

UMBC UGC New Course Request: HAPP 350 Public Health Ethics

Date Submitted: 2/15/16

Proposed Effective Date: Fall 2016

	Name	Email	Phone	Dept
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COURSE INFORMATION:

Course Number(s)	HAPP 350
Formal Title	Public Health Ethics
Transcript Title (≤30c)	Public Health Ethics
Recommended Course Preparation	
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	HAPP 100
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

This course serves to introduce central concepts and key issues in public health ethics. Students will learn various proposed frameworks for analyzing ethical issues in public health, and how public health ethics differs from traditional medical ethics. Students will use a case-based approach to analyze ethical issues in public health, and practice applying the frameworks to real and fictitious cases through class discussions and written assignments.

RATIONALE FOR NEW COURSE:

Training in how to identify and think through ethical issues is considered to be a core competency for most health related or public health programs. Public Health Ethics will be a required course for at least two of the three HAPP tracks, and may become part of the core curriculum. This course will initially be taught every other semester; however, additional sections will be added once this becomes a requirement following the curriculum revision. This course will primarily serve HAPP majors, but will be open to sociology and anthropology majors, and other students as space allows. The course is at the 300 level because it requires a basic knowledge of public health and the U.S. healthcare system. HAPP 100 will be a requirement with additional recommended courses. The expectations for students will be that they are comfortable making arguments in class and have previously developed research and writing skills. The prerequisite of HAPP 100 will be necessary for students to understand the basic public health vocabulary which students in Public Health Ethics will be expected to know. It may also be necessary to limit the number of students who can enroll in what I expect will be a very popular course, particularly as it potentially becomes a requirement for all HAPP majors. Ideally, if space permits, I would like pre-professional students to be able to take Public Health Ethics so they have a different perspective on the U.S. health care system. Because this will likely be a required course for HAPP majors, students who fail will need an opportunity to repeat the course.

This course has been taught 3 times: F2012 (31 students), F2013 (19 students), and S2015 (32 students).

ATTACH COURSE OUTLINE (mandatory):

**SYLLABUS
HAPP 350: Public Health Ethics**

Term:
Time:
Location:
Course website:
Instructor: Andrea Kalfoglou, Ph.D.
Office: 1000 Hilltop Circle, PUP 212
Phone: 410-455-2061
Fax: 410-455-1154
Email: akalfogl@umbc.edu
Office Hours:
Contact: E-mail is the best way to contact me. I will try to respond to e-mail within 24 hours. Please do not call my home or cell phone unless instructed to do so.

Important Websites

Department Website: <http://www.umbc.edu/sociology/>
HAPP Website: <http://www.umbc.edu/happ/>
Kalfoglou Website: www.umbc.edu/happ/AK/kalfogloufacultyprofile.htm
American Society for Bioethics and Humanities: www.asbh.org
American Public Health Association: www.apha.com

Important Facebook Pages

HAPP COM: <https://www.facebook.com/groups/160382655699/>
UMBC HAPP Graduates: <https://www.facebook.com/groups/98881349513/>
UMBC Bioethics Student Assoc: <http://www.facebook.com/#!/group.php?gid=16955809462>
Public Health Ethics (Journal): <https://www.facebook.com/groups/155807010233/>
APHA Ethics SPIG (Facebook): <https://www.facebook.com/pages/APHA-Ethics-Special-Primary-Interest-Group/333585679622>

Important Dates and Events

Instructor's Credentials and Experience

Current Appointment: Associate Professor
Health Administration and Policy Program

Department of Sociology/Anthropology/HAPP
University of Maryland, Baltimore County

Previous Positions: Research Fellow
Social and Behavioral Research Branch
National Human Genome Research Institute
National Institutes of Health

Social Science Research Coordinator
Genetics and Public Policy Center
Berman Institute of Bioethics
Johns Hopkins University

Program Officer
Institute of Medicine
The National Academies

Education: Ph.D. Law, Ethics, and Health Policy
Department of Health Policy and Management
Johns Hopkins Bloomberg School of Public Health

B.A. Political and Social Thought
University of Virginia

Courses Taught: HAPP/SOCY 354 Community and Public Health
HAPP 412 Research Methods in Health
HAPP 398 Public Health Ethics

Course Description

This course serves to introduce a number of central concepts and key issues in public health ethics. Students will learn a number of basic frameworks for analyzing ethical issues in public health and how public health ethics differs from traditional medical ethics. Students will use a case-based approach to analyze a number of ethical issues in public health and practice applying the frameworks to numerous cases through assigned readings, in class discussion, and written assignments.

This course is a core requirements for all HAPP majors.

Although not limited by pre-requisites, students who have taken HAPP/SOCY 354 – Social Basis of Community and Public Health, and/or PHIL 350 Ethical Theory, and/or PHIL 355 Bioethics will find this course easier to follow.

