final grade. Please contact your TA directly if you have questions or issues related to your grade at any time during the semester.
Grading Contribution Components
4 Tests – 15% each = 60%
Final Exam = 20%
Class Participation = 5%
Peer Ratings (team presentation) = 4%
Syllabus Content Quiz = 1%
Team Presentation = 10% (presentation grade shared by all team members)
Total = 100%
ECO – 0-2 points added to the final grade (if eligible via no unexcused absences)
Final Grade = (tests, final exam, team presentation, class participation, peer ratings, syllabus content quiz) + ECO

Class Participation – Simply attending class does not guarantee a strong participation grade. Most students earn 3 or 4 participation points during the semester with some engagement in class discussion. Those who earn 0-2 points have either an unexcused absence or have chosen not to enter into discussion, while those who earn 5 points have no unexcused absences AND have participated actively in class discussion every week. This requires pre-class preparation and a commitment to foster class discussion.

Extra Credit Option – ECO - (simulated partial final exam format – analysis of one blind case scenario). The ECO is administered in lab toward the end of the semester. The purpose of this grading enhancement is to reinforce the skills that will be evaluated on the final exam. Grading: 0 pts below 80 pts, 1 pt. = score of 80-89 pts,, 2 pts = 90-100 pts on case analysis. Grading will follow the scoring template model of the final exam – see final exam section for the five 20 point criterion categories. The earned points will be added to the calculated final grade at the end of the semester, assuming that the student has no unexcused absences for the whole semester. This option is administered only ONCE during the semester – as indicated in the class schedule at the end of this document. Those opting to do extra credit will have 50 minutes to complete one blind case analysis from a Critical Incident (scenario) presented by the TA. The 6 basic steps of the case analysis model will need to be memorized, along with the subsections within the steps – just as in the final exam. The student is responsible for knowing the subsections within the basic steps of the case analysis model and applying the model to the scenario. Students electing not to do the Extra Credit Option (even though they may qualify via no unexcused absences) are excused from that lab class. CONTINGENCY – If you have one or more unexcused absences during the semester (even after the ECO has been administered), the Extra Credit Option grade enhancement will be forfeit. This means that, with an unexcused absence before the ECO date, you will not be able to sit for the exercise, and are excused from lab on that day. If an unexcused absence occurs
after you have taken the ECO, the grade enhancement will be forfeit, but you will nonetheless have benefitted from final exam practice.

**Attendance:** Class will start on time. Please exercise the courtesy of being present and ready to participate when class begins. Roll will be taken via an Honor System sign-in sheet per lab class, and compared against a head count. **Attendance is defined** as being present for the whole class period – lab and lecture. See link for UF Attendance policy <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. While formal attendance will not be tracked for the lecture, your TAs will be visually monitoring your attendance throughout the semester. Additionally, there will be test questions that you will be able to answer ONLY if you are in attendance and take notes during lecture. You are to remain in the section to which you were assigned by the registrar. Only excused absences during the semester (medical/personal emergencies, graduate program interviews, university sanctioned events – each with appropriate and required documentation – per college policy) will be accepted. *One or more unexcused absences* (anything other than medical/personal emergencies, graduate program interview, or certain university sanctioned events) will result in a ‘0’ participation grade (see above for Extra Credit Option contingency) for the semester. When there is a planned excused absence (eg., graduate program interview), please notify your TA and Dr. Kerkhoff in advance of the date. You are individually responsible for making up work missed during excused absences – collaborate with your TA and fellow students as necessary. As noted above, you are required to provide your TA letterhead documentation of your excused absence. Consequences of violations of the Honor System are noted below.

**Discussion Lab and Student Team Ethics Presentation:** Each ethics lab class will be divided into task force teams designated by your lab section at the beginning of the semester. For example: a literature review team, a presentation team, a PowerPoint development team, etc. The components of the team presentation will dictate task force team creation. The lab task force teams have the opportunity to function as ethics committees during lab discussion, utilizing the course’s case analysis model to resolve ethical issues when presented with case examples. Such an approach should assist the presentation teams in constructing their in-class presentations. Each lab section team will present a PowerPoint program to the whole lecture class on an approved topic of the team’s choosing – from ethics literature/media/web toward the end of the semester – see syllabus class schedule at the end. The team presentation schedule will be determined by your TA well in advance of the actual presentation. Under the guidance of your lab TA (who functions as the Director of the presentation), team members will equitably divide up the labor on the project, and each team member will be expected to contribute in a meaningful way to their group project. Each lab team is required to present a preliminary outline of their presentation/references to the lab TA at least two weeks prior to the scheduled presentation. A **printed outline** of the PowerPoint slides is required to be presented to each of the instructors (who will collectively grade the presentations) at the time of the presentation. Remaining within the 15-20 minute time
limit will be evaluated as part of your team grade. Please arrange with your TA a ‘rehearsal’ time to occur in the auditorium prior to the team presentation day. This will allow you to familiarize yourselves with the AV equipment in the auditorium. Also, please come @ 30 minutes early to the lecture on team presentation day in order to pre-load your presentations on the auditorium computer. This will avoid tech delays and will allow all of the teams to present within the time frame allotted.

