Course Title:    Public Health Ethics & Law

Course Number:    HSAP 0620

Course Location:    Piscataway

Course Date & Time:    Monday, 6:10 p.m. - 8:50 p.m.

Course Instructor:    Nicole K. Martin, MPH, Esq.
Adjunct Instructor
Health Systems and Policy Department
Piscataway Campus
martinnk@sph.rutgers.edu

Office Hours:    No scheduled office hours. Upon request, the Instructor will speak with a
student at a mutually convenient time via phone or at an in-person meeting
(at the Instructor’s discretion).

Course Assistant:    None

Lawrence O. Gostin
University of California Press, 2008

Additional/Supplemental Readings/Resources:

Public Health Law and Ethics: A Reader
Lawrence O. Gostin, Editor
University of California Press, 2002

Course Description:    This is an introductory course in public health law and ethics. Key elements of
the U.S. legal system that govern and influence public health, including the U.S. Constitution, federal
and state laws, administrative law, and judicial decisions, will be examined throughout the semester. In
addition, the convergence and influence of ethical principles and law will be considered in the context of
public health practice, current events, and health care reform. Students will use the case study method
approach to scrutinize ethical and legal issues in public health practice, administration and research.
Class activities and assignments will provide students with opportunities to apply various analytical
models for probing relevant legal and ethical principles in public health.

Selected Department Competencies Addressed:    Each Department identifies competencies for each
degree offered. The competencies addressed in this course for the MPH (or other degrees) for the
Department of Health Systems and Policy include:

- Assess and delineate public health policies and practices recognizing legal and ethical
implications for individuals and populations
- Assess community health needs, disparities and the health care delivery system within the
context of social, cultural, political, legal and economic forces.
Please visit the Department webpages on the School of Public Health’s website at http://sph.rutgers.edu/ for additional competencies addressed by this course for other degrees and departments.

Course Objectives: By the completion of this course, students will be able to:

- Generally understand and describe the framework of the U.S. government and legal system and the intersection of law, ethics, and the core principles of public health.
- Demonstrate the relevance of ethical principles, and the application of such principles, in public health practice and administration.
- Identify and describe the regulatory environment that governs and influences public health. Identify the role and limitations of law in public health practice.
- Identify certain legal, economic, social, and ethical considerations associated with various public health issues.
- Recognize and evaluate existing and emerging ethical concerns in public health practice and administration.
- Interpret and present pertinent legal and ethical considerations in public health issues through written and oral communications; conduct ethical analyses of public health issues.
- Use certain analytical methods and tools of public health law; conduct legal analyses of public health issues and navigate laws, statutes, legislative documents and other legal sources.
- Develop an appreciation of conflicts between community health and well-being and individual civil rights.

Course Requirements and Grading:

- Course Requirements
  - Students are expected to complete reading assignments in accordance with the "Class Topics and Assignment Schedule," which is attached hereto as Attachment 1 and incorporated herein by reference.
  - Students are expected to (1) actively participate in class discussions; (2) lead one ethics case study roundtable discussion (also referenced herein as "case study," "case study presentation," "case study roundtable discussion," and "case study discussion"); (3) participate in topic-driven, formal in-class debates; (4) research current events related to selected weekly class topics and lead a classroom discussion based on such current events; (5) write a research paper; and (6) make an oral presentation based on their research paper.
  - Students are expected to analyze, interpret and defend or oppose relevant legal and ethical issues in written and oral assignments, as applicable (at the direction of the Instructor).
  - Students are expected to check their email regularly for assignments, handouts and discussion questions.
  - Written assignments must be submitted to the Instructor in both (1) a hard copy paper format at the beginning of class on assigned due dates and (2) an appropriate electronic format via email no later than the commencement of class on assigned due dates.
Written assignment will not be accepted after assigned due date. Oral presentations and debates must occur as scheduled. Notwithstanding anything herein to the contrary, the Instructor may accept any assignment after the due date if she determines, in her sole discretion, such acceptance is warranted under the related circumstances.

- **Overview of Assignments**
  - The "Class Topics and Assignment Schedule" provided in Attachment 1 is subject to change based on the availability of guest speakers and as otherwise determined by the Instructor.
  - Requirements for and additional information about course assignments are provided in a document titled "Additional Requirements and Guidelines for Assignments," which is attached hereto as Attachment 2 and incorporated herein by reference.
  - During Class No. 1, students will select case studies for Case Study Roundtable Discussions. The list of case studies and dates for when each student will lead a class discussion are provided in the "Case Study Roundtable Discussion Schedule," which is attached hereto as Attachment 3 and incorporated herein by reference.
  - Students are expected to conduct scholarly research using primary, secondary, and academically credible sources to identify evidence necessary to support class discussions and course assignments. Proper attribution of sources is expected at all times.
  - In general, the purpose of the assignments is to (i) further develop research and effective written and oral communication skills, as applicable; (ii) enhance ability to conduct critical analyses of public health-related legal and ethical issues; (iii) develop skills that will allow students to construct and refute arguments; and (iv) increase awareness of public health-related current events/news topics/legislative actions.
  - The Instructor reserves the right to revise the course syllabus, with advance notice to students, when emerging events impacting healthcare occur, to accommodate management of the course, and any other unanticipated situations.