Objectives and Goals

Learning Objectives: By the end of the course, students will be able to:

1. Describe the difference between professional ethics, research ethics, bioethics, and public health ethics
2. Demonstrate understanding of the implications of the distinctions and overlaps between bioethics, research ethics, and public health ethics
3. Evaluate and apply ethical decision-making frameworks to analyze public health dilemmas

Course Goals: In concert with the ASPH model public health ethics curriculum,¹ this course is designed to:

1. Stimulate students' moral imagination
2. Improve students' ability to recognize ethical issues in public health practice and research
3. Develop analytic skills
4. Elicit a sense of ethical obligation and responsibility for our work in public health
5. Teach skills for managing ethical ambiguity
6. Provide an opportunity for students to practice their analytic skills in writing

¹ Jennings B, Kahn J, Mastrioianni A, Parker LS. Ethics and Public Health: Model Curriculum. Washington DC; Association of Schools of Public Health: 2003.

Course Requirements

Readings:

There are two required books for this course:

Essentials of Public Health Ethics (2013) by Gaare, Childress, Bonnie, & Melnick. ISBN-13: 978-0763780463 ISBN-10: 0763780464
http://www.amazon.com/Essentials-Public-Health-Ethics-Essential/dp/0763780464/ref=sr_1_4?s=books&ie=UTF8&qid=1422248406&sr=1-4&keywords=public+health+ethics

Bad Blood: The Tuskegee Syphilis Experiments is a fantastic historical account of one of the worst examples of human exploitation that was justified as public health research. Any edition is acceptable. I will put multiple copies on reserve in the AOK Library.

Additional **required readings** and most suggested readings are or will be posted to Blackboard or as Internet links.

Grade Assessment:

Over the course of the semester, I will evaluate your performance with regular writing assignments, class participation (attendance is critical), midterm, and a final paper. The points possible in each category are distributed as follows:

Category	% of Grade
6 writing assignments	30%
4 quizzes	40%
Paper	25%
Class participation	5%
Total	100%

Six Written Assignments: There will be approximately 6 small writing assignments throughout this course. Each will be approximately 500-1000 words and will be posted to Bb. They will be reflection papers on a film you have watched in class or on your own. Each assignment will represent 5% of the final grade.

Quizzes: There will be 4 quizzes administered via Blackboard. The quiz will be available for 48 hours and is to be taken on your own. Each quiz will assess how well you have grasped the course material from the previous 4 weeks. They are designed to give you early feedback on how well you are grasping the concepts and ideas presented in the read, lecture, and discussion material. They will also provide an incentive for you to keep up with the readings and attend class. Each quiz will represent 10% of your grade.

Paper: Students will work through out the semester on a paper on an ethical issue in public health. There will be a schedule for turning in a topic, outline, draft, and final paper. Each of these steps will receive a grade based on a provided rubric. The sum of these grades will comprise 25% of the final grade for the course. Students are encouraged to submit their papers (in abstract format) to the National Undergraduate Bioethics Conference to be held in March.

Class Participation: This course will be taught seminar style. It will be a very interactive reflection on the readings and films. Students will be expected to use name cards for most of the semester, read all assignments before coming to class, and participate in discussions. I will assess your level of participation based on attendance, evidence that you have prepared for class by doing the assigned reading, and thoughtful participation in the discussion. Class participation will make up 5% of your total grade.

Extra Credit: Public health related events frequently happen on campus. In order to encourage students to attend, extra credit is offered. The amount of extra credit varies from semester to semester. For each event, 1-2 points are offered for attendance and a written reaction to the event. Throughout the semester, anywhere from 3-8 points may be offered depending on available events. Since assignments, tests, etc add up to 100 points, these points are added to the available earned points. For example, an 88/B could become a 91/A with 3 extra credit points.

The correspondence between letter grade and points earned will be determined using the % of the total points you have earned at the end of the semester:

Letter Grade	Minimum Percentage to Earn Letter Grade
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A	89.5%
B	79.5%
C	69.5%
D	59.5%
F	<59.5%

To help you track your progress, I will post your points earned on each assignment to in an electronic grade book on our Blackboard course homepage. It is up to you to contact me if you believe there is an error in grading.

Attendance and Professional Behavior:

I treat my students like adults. You are paying to attend this course, so I assume it is important to you. Attendance is expected, and class participation makes up an essential part of your grade. I expect that there may be times when it is necessary for you to be away (funerals, family emergencies, athletic events, important trips, job interviews, illness). When this happens, make arrangements ahead of time with a few classmates to share notes. You may also come to my office hours to discuss material that you have missed.

As adults, I expect that you will show me respect during class by **turning off your cell phones, not texting, and not using laptops**. If you choose to act in a way that is unprofessional, I will hold you accountable because part of my job is to help prepare you for the professional job market. I, in turn, will show you respect by arriving on time, preparing for each lecture, and being available to you during my office hours (or scheduled appointments). I will also give you as much advanced notice as possible if I experience a family emergency or personal illness.

Inclement Weather Policy

If UMBC closes campus, class will be canceled. If there is inclement weather and you travel to attend class, use good judgment.

