

Department of Public Health Sciences
University of Miami Miller School of Medicine

COURSE SYLLABUS

EPH 625

Ethics in Public Health

3 credits

Tuesday 3:40 p.m. – 6:10 p.m.

[CLASSROOM LOCATION TBD]

Course Instructor: Kenneth W. Goodman, PhD, FACMI, FACE
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Office: Dominion Tower 915
Office Hours: PRN

Course Teaching Assistant Kevin Espinoza

Course Prerequisites:
EPH 600 or instructor's permission

Course Description:
This course will survey leading and contemporary ethical issues and challenges in public health and its sciences. It will include a foundation in the responsible conduct of research (RCR) to meet NIH standards for graduate students. Ethical issues to be addressed include those arising in epidemiology practice and research, surveillance, vaccines and quarantines, public health informatics, prevention and noncommunicable diseases, education and intervention, and hospital epidemiology. The course will be conducted as a seminar for engaged adult learners in which all students are expected to participate.

Course Learning Objectives:
By the end of this course, participants will be better able to

- Identify when and whether a decision, practice, or policy raises ethical issues; and to articulate the issues
- Communicate with colleagues about strategies for addressing those issues
- Contribute to institutional and public policies governing public health research and practice

Course Format:
Multi-modal, i.e., lectures, group discussion, small-group breakout sessions, guest presentations, field experience, and problem-based and self-directed learning. Students will monitor no fewer than three journals, e.g., *American Journal of Public Health*, *Annals of Epidemiology*, *Hastings Center Report*, etc.; and declare which they are monitoring in Week 3.

(Given the evolving situation regarding course delivery during the pandemic, the following descriptions and labels are included here for reference.)

[OPTIONAL DPHS LANGUAGE FOR COURSES THAT WERE APPROVED FOR REMOTE DELIVERY - ONLINE]

The Department of Public Health Sciences will offer in person Public Health Seminars on relevant current Public Health topics. These seminars will integrate aspects of epidemiology, prevention science, environmental health, health services, biostatistics and methodological topics relevant to this course. These seminars will be held in large rooms following COVID-19 safety precautions and will be recorded. Dates and times will be released two weeks after course begins and will be posted in the One Stop Shop in Blackboard.

[REQUIRED DPHS LANGUAGE FOR COURSES THAT ARE HYBRID]

This course is planned as hybrid. That means that there will be some sessions that will be offered remotely/online, and some sessions that will be in person. In person sessions will also allow the opportunity for students to join remotely and will be recorded. The instructor will define which sessions are to be delivered in person and will specify the location. Additionally, The Department of Public Health Sciences will offer in person Public Health Seminars on relevant current Public Health topics. These seminars will integrate aspects of epidemiology, prevention science, environmental health, health services, biostatistics and methodological topics relevant to this course. These seminars will be held in large rooms following COVID-19 safety precautions and will be recorded. Dates and times will be released two weeks after course begins and will be posted in the One Stop Shop in Blackboard.

[OPTIONAL DPHS LANGUAGE FOR COURSES IN PERSON]

This semester, The Department of Public Health Sciences will offer in person Public Health Seminars on relevant current Public Health topics. These seminars will integrate aspects of epidemiology, prevention science, environmental health, health services, biostatistics and methodological topics relevant to this course. These seminars will be held in large rooms following COVID-19 safety precautions and will be recorded. Dates and times will be released two weeks after course begins and will be posted in the One Stop Shop in Blackboard. We encourage your attendance as it will address topics relevant to this course.

Course Requirements:

The course includes weekly assignments, (see the journals listed earlier and “Required Readings,” below) and as assigned, and mid-term and final projects. The latter will include the following options, among others, to be approved by the instructor and reviewed/workshopped by peers:

- Preparation of literature reviews and summaries
- Drafting of position statements on controversial issues
- Drafting of model policies for institutions, including governments
- Preparation of case studies
- Creation of public education websites

Length minimums will be provided by the instructor as appropriate.