**Grading team presentations** will be divided into two components. A) *Peer ratings* regarding contribution to the team process (1/3 of team presentation grade, depending upon the averaged team peer rating), and B) *instructor rating* performed at the time of the team presentations by the instructors (2/3 of team presentation grade, averaged across the TAs and professor). The following criteria will be used by the instructors: **content** – 20 points (approved topic), **organization** – 20 points (presentation structure, spelling, grammar), **format** – 20 points (application of the six case analysis steps and subsections), **creativity** – 20 points (manner of presenting the topic), and **sources** – 20 points (citations and references – expect 10-12 references in support of the presentation, and must be from reputable health related journals/publications). The two rating scores (peer and TA/professor) will be combined to produce the team presentation grade – **15% of final grade**. Each member of the team will receive the assigned team grade (averaged across the raters) from the TA/professor ratings – 2/3 of team presentation grade, and each individual team member will receive the average of her/his peer ratings – 1/3 of team presentation grade. It is highly desirable for the presentation teams to work collectively in order to ensure that the presentation produced is of high quality, and that every team member has shared equally in the final product. Working throughout the semester on this important component of the course will ensure that the outcome is positive for everyone on the team. Close consultation with your TA throughout the planning and construction phases of the team presentation will clear up any significant challenges encountered.

The TAs will construct a schedule for team presentations based upon first-come-first-served prior to the week of presentations. Each of the team presentations will be loaded onto a travel drive prior to the day of presentation, so that the PPTs can be efficiently pre-loaded onto the auditorium computer prior to the first team’s presentation. **Attendance at team presentations is expected**: reflects respect for your peers, and provides the opportunity to learn from peer presentations as you finalize thoughts about your own team presentations.

**Tests:** Each of the four tests will consist of **multiple choice** questions. Each will be based upon textbook content, lecture PowerPoints download-able from the course website, regular lecture information and guest lecture material from class. *It is important to take class notes, as primary lecture and guest lecture material may not be included in the PPT outlines provided for each class.* The test questions will combine specific reference to the provided lecture PowerPoint presentations (**memorization**) and integrative questions (**conceptualization**) based on class lecture. Each test will take
50 minutes of discussion lab time. Item analyses of the tests will be performed and poor discriminator items will be eliminated at the professor’s discretion. Grades will be determined after item analysis is performed. There is no grading curve employed. There will be no formal mid-term examination. The tests are not open-book. Learning Compact Capstone Exam you will take from the college prior to graduation will contain items based on the content of this course.

If you miss a test as a result of an excused absence, it is your responsibility to contact your TA to arrange taking the proctored test before the scheduled in-class test. If this is impossible, you must arrange to take the proctored test as soon as possible after the scheduled in-class test (prior to the next scheduled test). In this situation, accommodating your TA’s availability schedule is of utmost importance.

**Final Exam:** Please note the College final exam schedule posted on the College HSC website in advance of the end of the semester. At the time of the exam, you will be given four case scenarios (critical incidents) from which you will choose two ethics case scenarios to analyze. Your task on the final exam is to complete the two case analyses. These analyses will be in accord with the model you will have practiced in discussion labs during the semester. Your goal is to be proficient enough after frequent lab practice to generate the two analyses within the two hours allotted for the examination. In our experience, you will have ample time (2 hrs.) to complete the analyses.

The two case analyses will be graded by the instructors according to established criteria (a scoring template for each scenario), including: 1. Identifying/justifying ethical principles involved (the priority) – include other concepts as applicable (20 points), 2. identifying the 3 components of historical context (psychosocial, biological and physical environment) and key stakeholders (20 points), 3. identifying/explaining organizational and legal concepts involved (20 points), 4. proposing at least 2 alternative resolutions with explanation of pros and cons (20 points), and 5. selecting/defending a disposition (one of the proposed resolutions) as an outcome (20 points). The Critical Incident will be provided in the form of the case scenario. More specific information will be provided to you regarding the exam by your professor and TA during the course of the semester. The final exam will take place at the time and place designated by the college. The final exam is not open-book – books, notebooks, media/communication devices are not to be in view during the final exam.

Success on the final exam depends upon:

a) using bullet points

b) include key content words – not sentences

c) make direct statements - don’t pose unanswered questions

d) make use of scrap paper (provided) to gather your thoughts before you write your final draft
e) make sure that you have memorized and understand each of the case analysis format components
f) justify each point of information you include;
g) check for spelling/grammar errors
h) AND please **write legibly**.
Score points may be deducted if the above instructions are not followed.

