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SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 10/31/2014

1b. Department/Division: Department Of Health Behaviors

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Robin Vanderpool

Email: robin@kcr.uky.edu

Phone: 218-2102

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 763

2c. Full Title: Ethics for Public Health

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The focus of this class is on applied ethics and its application to public health issues. In addition to examining current issues that might arise during the timeframe of the course, we will address the following: ethical frameworks, theories, and approaches; a unique public health ethics; social justice; ethics surrounding infectious diseases, including surveillance and control; health disparities; environmental and occupational health issues; genetics; smoking cessation; end-of-life issues; conundrums regarding vulnerable populations; public health research; and ethical leadership of public health organizations.

2k. Prerequisites, if any: Enrollment in the MPH program or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This class may be of interest to students in medicine, nursing, social work, health promotion, and allied health.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: The Health Behavior concentration within the Masters in Public Health program

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 763 NEW College Review|20141031

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 763 NEW Graduate Council Review|20141126

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
CPH 763-001: Ethics for Public Health
Spring 2015**

CPH 115; Wednesdays; 6:00-8:30 p.m.

Contact information

Instructor: Robin C. Vanderpool, DrPH, CHES
Assistant Professor, Department of Health Behavior
2365 Harrodsburg Road, Suite A230, Lexington, KY 40504

Telephone: 859-218-2102

E-mail: robin@kcr.uky.edu [preferred method of contact]

Office Hours: By Appointment Only

Course description

Ethics for Public Health is a required course for MPH students concentrating in Health Behavior. The focus of this class is on applied ethics and its application to public health issues. In addition to examining current issues that might arise during the timeframe of the course, we will address the following: ethical frameworks, theories, and approaches; a unique public health ethics; social justice; ethics surrounding infectious diseases, including surveillance and control; health disparities; environmental and occupational health issues; genetics; smoking cessation; end-of-life issues; conundrums regarding vulnerable populations; public health research; and ethical leadership of public health organizations.

This course will make use of provocative readings, case studies, supplemental scholarly articles, guest speakers, a presentation and paper, and lively and engaging class discussion via multiple mediums.

Course rationale

Application of ethical principles to public health program planning, implementation, and evaluation has been identified by the faculty of the UK College of Public Health as a core competency. As such, the course, *Ethics for Public Health*, serves as an integral resource to help public health students develop this competency. Each and every day, public health researchers and practitioners encounter ethical dilemmas in their work. The purpose of this course is to provide students with evidence-based knowledge and skills needed to efficiently and adequately address these ethical conundrums.

Course prerequisites

Enrollment in the MPH program or permission of instructor.

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

UKCPH Competencies Please note in parentheses the UKCPH degree program(s) to which each competency relates.	Course Objectives/Student Learning Outcomes At the end of the course, students will be able to...
Apply ethical principles to public health program planning, implementation and evaluation. (MPH) Demonstrate proficiency in knowledge and critical reasoning needed for health promotion research and practice. (HB)	Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals Understand, critique, and apply basic ethical frameworks, theories, and approaches Consider ethical issues germane to public health
Collaborate in interprofessional partnerships to implement organizational initiatives at the individual, organizational, and community level. (MPH)	Promote individual, team and organizational learning opportunities Explain and analyze constructs of ethical organizations
Manage potential conflicts of interest encountered by practitioners, researchers, and organizations. (MPH)	Identify internal and external problems that may affect the delivery of essential public health services
Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health. (MPH) Assess the effectiveness of an existing program through the application of evidence-based approaches as they pertain to the development and evaluation of social and behavioral science interventions. (HB)	Modify organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment Evaluate the creation and implementation of ethical policies and practices for public health

Textbooks and Other Materials [Required]

Bayer, R., Gostein, L.O., Jennings, B., & Steinbock, B. (Eds.). (2007). *Public health ethics: Theory, policy, and practice*. New York: Oxford University Press.

Peckham, S., & Hann, A. (Eds.). (2007). *Public health ethics and practice*. Portland, OR: The Policy Press.

Generally, readings from other sources will be assigned and provided for you no less than one week prior to class discussion.

Textbooks [Optional]

American Psychological Association. (2001). *Publication manual of the American psychological association (5th ed.)*. Washington, DC: American Psychological Association.

Dawson, A. (Ed.). (2011). *Public health ethics: Key concepts and issues in policy and practice*. New York: Cambridge University Press.

Holland, S. (2007). *Public health ethics*. Malden, MA: Polity Press.