The final project may be one of the foregoing but especially one conceived as a manuscript to be submitted for publication, a comprehensive policy, a draft curriculum on an under-addressed topic, among others, under faculty direction.

Grading/Evaluation:

The course grade will be determined by:

- Weekly participation and literature review summaries
- Mid-term project
- Final project

Weekly participation and assignments	30%
Mid-term project	20%
Final project	50%

Course Materials:

Required text: Coughlin SS, Beauchamp TL, Weed DL. *Ethics and Epidemiology*, 2nd edition, New York: Oxford University Press, 2009 (hereafter CBW). (cf. Coughlin SS, Dawson A., eds., *Ethics and Epidemiology*, 3rd edition, New York: Oxford University Press, forthcoming 2021); monitoring of at least one daily newspaper; and as assigned below.

Optional texts: UM website on ethics, epidemiology, and public health; contemporary literature as assigned.

Required readings: See weekly listings.

Optional readings: As above.

Other materials required for each student:

Internet access including e-mail, Word processing software, and Blackboard and Zoom competence.

Camera While Remote. Students who are attending a class session synchronously are required to have their video enabled.

Face Coverings. Face coverings are mandatory at all times (with the exception of when drinking water) while in on-campus class sessions. Failure to follow this requirement is grounds for disciplinary action and may lead to removal from the classroom and/or the course.

Recordings. Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the University. Any recordings will be available to students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

Class Attendance Policy. Unless you are approved to take this course under the Remote Learning Option, physical attendance in the classroom is **required** as scheduled. You are expected to participate with your video enabled during your non-classroom days. If at some point in the semester you cannot physically attend class sessions due to illness, injury, or other approved absence, you must contact the instructor for permission to temporarily attend the course online. Unexcused absences from the classroom may affect your grade or lead to failing the course.

Synchronous Course. If you are approved to take this course under the Remote Learning Option, attendance in the virtual class is required as scheduled unless this creates undue hardship due to differences in your residential time-zone and that of Miami Florida. If you are a Remote Learning Option student, you may not under any circumstances physically attend the class on campus. If you cannot attend the virtual class due to illness or other reason, you must contact the instructor. Unexcused absences from the classroom may affect your grade or lead to failing the course.

Assigned Student Seating. The seat you select on the first day of class must be from among those identified as meeting the physical distance requirements for COVID-19; this seat will be your assigned seat for the remainder of the semester. This will enable the most effective COVID-19 contact tracing, should it be required.

Symptom Monitoring. Students will be required to complete the **daily symptom monitoring checker** every day they are physically on campus and be prepared to show the symptom checker to any university official when requested. Based on reported symptoms, respondents will be navigated to screening and testing. Graduate Program staff will assist students in contacting faculty to make accommodations for students who need to remain home. These students will not be allowed to return to in-person classes, labs, or university activities until cleared by Student Health Services.

Intellectual Property. The professor is the copyright owner of the courseware; individual recordings of the materials on Blackboard and/or of the virtual sessions are not allowed and such materials cannot be shared outside the physical or virtual classroom environment.

University policy for religious absences

A recent Faculty Senate decision has been made for how instructors must handle the situation of religious holidays and attendant missed classes by students. The solution adopted by the Faculty Senate and University Administration is to allow students to take off any religious holiday of his or her choice as a matter of right, but only if the student discloses her or his specific intentions to the faculty member in writing within the first three days of class meeting. Students, at the discretion of the instructor, may be required to make up any assignments or examinations missed due to absences for religious holidays.

Department policy on scientific misconduct and plagiarism

The Department of Public Health Sciences is committed to fostering an environment that supports the promotion of public health values and is conducive to professionalism and ethical standards for the responsible conduct of science and education.