**Case Analysis Model (Hanson, Kerkhoff, Bush, 2005 – modified)**

I. Critical Incident – case scenario (typically provided)
II. Ethical Principles/Concepts – 4 ethical principles, with varied ethical concepts as applicable to the scenario
III. Historical Context/Key Stakeholders – Biological, Psychosocial and Physical Environment factors; along with key players in the scenario
IV. Organizational and Legal Issues – policy/procedure, rules, regulations, laws applicable to the scenario
V. Resolutions – alternatives proposed, along with pro/con points related to each
VI. Disposition – select one alternative and justify this choice

If you have questions regarding the course content/structure, please contact Dr. Kerkhoff and/or our TAs (see consultation hours section above) as early in the semester as possible.

**Course Goal:** As your teachers, we are all dedicated to making this course apply to the everyday environment of professional health care. The effort you expend to contribute to meeting this goal (questions, active participation in discussion, diligent study) will benefit you and your classmates as you prepare to enter health care as a competent professional. **To repeat,** one hundred percent attendance in lecture and lab is **expected** per college policy – *any* unexcused absence(s) will result in a zero for your Participation grade (5% of final grade) and inability to exercise the Extra Credit Option. You must be present for effective participation and maximum benefit from the class.

**Academic Integrity:** Each student is bound by the academic honesty guidelines of the University and the student conduct code printed in the Undergraduate Catalog. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Please refer to the UF Honor Code at [http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) Therefore, cheating on exams, signing attendance sheets for others/others signing in for you, misusing the attendance sign-in sheets (late arrival, early departure, signing in for a peer), plagiarism in any form is deemed unacceptable and inexcusable behavior. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have
neither given nor received unauthorized aid in doing this assignment.” Such behavior will result in an instructor-prescribed sanction, or a referral to the SJA. As a reminder, any Honors Code violation or SJA adjudication – ‘responsible’ negates graduating with Honors from the College of Public Health and Health Professions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor or TAs in this class.

**Accommodations for Students with Disabilities:** Students requiring accommodations must first register with the University Dean of Students’ Office. The Dean of Students’ Office will provide documentation to the student who must then provide this documentation to the faculty member at the beginning of the semester when requesting accommodation. The College of Public Health and Health Professions is committed to providing reasonable accommodations to assist students in their coursework.

**University counseling services** and mental health services are available at the following site <http://www.counseling.ufl.edu/cwc/Default.aspx> 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

**Online Course Evaluation** – Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu) Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/)
Schedule:

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<tr>
<th>Date</th>
<th>Course Topic*</th>
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<tr>
<td>January 6, 2014</td>
<td>Orientation; Introductions; Assignment to lab sections/rooms; Class policy explanation; Case Analysis Teams Organized; Case Analysis Model introduction and Discussion; lecture on Beauchamp and Childress textbook (B&amp;C) Chapters 1&amp;2</td>
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<tr>
<td>January 13</td>
<td>B&amp;C Chapter 3 Moral Status, <strong>Syllabus Content Quiz</strong> in lab</td>
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<tr>
<td>January 20</td>
<td><strong>Holiday</strong> in honor of Dr. Martin Luther King</td>
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<td>January 27</td>
<td>B&amp;C Chapter 4: Autonomy</td>
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<tr>
<td>February 3</td>
<td><strong>Test</strong> on B&amp;C Chapters 1-4; Chapter 5: Nonmaleficence</td>
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<td>February 10</td>
<td>B&amp;C Chapter 6: Beneficence</td>
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<td>February 17</td>
<td><strong>Test</strong> on B&amp;C Chapters 5&amp;6; Lecture: B&amp;C Chapter 7 Justice</td>
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<td>February 24</td>
<td>B&amp;C Chapter 8: Professional-Patient Relationships</td>
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<tr>
<td>March 3</td>
<td><strong>Spring Break (3/2-10)</strong></td>
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<tr>
<td>March 10</td>
<td>Pozgar Chapter 3: Introduction to Tort Law</td>
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<td>March 17</td>
<td>Pozgar Chapter 6: Civil Procedure</td>
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<td>March 24</td>
<td><strong>Test</strong> on B&amp;C Chapters 7 &amp; 8, Pozgar Chapters 3 &amp; 6; Lecture: Ethics in Rehabilitation Practice</td>
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<td>March 31</td>
<td>Lecture Organizational Ethics in Healthcare; <strong>Extra Credit Option</strong> in lab</td>
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<tr>
<td>April 7</td>
<td><strong>Guest lecture</strong> – Cris Palacio, JD, SUF Legal Department – Legal issues in health care practice</td>
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<tr>
<td>April 14</td>
<td><strong>Test</strong> on Ethics in Rehabilitation Practice, Organizational Ethics, Legal Issues in Health Care; <strong>Student Participation Lecture</strong> on case analysis</td>
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<tr>
<td>April 21</td>
<td><strong>Lab Team Presentations</strong></td>
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<tr>
<td>April 28</td>
<td>Final Exam: Per PHHP Final Exam Schedule</td>
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