Strech, D., Hirschberg, I., & Marckmann, G. (2013). *Ethics in Public health and health policy: Concepts, methods, case studies*. New York: Springer.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

Class Participation and Engagement: Attendance and engagement is assumed and expected at the graduate level. Students who miss two or more classes or parts of a class should drop this course. Divergent opinions are welcome and expected. Ours is an academic learning environment and, as a result, engendering the “life of the mind” demands the utmost attention, presence, and respect of others and their views. Class participation and engagement will account for 30% of your final grade.

Reading Reaction Memoranda: (6 total)

The six/eight Reading Reaction Memoranda are the result of your class reading and any other readings that synthesize ethics and public health issues and class discussion. The memoranda will account for 32% of your final grade. Be prepared to use points raised in your Reading Reaction Memoranda in class discussion. The Memorandum should be prepared for the week due and should be approximately 3 double-spaced, typed pages that discuss and evaluate the cases, articles, or book chapters that are the week’s reading. Your papers will be evaluated on perceptiveness and writing quality and, organized around a theme, should include the following, though the Memorandum does not necessarily need these headings:

- (a) purpose of the chapter/article,
- (b) brief summary,
- (c) relation to other readings in the course, class discussion, any outside readings, life experience, and
- (d) discussion/reaction.

Paper: (Due April 29)

The “final” paper entails probing, in scholarly depth, a topic or issue that is of particular interest to each student. You may already have formulated your paper, or the topic may emerge from assignments or readings/discussions associated with class meetings. The purpose of the paper is to critically assess your chosen issue and to integrate an ethical framework(s). Although there is no set page limit for this paper, you are expected to be concise in your writing. A suggestion is to prepare your manuscript along the lines of a standard paper for journal submission, meaning the paper is approximately 20 pages in length, including title page, abstract, body, tables, and references. Students will use APA guidelines and format. The final paper will account for 22% of your final grade.

No later than February 25, students are required to select a topic and make a date, outside of our regular class, to meet with the instructor to discuss the paper. Bring a tentative outline of the paper prior to the meeting or to the meeting. Your final paper will not be accepted if you have not completed this step.

Presentations: (April 29 and May 6)

Each class member will present his or her paper within a specified time frame, usually around 20 minutes in length followed by a ten minute question and answer period. Oral presentations should be succinct and to the point. Your presentation will be timed, and you will be held to the minutes allocated. Students are encouraged to use a variety of presentation methods that enhance understanding. This presentation will account for 16% of your final grade.

Grading: Grades will be assigned according to the following scale:

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% or below = E

Point Allotment for the Evaluation Assignments Referenced Above

Reading Reaction Memoranda (6 @ 25 points each)	150
Presentation	75
Participation/Engagement (10 per class meeting)	140
Final Paper	<u>100</u>
TOTAL	465

Thus, the following point accumulation determines your grade for the course:

A = 465-417; B = 416-370; C = 369-324; E = 323 and below

Instructor expectations

1. Readings in *Ethics for Public Health* and as otherwise specified.
2. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions. Non-preparation will be considered nonattendance for grading purposes. More than two unexcused absences can make it difficult for credit to be awarded.
3. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
4. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen." Students are expected to engage fully in the variety of learning experiences offered (i.e., in-person classes, teleconference classes, online discussion).
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
10. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.
11. Persons who aspire to be imminently knowledgeable about ethics and aging should keep up

to date on emerging issues and potential problems. I recommend that students consider joining, subscribing to, or investigating one or more of the following:

- *The Hastings Center Report*
www.thehastingscenter.org
- *Kennedy Institute of Ethics Journal*
<http://kennedyinstitute.georgetown.edu/site/index.htm>
- *The American Journal of Public Health*
ajph.aphapublications.org
- Center for Law and the Public's Health at Georgetown and Johns Hopkins University
(CDC Collaborating Center Promoting Health Through Law)
<http://www.publichealthlaw.net>

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper

from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy

Papers submitted through BlackBoard are due by 11:30 p.m. of the day papers are due. Papers submitted after that time will not be accepted, and papers not submitted through SafeAssign will receive a 5 point grade penalty.

Hard copy papers are due either prior to or on the due date and must be turned in during the assigned date and class. No papers or other assignments will be accepted by e-mail. Any paper received after the deadline (*must be given in hand to Dr. Vanderpool*) will automatically receive a penalty of 10 points. Papers more than 24 hours late will not be accepted at all.