The University of Miami expects all graduate students to adhere to the highest standards of ethics and academic integrity. All forms of academic fraud are strictly prohibited. These include, but are not limited to, plagiarism and/or cheating (whether it be in an examination, dissertation, thesis, research paper, research project, form of creative expression, experimental data, or any other academic undertaking).

Students found to be in violation of these standards are subject to disciplinary actions through the process described in the University of Miami Graduate Student Honor Code

https://grad.miami.edu/_assets/pdf/graduate_student_honor_code_2016_2017.pdf

Plagiarism

Plagiarism is representing the words or ideas of someone else as one's own. Examples include failing to cite direct quotes properly and failing to give credit for someone else's ideas or materials. If students are unsure whether a particular practice is acceptable, they are urged to discuss the issue with the faculty instructor, the UM Writing Center, or refer to the links provided below:

- What It Is and How to Recognize and Avoid It
 - Indiana University Writing Tutorial Services
 - <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- Citing Sources and Avoiding Plagiarism: Documentation
 - Duke University Libraries Guide
 - <https://library.duke.edu/research/citing>
- What are the differences among quoting, paraphrasing, and summarizing?
 - University of Wisconsin Writer's Handbook
 - <http://www.wisc.edu/writing/Handbook/QuotingSources.html>

- Using Quotations
 - St. Cloud University
 - <http://leo.stcloudstate.edu/research/usingquotes.html>
- Plagiarism tutorial
 - Vaughan Memorial Library, Acadia University
 - <http://library.acadiau.ca/tutorials/plagiarism/>
- Avoiding plagiarism, self-plagiarism, and other questionable writing practices
 - Michigan State University
 - <https://www.cse.msu.edu/~alexliu/plagiarism.pdf>

University of Miami Writing Center

The Writing Center strives to help all members of the university community learn more about writing and become better writers. Their faculty and tutors work one-on-one with students to discuss course papers, dissertations, personal statements, grant proposals, articles for publication and personal writing projects. To make an appointment, call (305) 284-2956 or visit the website www.as.miami.edu/writingcenter.

Specific Instructions on Class Projects or Presentations

Required readings: In addition to the text chapters listed, students must identify an apt article from the current literature write a brief (<100 words) summary (different than the published abstract) with a formal citation and share with all on Blackboard. By “apt” is meant an article that addresses an ethical issue in public health or public health science.

Mid-term project: Students will prepare a project, i.e., one from the list under “Course Requirements.”

Final project: Students will prepare a project, i.e., one from the list under “Course Requirements.”

Instructional and Out-of-Class Contact

According to the University of Miami’s Academic Bulletin, “...‘graduate study’ means an integrated program of advanced, specialized study...presupposing academic and personal maturity, and making much more than average demand upon the industry, initiative, and scholarship of the student” (see <http://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/>). As such, the instructional and out-of-class contact time and effort is expected to exceed what is documented in the syllabus. This is the nature of graduate academic work.

Course Schedule

Session 1: This session will begin a review of the major philosophical approaches to ethics and ethical decision making.	
January 26 CLASS SESSION	<p><i>Learning Objective:</i> Become familiar with major approaches to moral philosophy with special regard to applications in epidemiology and public health.</p> <ol style="list-style-type: none"> 1. <u>Lecture 1:</u> Ethical Foundations <ol style="list-style-type: none"> a. Deontology and Utilitarianism b. Two leading theories guide contemporary bioethics, including public health ethics. This session will introduce them, identify conflicts

	<p>between then, and begin to show how they can be used to make ethically optimized decisions in the public health sciences.</p> <p>c. By the end of this session, participants will be better able to</p> <ul style="list-style-type: none"> • Communicate with others about these approaches • Contribute to debates about specific decisions <p>2. <u>In class activities description:</u></p> <ol style="list-style-type: none"> a. Lecture b. Group discussions <p>Required Readings: CBW chapters 1-3 Optional Readings: NA</p>
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Session 2: Continued introduction of ethical theories. Transition to review of current controversies. This transition will apply in various ways throughout the course.

