Jodi Halpern
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Jodi Halpern is Professor of Bioethics and Medical Humanities in the School of Public Health/Joint Medical Program. She works mainly on emotions and the imagination, with a longstanding focus on empathy. She is the author of From Detached Concern to Empathy: Humanizing Medical Practice (Oxford University Press). Professor Halpern recently received a Greenwall Faculty Scholar career development award to write about emotions, envisioning future well-being, and the impact of this on serious health decisions.

Course Description and Information

This course is a collection of topics loosely organized around two primary content areas: improving your negotiation abilities and the ethics of our profession.

This course has a unique hybrid format. There are four online weeks as well as nine days of instruction and activities on the UC Berkeley campus. Attendance for the full on-campus period is mandatory.

Course Format

This course runs from May 14th to June 26th. Note that there is no proctored exam for this course. Students will spend 9 days on campus from May 31st to 8:30 am to June 8th, 5:00pm. Out of town students are expected to arrive in
Berkeley on the evening of May 30th. Attendance for the full on-campus period is mandatory. A passing grade will not be achieved without attending all activities of the on-campus program. Students are advised that early departures on June 8th will result in an incomplete grade for the course.

This course is not self-paced nor designed to be an independent study course. The accelerated timeframe for this course covers a lot each week, including significant reading responsibilities. Estimate your commitment at 15-20 hours of work, on average, each week. Some students will be familiar with one or more elements and be able to move through the required readings and activities more quickly than others.

**Course calendar**

The calendar on the course site contains all the online due dates and a rough overview of on-campus events. There is a more thorough schedule of on-campus events below. You’ll also receive a detailed schedule upon your arrival on campus.

Week 1: May 14th-20th

**Ethics Session 1: An Overview of Ethical Frameworks**

- Evaluate public health programs by using, at an introductory level, these five fundamental frameworks for ethical analysis: utilitarianism, respect for autonomy, distributive justice, human rights and pluralism/communitarianism.
- Describe the limitations of utilitarianism in designing just or fair policies and interventions.

**Ethics Session 2: Public Health Interventions - Autonomy vs. Paternalism**

- Recognize and integrate the limitations that respect for autonomy places on paternalistic interventions.
- Understand the concept of autonomy and how it provides the basis for the criteria for informed consent.

Week 2: May 21st-27th:

**Ethics Session 3: Utilitarianism and Distributive Justice**

- Recognize and integrate the limitations that respect for autonomy places on paternalistic interventions.
- Understand the concept of autonomy and how it provides the basis for the criteria for informed consent.
Week 3: May 28-31st

On Campus Prep:

**Ethics Session 4 Prep: Human Rights - International Research**
- “Ethics in International Research: The Debate Over Clinical Trials of AZT to Prevent Mother-to-Infant Transmission of HIV in Developing Nations"

**Ethics Session 5 Prep - Distributive Justice: Commodification and Rationing Healthcare**
- “Priority Setting in Health Care: Lessons from the Experiences of Eight Countries”
- “The Ethics of Pay for Success"

**Ethics Session 6 Prep - Thinking Ahead: Precautionary Principle and Long-Term Ethical Goals**
- CRISPR Germline Engineering

Week 4: May 31st - June 8th

Over the course of the next two weeks, you'll participate in numerous on-campus sessions and activities. You have been split into two cohorts (A & B) for some of the sessions in Weeks 3 and 4, with each cohort completing different sessions at different times. For other sessions, you will be meeting as the entire group. The week 3 activities will start in the Li Ka Shing building located at the corner of University Ave and Oxford St. This week's activities culminate at a picnic on the Pat Brown Green, a lawn just outside of the Li Ka Shing building 2nd floor. Feel free to bring you family members to it.

Week 5: June 11th - 17th

Ethics final paper due: Monday, June 18th

Week 6: June 18th - 24th

No Ethics Content
Online Session 1: Introduction to Negotiations
Instructor: Amy Slater
Session 1 Online

This session will introduce you to the theory of negotiations. Your instructor, Amy Slater, will tell you how she came to teaching negotiations and why it is a critical tool for public health professionals. You will learn the basics of negotiation theory through the lecture video and slides, readings and activities.

Start with the lecture video “Introduction to Negotiations.” Then read “The Tension Between Empathy and Assertiveness” by Mnookin, Peppet and Tulumello. This article discusses two important characteristics present in every negotiation. It is a good introduction into the topics we’ll be discussing in this course, so be familiar with the intersection of empathy/assertiveness and the five negotiation styles.
You will also be reading the book *Bargaining for Advantage* by G. Richard Shell throughout this entire course. We recommend starting it now to pace your reading alongside the curriculum. You should gain an understanding of Shell’s frameworks to help understand our material.

Upon completion of this session, you will be able to:

- Understand the basics of negotiation theory: negotiations as a course, the two thinking systems, types of negotiations, negotiation styles and the importance of preparation.
- Learn how and why negotiations are an important tool for a public health professional.
- Discover your negotiation style and practice it in the everyday world.

To explore these concepts, we ask you to complete the three following exercises.