Excused absences policy

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

If you miss class due to an excused absence, the points awarded for discussion participation in that class can be made up by submitting a one page paper summarizing and reflecting on one or more key issues raised by that week's readings. This paper is due no later than the following class session.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Course schedule and topics (subject to change)

<u>Date</u>	<u>Topic</u>
January 14	Introductions, Expectations, and Our Own Ethics and Public Health

January 21	Hold On to Your Seats: A Beginning Tour of Ethics in Public Health
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Readings:

1. Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 3-24.
2. Kass, N.E. (2001). An ethics framework for public health. *American Journal of Public Health, 91*, 1776-1782.
3. Callahan, D., & Jennings, B. (2002). Ethics and public health: Forging a strong relationship. *American Journal of Public Health, 92*, 169-176.
4. Roberts, M.J., Reich, M.R. (2002). Ethical analysis in public health. *Lancet, 359*, 1055-1059.

Written Assignment: Reading Reaction Memorandum #1. In the context of this week's readings, react to something in at least one of the chapters or articles that you have read. (The paper for this first written assignment may be re-written).

January 28	Into the Woods: More Ethics and Public Health
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Readings:

1. Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 27-81.
2. Dawson, A. (2010). The future of bioethics: Three dogmas and a cup of hemlock. *Bioethics, 24*(5), 218-225.
3. Munthe, C. (2008). The goals of public health: An integrated, multidimensional model. *Public Health Ethics, 1*(1), 39-52.

February 4	The Legacy of the Tuskegee Syphilis Study
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Movie: Miss Evers' Boys

Readings:

1. Jones, J.H. (1992). The Tuskegee legacy. AIDS and the black community. *Hastings Center Report*, 22(6), 38–40.
2. Thomas, S. B., & Curran, J.W. (1999). Tuskegee: from science to conspiracy to metaphor. *The American Journal of the Medical Sciences*, 317(1), 1-4.
3. Bowman, J. E. (1999). Tuskegee as a metaphor. *Science*, 285(5424), 47.
4. Caplan, A.L., & Annas, G. J. (1999). Tuskegee as metaphor. *Science*, 285(5424), 48.
5. Corbie-Smith, G. (1999). Tuskegee as a metaphor. *Science*, 285(5424), 47.

Written Assignment: **Reading Reaction Memorandum #2**

February 11

Principle of Respect for Autonomy and Paternalism

Readings:

1. Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 85-163.
2. Bayer, R., & Colgrove, J. (2002). Science, politics, and ideology in the campaign against environmental tobacco smoke, *American Journal of Public Health* 92(6), 949-954.
3. Crawford, R. (1977). You are dangerous to your health: The ideology and politics of victim blaming, *International Journal of Health Services*, 7(4), 1977, 663-680.
4. Allmark, P. Tod, A., & Abbott, J. (2007). The evaluation of public health initiatives on smoking and lung cancer: An ethical critique. In Peckham, S., & Hann, A. (Eds). (pp. 65-83). *Public health ethics and practice*. Portland, OR: The Policy Press.
5. Hann, A., & Peckham, S. (2007). Constructing the obesity epidemic: Loose science, money and public health. In Peckham, S., & Hann, A. (Eds). (pp. 117-136). *Public health ethics and practice*. Portland, OR: The Policy Press.

February 18

The Nexus of Social Justice and Public Health Writ Large and Small

Readings:

Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 167-248.

Written Assignment **Reading Reaction Memorandum #3**

February 25

**Public Health Research and Practice in International Settings:
Special Ethical Concerns**

Readings:

1. Varmus, H., & Satcher, D. (1997). Ethical complexities of conducting research in developing countries. *New England Journal of Medicine*, 337, 1003-1005.
2. Lurie, P., & Wolfe, S.M. (1997). Unethical trials of interventions to reduce perinatal transmission of the Human Immunodeficiency Virus in developing countries. *New England Journal of Medicine*, 337, 853-856.
3. Angell, M. (1997). The ethics of clinical research in the third world.

New England Journal of Medicine, 337, 847-849.

4. Macklin, R. (2001). After Helsinki: Unresolved issues in international research. *Kennedy Institute of Ethics Journal* 11(1), 17-36.
5. Solari, M., & Escobar-Koch, T. (2007). Relevance of primary care bioethics committees in public health ethical practice in the community: An experience in an area of extreme poverty in Santiago, Chile. In Peckham, S., & Hann, A. (Eds). (pp. 101-116). *Public health ethics and practice*. Portland, OR: The Policy Press.