<p>February 2 CLASS SESSION</p>	<p><i>Learning Objective:</i> Be better able to apply ethical foundations to current controversies</p> <p>1. <u>Lecture 1:</u> Applying theory to practice</p> <ol style="list-style-type: none"> a. Specific events and controversies b. Students will be better able to <ul style="list-style-type: none"> • Apply theory to practice • Participate in debates about these applications <p>2. <u>In class activities description:</u></p> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings: CBW chapters 1-3 Optional Readings: As assigned</p>
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Session 3: Varieties of public health data collection and their ethical implications

<p>February 9 CLASS SESSION</p>	<p><i>Learning Objective:</i> The public health sciences are data-driven. This session will address various forms of surveillance, health records review, etc.</p> <p>1. <u>Lecture 1:</u> Public health data ethics</p> <ol style="list-style-type: none"> a. The role of data and information in epidemiology and public health, including electronic collection, storage, analysis, sharing, etc. b. These topics are at the core of public health science. Each raises interesting, important, and sometimes difficult ethical issues. c. Students will be better able to <ul style="list-style-type: none"> • Identify ethical issues arising in data management • Assess aptness of strategies intended to protect data <p>1. <u>In class activities description:</u></p> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports
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Required Readings: CBW chapters 4 and 5
Optional Readings: As assigned

Session 4: Responsible Conduct of Research (RCR), Part 1

February 16
CLASS SESSION

Learning Objective: This session, one of two, will introduce standard RCR issues. Students will acquire a better understanding of the foundations of scientific integrity.

2. Lecture 1: RCR
 - a. Data management, publication and authorship, rigor and reproducibility, human subjects protection, mentorship
 - b. These topics are at the core of public health science. Each raises interesting, important, and sometimes difficult ethical issues.
 - c. Students will be better able to
 - Recognize research and other forms of academic misconduct
 - Take appropriate action when confronted with such misconduct

2. In class activities description:
 - a. Lecture
 - b. Class discussion and/or small-group breakouts and reports

Required Readings: CITI course modules in human subjects protection, conflict of interest and genetics; CBW chapter 13

Optional Readings: To be assigned

Session 5: Responsible Conduct of Research (RCR), Part 2

February 23
CLASS SESSION

Learning Objective: This session, second of two, will introduce standard RCR issues. Students will achieve a deeper understanding of research ethics.

1. Lecture 1: RCR
 - a. Team science, animal research, conflicts of interest, and the role of scientific writing in reproducibility
 - b. These topics are at the core of public health science. Each raises interesting, important, and sometimes difficult ethical issues.
 - c. Students will be better able to
 - Recognize research and other forms of academic misconduct
 - Take appropriate action when confronted with such misconduct
 - Communicate about the importance of writing scientific prose in improving reproducibility

2. Guest Lecture 1: Writing and reproducibility
 - a. Various forms of vague, boastful, and hedging writing
 - b. This guest lecture will review the many ways in which scientific prose in grants and articles is rendered poorly, and learn about the hypothesis that sloppy writing is an impediment to rigor and reproducibility in empirical science.
 - c. Learning objectives/What will students learn

	<p>3. <u>In class activities description:</u></p> <ol style="list-style-type: none"> Lecture Class discussion and/or small-group breakouts and reports <p>Required Readings: Three <i>Nature</i> or <i>Science</i> articles on reproducibility. Optional Readings: As assigned</p>
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Session 6: Ethics in pandemics, Part 1	
<p>March 2 CLASS SESSION</p>	<p><i>Learning Objective:</i> This session will use the Covid-19 pandemic to illustrate challenges in public health ethics. Students will be able to apply understanding of these challenges to the current crisis.</p> <ol style="list-style-type: none"> <u>Lecture 1:</u> <ol style="list-style-type: none"> Surveillance; rationing and triage; quarantine, isolation, and social distancing; etc. These topics will be at least superficially familiar to students. This session will make full their importance generally and in light of Covid-19. Students will be better able to <ul style="list-style-type: none"> Participate in policy discussions related to public health crisis Identify and resolve disagreements about those policy issues <u>In class activities description:</u> <ol style="list-style-type: none"> Lecture Class discussion and/or small-group breakouts and reports <p>Required Readings: CBW chapters 6-8; Bhattacharya J. A Sensible and Compassionate Anti-COVID Strategy. <i>Imprimis</i> 2020;49(10).</p> <p>Optional Readings: To be assigned</p>

