

University of Florida
College of Public Health and Health Professions
PHC 6937, Section 3631, Topics in Public Health Ethics

Course schedule: Tuesday, 11:45 AM -1:40 PM
(1 credit; meets 2 hours per session, 1 time per week for 8 weeks)

Venue: Room G103

Instructor: Alba Amaya-Burns, MD, MSc.
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Office Hours: by appointment only

Overview: This one credit course allows students to develop critical thinking and scientific writing skills while presenting and reviewing ethical issues in public health. Each student will choose one article from the list provided during the semester. Students are also welcome to submit a public health ethics-related article, from top peer reviewed journals. The purpose of this course is to develop critical thinking and writing skills on health ethics issues that have an impact on health in the United States. This course also will contribute to learning about health disparities by pointing out ethical matters that primarily take place among the most disadvantaged populations in our society.

Learning Objectives:

At the end of this semester students will be able to:

1. Identify public health ethics issues that shape the current health status among disadvantaged groups in our society; review, synthesize ideas and generate written criticism, lead discussions and engage peers on at least two public health ethics topics.
2. Allow students to present, negotiate and defend their own public ethical positions to advocate for social justice driven public health programs.

Course Description: Ethical issues may be encountered when implementing public health programs. More often ethical issues are caused by lack of knowledge or negligence in observing the established rules and regulations. Most ethical regulations emerged following serious unethical events that ignored the fundamental human rights of individuals and communities while participating voluntarily or not in medical or public health research. There is a need to observe ethical practices to fulfill the respect for human rights on our target populations and thus to eliminate health disparities. This one credit student-led seminar will allow students to actively participate in leading and engaging discussions surrounding current and past public health ethical issues. We are going to use the Association of Schools Public Health's model curriculum in public health.

Readings:

Readings will be selected during the first session from Bayer et al (2007), *Public Health Ethics: Theory, Policy, and Practice*, and one additional reading will be chosen by each student from the suggested list (see schedule below). Students are also welcome to choose another article of his/her interest. Readings outside the list will be made available via email to class members and faculty, in the form of a PDF file, no later than the Monday afternoon before the Wednesday seminar. Class members may receive guidance from faculty in their choice of readings.

Course Assignments:

1. Select two public health ethics articles for class review and discussion. (10 points). Students will be asked to choose a date during the first session for their presentation(s).
2. Prepare a brief power point presentation on the topic providing general parameters, provide 3 discussion questions for each article and lead the discussion among your peers. (70 points)
3. Each student presenter will submit a 2 pages critique on the two scientific articles selected. The paper must be 2 pages double-spaced, 12 pt, Arial or Times New Roman font with standard one-inch margins. (10 points total)
4. Come to class prepared to discuss each article. (10 points)

Grading Scale: The final grade will be computed on the basis of the following assessments:

Grade	Percent	Grade	Percent
A	93-100	C	70-77
A-	90-92	C-	68-69
B+	88-89	D+	66-67
B	83-87	D	60-65
B-	80-82	D-	58-59
C+	78-79	E	<58

Late Assignments: Will have a 5% deduction for each day late unless arrangements have been made ahead of the due date with the instructor or the TA.

Attendance: *Students are expected to complete all reading assignments and to come to class prepared for discussion and debate.* Attendance is required.

Students who anticipate they will miss a class **must** contact the instructor before the class; students who have an emergency absence must contact the instructor as soon as possible. ***Two unapproved absences will result in a 3% decrease in total class points and more than two unapproved absences will result in a 5% decrease in total class points unless there are extenuating circumstances.***

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code."

And, each student, upon submission of an assignment, implies the pledge: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

Class Policy: You will be expected to attend and be prepared to participate in all class sessions and participate in discussions and activities. At a minimum, you are responsible for coming to all class sessions. Of course, unanticipated circumstances may arise (illnesses, emergencies, even deaths in our lives and communities). Please notify me *prior to class* if such events occur. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. You will only be allowed to make up points from class sessions individually if your absence warrants a medical excuse or similar documentation (consistent with the College policy). **There will be no extension of the deadlines for assignments without an official medical or similar emergency.** Deadlines missed or turned in late for any other reasons will receive a grade of “zero.”

Cell phones: On Silence

Laptops: **NOT** permitted. It may be used with permission of instructor when necessary.

Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Required Text: Bayer R. Gostin, L. Jennings, B., Stenbock, B. (2007) Public Health Ethics Theory, Policy, and Practice ISBN: 978-0-19-518085-5

Additional Readings

1. Buchanan, D.R. & Miller, F.G. (2006). Justice and Fairness in the Kennedy Krieger Institute Lead Paint Study: The Ethics of Public Health Research on Less Expensive, Less Effective Interventions. *American Journal of Public Health, 96*, 781-7

OR

- Buchanan, D. R (2008). Autonomy, Paternalism, and Justice: Ethical Priorities in Public Health. *American Journal of Public Health, 98*, 15-21. ***
2. Burke, W., Burton, H., Karmali, M., Khour, M., Knoppers, B., Melin, E., Stanley, F., Wright, C., Zimmern, R (2010) Extending the Reach of Public Health Genomics: What should be the Agenda for Public Health in an Era of Genome-Based and “Personalized” Medicine. *Genetics in Medicine, 12*, 785-791.
 3. Campbell, E. & Ross, L.F. (2003). Parental Attitudes Regarding Newborn Screening of PKU and DMD. *American Journal of Medical Genetics A., 120*, 209-14.
 4. Dickert, N. & Sugarman, J. (2005). Ethical Goals of Community Consultation in Research. *American Journal of Public Health, 95*, 1123-7.
 5. Freimuth, V.S. et al. (2001). African Americans’ Views on Research and the Tuskegee Syphilis Study. *Social Science and Medicine, 52*, 797-808.
 6. Gbadegesin, S. & Wendler, D. (2006). Protecting Communities in Health Research from Exploitation. *Bioethics, 20*, 248-53.

7. Javitt, G., Berkowits, D., Gostin, LO. (2008). Assessing Mandatory HPV Vaccination: Who Should Call the Shots? *The Journal of Law, Medicine & Ethics*, 36 (2), 384-395.
8. Kass, N.E. (2001). An Ethics Framework for Public Health. *American Journal of Public Health*, 91, 1776-1782.
9. Tansey, C., Herridgre, M., Helsegrave, R., Lavery J. (2010). A Framework for Research Ethics Review During Public Emergencies. *CMAJ*, 182, 1533-1537
10. Camp, J., Barfield, R., Rodriguez, V., Young, A., Finerman, R., Caniza, M. (2009). Challenges Faced by Research Ethics Committees in El Salvador: Results from a Focus Group Study. *Developing World Bioethics*, 9, 11-17
11. Hartnett, T. (2010) Issues in Research Ethics: International Trials. *Research Practitioner*, 131-140.

Schedule

Class/ Date	Topic
1 1/9	a. Lesson: Public Health Perspective
	b. Discussion: Why Public Health Ethics?
	c. Readings: 1. Bayer et. al. 3-32; 57-81 2. Kass et al. 2001
2 1/16	a. Lesson: 6 Principles of PH Ethics
	b. Discussion: Public Health Ethics from then to now
	c. Readings: 1. Bayer et al 167-245 2. Buchanan, et al 2008
3 1/23	a. Lesson: Community Based Research
	b. Discussion: Ethics and community research
	c. Readings: 1. Bayer et. al. 89-116 2. Gbadegesin et al. 2006 3. Dickert et al J. 2005
4 1/30	a. Lesson: Ethical Issues in International Settings
	b. Discussion: Ethical Considerations Overseas
	c. Readings: 1. Camp et al 2009 2. Hartnett, T. 2010
5	a. Lesson: Bioethics, Genetics and Public Health
	b. Discussion: Caught in the crosshairs, genetics and ethics

2/76	c. Readings: 1. Bayer et. al. 350-401 2. Campbell et al 2003 3. Burke et. al 2010
6	a. Lesson: Infectious Disease Coercion and Protection of Society
2/13	b. Discussion: Infamous PH Ethical violations
	c. Readings: 1. Bayer et. al. 249-306 2. Freimuth et al. 2001
7	a. Lesson: Regulation, Environmental and Occupational Health
	b. Discussion: Public Health Ethics in Practice
2/20	c. Readings: 1. Bayer et. al 309-355 2. Javitt et al 2008 3. Tansey et al 2010
8	a. Lesson: Public Health Ethics in a Nut Shell
2/27	c. Readings : 1. Bayer et al 117-163 (as assigned)

Course content, material and assignments may be revised at the discretion of the course professor to facilitate the learning process.