Additional Assignment

Select Paper Topic (Set Individual Time to Discuss Paper with Dr. Vanderpool)

Written Assignment

Reading Reaction Memorandum #4

March 4

Community-Based Practice and Research: Collaboration and Sharing Power

Readings:

1. Heitman, E., & McKieran, L. C. (2001). Community-based practice and research: Collaboration and sharing power. Module 4: pp. 103-131.
2. McQueen, K.M., McLellan, E., Metzger, D.S., Kegeles, S., Strauss, R.P., Blanchard, L., Scotti, R., & Trotter, R.T. (2000). What is community? An evidence-based definition for participatory public health. *American Journal of Public Health*, 21(2), 1929-1938.

Written Assignment

Reading Reaction Memorandum #5

March 11

Exploring Infectious Disease Control and Surveillance

Readings:

1. Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 249-308.
2. In Peckham, S., & Hann, A. (Eds). (2010). *Public health ethics and practice*. Portland, OR: The Policy Press.
 - a. Upshur, R. What does it mean to "know" a disease? The tragedy of XDR-TB (pp. 51-64).
 - b. Hann, A., & Peckham, S. Politics, ethics, and evidence: Immunisation and public health policy. (pp. 137-154).
 - c. Hann, A., & Peckham, S. Avoiding mixed messages: HPV vaccines and the "cure" for cervical cancer. (pp.155-170).
 - d. Sutton, E., & Upshur, R. A call for clearer vaccine exemption typology to improve population health. (pp. 171-190).

Written Assignment

Reading Reaction Memorandum #6

March 18

No Class (Spring Break)

March 25

Regulation and Environmental and Occupational Health

Readings:

Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 309-350.

April 1

Genetics and Public Health

Readings:

1. Bayer, R., Gostin, L.O., Jennings, B., & Steinbock, B., pp. 351-401.
2. Wilkinson, S. (2010). Selective reproduction, eugenics, and public health. In Dawson, A. (Ed). *Public Health Ethics: Key Concepts and Issues in Policy and Practice*. (pp. 48-67). New York, NY: Cambridge University Press.

April 15 Ethics in Cancer Prevention and Control

Readings:

1. Joffe S and Miller FG. (2014). Ethics of cancer clinical trials in low-resource settings. *Journal of Clinical Oncology*.

April 22 Ethics in Rural Health

Readings:

1. Nelson W, Pomerantz A, Howard K, Bushy A. (2007) A proposed rural healthcare ethics agenda. *J Med Ethics*; 33(3):136-9..

April 29 Presentations, Final Paper Due

May 6 Presentations and Concluding Discussion

Readings:

1. Dawson, A. (2007). Theory and practice in public health ethics: A complex relationship. In Peckham, S., & Hann, A. (Eds). (pp. 191-209). *Public health ethics and practice*. Portland, OR: The Policy Press.
2. Peckham, S., & Hann, A. (2007). Conclusion: Taking forward the debate. In Peckham, S., & Hann, A. (Eds). (pp. 211-218). *Public health ethics and practice*. Portland, OR: The Policy Press.

SUMMARY OF COURSE DEADLINES—Spring Semester 2015

Jan 21	Memorandum # 1
Feb 4	Memorandum # 2
Feb 18	Memorandum # 3
Feb 25	Select Paper Topic/Set Appointment with Dr. Vanderpool
Feb 25	Memorandum #4
Mar 4	Memorandum #5
Mar 11	Memorandum # 6
Apr 29	Final Paper Due
Apr 29 & May 6	Presentations

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3957	CPH 763_Ethics Syllabus_10-28-14.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.
- | | | | |
|---|--|---------------------------------|---------------------------------|
| <input type="text" value="45"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

The focus of this class is on applied ethics and its application to public health issues. In addition to examining current issues that might arise during the timeframe of the course, we will address the following: ethical frameworks, theories, and approaches; a unique public health ethics; social justice; ethics surrounding infectious diseases, including surveillance and control; health disparities; environmental and occupational health issues; genetics; smoking cessation; end-of-life issues; conundrums regarding vulnerable populations; public health research; and ethical leadership of public health organizations.

k. Prerequisites, if any:

Enrollment in the MPH program or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This class may be of interest to students in medicine, nursing, social work, health promotion, and allied health.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

The Health Behavior concentration within the Masters in Public Health program

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5 2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

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