Session 7: Ethics in pandemics, Part 2	
<p>March 9 CLASS SESSION</p>	<p><i>Learning Objective:</i> This session will continue discussion of the Covid-19 pandemic to illustrate challenges in public health ethics. Students will be able to apply understanding of these challenges to the current crisis.</p> <ol style="list-style-type: none"> <u>Lecture 1:</u> <ol style="list-style-type: none"> Surveillance; rationing and triage; quarantine, isolation, and social distancing; etc. (continued). As above Students will be better able to <ul style="list-style-type: none"> Participate in policy discussions related to public health crisis Identify and resolve disagreements about those policy issues <u>In class activities description:</u> <ol style="list-style-type: none"> Lecture

	<p>e. Class discussion and/or small-group breakouts and reports</p> <p>Class Deadline: Mid-term report due Required Readings: CBW chapters 9-10 Optional Readings: To be assigned</p>
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Session 8: Vaccination	
<p>March 16 CLASS SESSION</p>	<p><i>Learning Objective:</i> This session will review the ethical foundations of vaccination, vaccination education and related public policy</p> <ol style="list-style-type: none"> 1. <u>Lecture 1:</u> <ol style="list-style-type: none"> a. "The duty to vaccinate" b. As above c. Students will be better able to <ul style="list-style-type: none"> • Educate others about the moral foundations of vaccination • Respond to counterarguments regarding those foundations 2. <u>In class activities description:</u> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings: CBW chapter 12 Optional Readings: As assigned</p>

Session 9: Racism, inequity, and other social determinants of health	
<p>March 23 CLASS SESSION</p>	<p><i>Learning Objective:</i> This session will address the ways in which some social determinants become evidence of moral failure, and introduce the question whether public health scientists and practitioners should advocate for policies and laws.</p> <ol style="list-style-type: none"> 1. <u>Lecture 1:</u> <ol style="list-style-type: none"> a. Ethics and social determinants of health b. As above c. Students will be better able to <ul style="list-style-type: none"> • Debate the question whether they should be advocates or analysts • Identify the ways in which policy can reduce inequity 2. <u>In class activities description:</u> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings: TBD Optional Readings: As assigned</p>

Session 10: Non-communicable diseases	

<p>March 30 CLASS SESSION</p>	<p><i>Learning Objective:</i> The tools of public health have been employed to address maladies not caused by contagion. From diet to the use of motor vehicles, these tools have reduced morbidity and mortality and raised challenging ethical issues.</p> <ol style="list-style-type: none"> 1. <u>Lecture 1:</u> <ol style="list-style-type: none"> a. Ethics and non-communicable diseases b. As above c. Students will be better able to <ul style="list-style-type: none"> • Identify non-contagious malady etiologies • Recommend and critique interventions and educational initiatives designed to address these maladies 2. <u>In class activities description:</u> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings: Mastroianni AC et al. An overview of ethics, public health, and noncommunicable diseases. Oxford: OUP, 2019: 10.1093/oxfordhb/9780190245191.013.42 <i>plus</i> 2 other chapters (your preference). Optional Readings: As assigned</p>
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<p>Session 11: Climate change</p>	
<p>April 6 CLASS SESSION</p>	<p><i>Learning Objective:</i> Participants will learn about the relationship between climate change and public health</p> <ol style="list-style-type: none"> 1. <u>Lecture 1:</u> <ol style="list-style-type: none"> a. Ethics and social determinants of health b. As above c. Students will be better able to <ul style="list-style-type: none"> • Debate the question whether they should be advocates or analysts (Session 9 redux) • Recommend educational and other interventions to address climate change 2. <u>In class activities description:</u> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings: Cheryl Holder, “Climate change, ethics and racism,” recording of Nov. 13 conference presentation (https://youtu.be/6mxBNQk5ZRg). Optional Readings: Other session recordings.</p>