Flu/Illness Policy

If you have flu-like symptoms, stay home. You should not return to class until you have been fever free for at least 24 hours without the use of fever reducers. In the unlikely event that the campus is closed due to an outbreak of flu, instruction will continue on-line using Blackboard and iTunes U. The exact nature of the online instruction will depend on when such a closing occurs. The instructor will post a revised syllabus covering at least two weeks following the announcement of the campus closing. If I become ill or must care for ill children, I will make alternative arrangements for class and notify you as soon as possible.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty and they are wrong. Academic misconduct will result in disciplinary action that may include, but is not limited to, suspension or dismissal. The full student academic conduct policy is available in the UMBC Student Handbook, the Faculty Handbook and the UMBC Policies section of the UMBC directory. Reading and understanding this policy is a requirement for this course.

At the end of every graded assignment in this class, you will be asked to regarding your work on the assignment. For this course, any case of will result in zero for the assignment and may result in failure of the course. *academic misconduct, including lying to me, will be reported to the Conduct Committee.* I am available during my office hours to discuss the policy. It is your responsibility to know the policy and ask me if you have your work for this course.



Integrity:
A Value That Endures

sign an integrity pledge
academic misconduct
All cases of suspected
University Academic
academic integrity
any questions regarding

Accommodations

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a

liaison between faculty members and students regarding disability-related issues. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. SSS will require you to provide appropriate documentation of disability. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations.

Special Opportunities

Each fall, the American Society for Bioethics and Humanities holds an annual meeting. In addition, the American Public Health Association Annual Meeting is also every fall. Student memberships and registration fees are extremely reasonable. I highly encourage students to join and attend the meetings. The National Undergraduate Bioethics Conference is held each spring. Abstracts will be accepted for evaluation in January, and I strongly recommend that you submit an abstract from the paper you write for this course to the NUBC conference. I will help any student who is interested in writing their abstract and preparing their presentation.

HAPP 350: PUBLIC HEALTH ETHICS COURSE SCHEDULE

HAPP 350 Public Health Ethics is a new course. It is in development and the outline is subject to being revised and improved. There is also a need for flexibility to adjust to unexpected circumstances (snow days, catching up if certain sections take longer than expected). Revisions to this schedule will be announced in class and posted to Blackboard as an "announcement." Students are responsible for ensuring that they are aware of any changes.

Week 1: Jan 26 & 28

Required Readings: Course Syllabus
Undergraduate Academic Code of Conduct
Bad Blood: The Tuskegee Syphilis Experiments -- Preface

Week 2: Feb 2 & 4

Required Readings: Textbook Chapter 1: A Framework for Public Health Ethics
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 1

Required viewing: [Contagion](#)

Responsive Writing on [Contagion](#)

Week 3: Feb 9 & 11

Required Readings: Textbook Chapter 2: Moral Considerations: Bases and Limits for Public Health Interventions
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 2

Quiz 1

Week 4: Feb 16 & 18

Required Readings: Textbook Chapter 2 continued
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 3 & 4

Required Viewing: [The Ebola Crisis Berman Institute of Bioethics](#)

Week 5: Feb 23 & 25

Required Readings: Textbook Chapter 3: Political and Legal Context of Public Health Ethics
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 5

Required Viewing: [Bad Blood: A Cautionary Tale](#)

Recommended Viewing: [The Insider](#)
[The Dallas Buyers Club](#)

Responsive Writing on [Bad Blood: A Cautionary Tale](#) due 11:00 pm Feb 25th

Week 6: March 2 & 4

Required Readings: Textbook Chapter 4: Public Health Perspectives
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 6

Quiz 2

Week 7: March 9 & 11

Required Readings: Textbook Chapter 5: Surveillance and Public Health Data: The Foundation and Eyes of Public Health
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 7

Midterm due March 11th at 11:00 pm

Spring Break

Week 8: March 23 & 25

Required Readings: Textbook Chapter 6: Case Findings: Screening, Testing, and Contact Tracing
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 8

Required Viewing: Twilight of the Golds

Responsive Writing on Twilight of the Golds due 11:00 pm March 27th

Week 9: March 30 & April 1

Required Readings: Textbook Chapter 7: Immunization: Protections Through Vaccination
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 9

Required Viewing: Vaccine Wars

Responsive Writing on Vaccine Wars due 11:00 pm April 1st

Week 10: April 6 & 8

Required Readings: Textbook Chapter 8: Containing Communicable Diseases: Personal Control Measures
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 10

QUIZ 3

Week 11: April 13 & 15

Required Readings: Textbook Chapter 9: Health Communications
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 11

Required Viewing: Very Young Girls/Born into Brothels/Made in India

Responsive Writing on Very Young Girls due 11:00 pm April 15th

Week 12: April 20 & 22

Required Readings: Textbook Chapter 10: Public Health and the Environment
Bad Blood: The Tuskegee Syphilis Experiments -- Ch 12

Extra Credit: URCAC April 22nd UC Ballroom

Week 13: April 27 & 29

Required Readings: Bad Blood: The Tuskegee Syphilis Experiments -- Ch 13

QUIZ 4

Week 14: May 4 & 6

Required Readings: Bad Blood: The Tuskegee Syphilis Experiments -- Ch 14

Recommended Viewing: [The Constant Gardner](#)

Final paper due May 11th