1. **Complete the Negotiation Style Self-assessment from Shell – Appendix A.** Take it with a big grain of salt! While we’re unsure much science backs this up, the assessment provides a framework for thinking about how you already naturally negotiate.
2. **“Haggle” for something that you generally think is "non-negotiable."** It can be a product or service for which you would normally pay a pre-set market price, or a benefit, rule, or policy at work or elsewhere that is rigidly enforced. In preparing to haggle, think about what you have learned reading the first few chapters of *Bargaining for Advantage*. Make a plan: Determine your desired outcome before you begin. Think about the other side’s needs, interests and concerns and look for common ground.
3. **In approximately 3 pages, write a reflection paper addressing the following questions.**
   a. Do you think your predominant negotiating style (competing, collaborating, compromising, avoiding or accommodating) was reflected in how you haggled or in the outcome? If so, how? (If you scored equally in more than one negotiating style, choose only one to discuss).
   b. Describe the elements of the experience that encouraged or dissuaded you to follow your original plan and discuss the impact of your outcome: where you discouraged, satisfied, etc?
   c. Can you identify two to four strengths of your predominant negotiating style? How about two to four weaknesses or disadvantages to this characteristic?

**Online Session 2: Emotions in Negotiations**

**Instructor: Amy Slater**

**Session 2 Online**

In this session you will learn that all negotiations involve emotions and that it’s pretty close to impossible to achieve a viable resolution without acknowledging and working through the “feelings” that are at play. Through an interview with Joel Schaffer, a federal labor negotiator, and readings and discussions with your classmates, we will investigate the complex topic of emotions: how they appear in negotiations, how to recognize your emotional reactions and responses and how to use emotions to gain understanding and advance to solutions.

Begin with the video “An Interview with Joel Schaffer” to learn what a professional negotiator can teach you about the importance of feelings in negotiations. Then read Chapters 5 and 6 (p. 85-128) of *Difficult Conversations* by Stone, Patton and Heen. While you read these sections, we challenge you to consider how your emotions and sense of personal identity influence your negotiations. If you have time, we suggest you read *Difficult Conversations* in its entirety: it is a nuanced discussion of barriers and solutions to emotional conversations in real life and offers a toolbox of skills to navigate them.

Remember, keep reading *Bargaining for Advantage*!

**Upon completion of this session, you will be able to:**

- Understand how emotions are central to negotiations: how to identify and investigate feelings in negotiations (yours and the other party’s) and how to transition from exploring emotions to finding resolutions.
Interrogate how your emotions and sense of identity play a role in your negotiation style.

To engage with this material, we ask you to participate in the following online discussion exercise.

Consider a negotiation in which you have been involved or which you have observed first-hand. In 300 words, or in a recording of equivalent length, discuss whether and how emotions were addressed. If the emotional aspect of the negotiation was discussed, what effect did you experience or observe? If emotions weren’t discussed, how might the situation have changed had they been? What other frameworks mentioned in the online interview video and reading stood out for you? What, if anything surprised you?

Discussion Guidelines: This discussion will help you prepare your thoughts for our on-campus sessions. You may post using text, audio or video; however, regardless of which option you choose, please begin your post with a short title sentence/paragraph so your classmates can, at a glance, see what you discussed.

After having posted your initial response, return within a day or two, review your classmates’ posts and respond to at least one, comparing/relating/contrasting their thoughts and experiences with your own. We encourage you to continue building on the conversation throughout the week.

Please post your work by Saturday of this week and your response to a classmate by Monday of next week.

Online Session 3: Effective Communications
Instructor: Amy Slater
Session 3 Online

This session will teach you how to be an effective communicator in negotiations. By watching an example of empathic (also called active) listening, reviewing slides, and completing readings, you’ll be ready to practice these skills with your classmates.

Start with the video “Effective Communications” to see an example of empathic listening. Identify the techniques the listener uses to get to the heart of the speaker’s story. What is the story really about? Review the slides to help you.

Continue reading Bargaining for Advantage.

Upon completion of this session, you will be able to:
• Identify techniques used by skilled negotiators and understand why they’re useful.
• Understand the role of empathic listening in effective negotiations.
• Demonstrate active listening techniques.

To practice these skills, we ask you to complete an active listening exercise and reflect on the experience in the discussion board.

You will complete a Remote Empathic Listening Exercise. You will be paired with a classmate based on compatible schedules and, via Zoom, you will practice active listening just like you saw in the example video. One person will be the speaker and tell a story, the other person will be the listener and use the skills we’ve learned: summarizing, asking for corrections, curious questioning, validating and (as best you can) showing engaged body language. Talk for about 10 minutes. Then switch roles! Complete for another 10 minutes.

Be sure to record it! One of you will post the video to bCourses.

Then respond to the discussion questions: You’ve had an opportunity to experiment with empathic listening as both the speaker and the listener. In 300 words, or in a recording of equivalent length, discuss the experience. As the speaker, did you feel listened to? If so, how did that feel? What was it about the listener’s behavior that made you feel listened to? If not, discuss why not. As the listener, please describe the experience. Was it difficult? If so, how? Why?

Finally, comment on 1-2 other videos that have been posted. What did you observe? What seemed effective to you? What less so? Anything that surprised you? (comments should be 300 words or less.)

On Campus Prep
While you prepare for our on-campus sessions, read “The Behaviour of Successful Negotiators” by Neil Rackham and John Carlisle. Pay attention to the do’s and don’t’s they discuss.