<p>Session 12: Public health informatics</p>	
<p>April 13 CLASS SESSION</p>	<p><i>Learning Objective:</i> Participants will learn about the subfield of public health informatics and the ethical issues it raises.</p>

	<p>1. <u>Lecture 1:</u></p> <ol style="list-style-type: none"> a. Ethics and public health informatics b. As above c. Students will be better able to <ul style="list-style-type: none"> • Recognize and appreciate the role of information technology in public health science and practice • Recommend educational and other interventions to address climate change <p>2. <u>In class activities description:</u></p> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings:</p> <ul style="list-style-type: none"> • Subbian V et al. <i>Ethics and informatics in the age of COVID-19: challenges and recommendations for public health organization and public policy.</i> Journal of the American Medical Informatics Association 2020 https://doi.org/10.1093/jamia/ocaa188 • Goodman KW, Meslin EM. Ethics, information technology and public health: Duties and challenges in computational epidemiology. In Magnuson, JA, Fu, PC, eds., <i>Public Health Informatics and Information Systems</i>, Second Edition, London: Springer-Verlag, 2014, 191-209. • Massoudi BL et al. An informatics agenda for public health: summarized recommendations from the 2011 AMIA PHI Conference. <i>Journal of the American Medical Informatics Association</i> 2012;9(5):688-695. <p>Optional Readings: As assigned</p>
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Session 13: Learning Health Systems

<p>April 20 CLASS SESSION</p>	<p><i>Learning Objective:</i> The concept of Learning Health Systems will be introduced, its potential explored, and its ethical issues identified.</p> <p>1. <u>Lecture 1:</u></p> <ol style="list-style-type: none"> a. Ethics and Learning Health Systems b. As above c. Students will be better able to <ul style="list-style-type: none"> • Understand and appreciate the vision of an LHS • Educate others about the challenges confronted in achieving an LHS <p>2. <u>In class activities description:</u></p> <ol style="list-style-type: none"> a. Lecture b. Class discussion and/or small-group breakouts and reports <p>Required Readings: TBD Optional Readings: As assigned</p>
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Session 14: Student presentations

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April 27 CLASS SESSION	<p><i>Learning Objective:</i> Students will present draft versions of their final projects.</p> <ol style="list-style-type: none">1. <u>Student presentations</u>2. <u>In class activities description:</u> Class discussion and/or small-group breakouts and reports <p>Required Readings: None Optional Readings: As assigned</p>
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Profile of Instructor:

Kenneth W. Goodman, PhD, FACMI, FACE, is founder and director of the University of Miami Miller School of Medicine's Institute for Bioethics and Health Policy and co-director of the university's Ethics Programs. The Institute has been designated a World Health Organization Collaborating Center in Ethics and Global Health Policy, one of 12 in the world. Dr. Goodman is a Professor of Medicine with appointments in the Department of Philosophy, School of Nursing and Health Studies and Department of Public Health Sciences, among others. He chairs the Ethics Committee of AMIA (American Medical Informatics Association), for which organization he co-founded the Ethical, Legal and Social Issues Working Group. He has been elected as a Fellow of the American College of Medical Informatics (FACMI). He is also a Fellow of the American College of Epidemiology (FACE), and past chair of its Ethics Committee.