- **Grading.** Each student's final grade will be comprised of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Round Table Discussion – Student Facilitator</td>
<td>10 points</td>
</tr>
<tr>
<td>Debate</td>
<td>35 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35 points</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15 points</td>
</tr>
<tr>
<td>Current Event</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 97.5</td>
<td>A+</td>
</tr>
<tr>
<td>≥ 92.5</td>
<td>A</td>
</tr>
<tr>
<td>≥ 90.0</td>
<td>A-</td>
</tr>
<tr>
<td>≥ 87.5</td>
<td>B+</td>
</tr>
<tr>
<td>≥ 82.5</td>
<td>B</td>
</tr>
<tr>
<td>≥ 80.0</td>
<td>B-</td>
</tr>
</tbody>
</table>
Rutgers
School of Public Health

\[
\begin{align*}
\geq 77.5 & \quad C+ \\
\geq 72.5 & \quad C \\
\geq 70.0 & \quad C- \\
< 70.0 \text{ and } \geq 60.0 & \quad D \\
< 60.0 & \quad F
\end{align*}
\]

Course Schedule: See Attachment 1.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.
### Attachment 1

#### Class Topics and Assignment Schedule

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Class Content/Topic</th>
<th>Assigned Reading</th>
<th>Weekly Current Event Presentations and Other Assignments and Course Requirements</th>
</tr>
</thead>
</table>
| Class 1 1/27/14 | • Review course syllabus and requirements  
• Overview of US legal system, public health law and public health ethics | | |
| Class 2 2/3/14 | School Closed (due to snow) - Class Cancelled | | Selection of case studies roundtable discussion topics |
| Class 3 2/10/14 | • Foundation of:  
  o public health law  
  o public health ethics | • *Gostin:* Preface and Chapters 1 and 2  
| Class 4 2/17/14 | • Relationship between the Constitution and public health law  
• Politics of public health law | • *Gostin:* Chapter 3 | |
| Class 5 2/24/14 | • Constitutional limitations | • *Gostin:* Chapters 4  
• Ethics: Module(s) / Article(s) / Materials for Case Studies  
| Case study roundtable discussions |
| Class 6 3/3/14 | • Public health governance  
• Role of regulatory authorities in public health | • *Gostin:* Chapter 5  
• Ethics: Module(s) / Article(s) / Materials for Case Studies  
| Submit research paper topic  
Case study roundtable discussions |
| Class 7 3/10/14 | • Health, Communication, and Behavior: Freedom of Expression  
• Regulatory tools of public health agencies  
• Economic liberty | • *Gostin:* Chapters 9 and 12  
• Ethics: Module(s) / Article(s) / Materials for Case Studies  
<p>| Case study roundtable discussions |
| 3/15/13-3/23/13 | Spring Break | | |</p>
<table>
<thead>
<tr>
<th>Class No.</th>
<th>Class Content/Topic</th>
<th>Assigned Reading</th>
<th>Weekly Current Event Presentations and Other Assignments and Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 8</td>
<td>• Surveillance and Public health research</td>
<td>• Gostin: Chapter 8</td>
<td>Submit annotated outline for research paper</td>
</tr>
<tr>
<td>3/24/14</td>
<td></td>
<td>• Ethics: Module(s) / Article(s) / Materials for Case Studies</td>
<td>Case study roundtable discussion s</td>
</tr>
<tr>
<td>Class 9</td>
<td>• Medical Countermeasures for Epidemic Disease: Bodily</td>
<td>Gostin: Chapters 10</td>
<td>Debates</td>
</tr>
<tr>
<td>3/31/14</td>
<td>Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td>• Public Health Strategies for Epidemic Disease:</td>
<td>• Gostin: Chapters 11</td>
<td>Debates</td>
</tr>
<tr>
<td>4/7/14</td>
<td>Association, Travel and Liberty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>• Tort law and the public’s health</td>
<td>• Gostin: Chapter 6</td>
<td>Debates (if necessary)</td>
</tr>
<tr>
<td>4/14/14</td>
<td>• Judicial Decisions on Public Health Ethics Issues</td>
<td></td>
<td>Submit research paper</td>
</tr>
<tr>
<td>Class 12</td>
<td>• Future of the Public’s Health</td>
<td>• Gostin: Chapter 13</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>4/21/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>• Global Health</td>
<td>• Gostin: Chapter 7</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>4/28/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 14</td>
<td>• Class Wrap-up &amp; Review; Class Evaluations</td>
<td></td>
<td></td>
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<tr>
<td>5/5/14</td>
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</tr>
</tbody>
</table>

1 Instructor reserves the right to revise the class topics and assignment schedule. Students will be notified of any changes to assignments in advance of applicable due dates. Instructor may notify students of changes via email.

2 Instructor may periodically assign additional reading assignments (assignments not referenced on the class topics and assignment schedule). Instructor may provide additional reading assignments via email.

3 Students must be prepared to share a public health-related current event during each class.

4 Instructor will provide reading materials.

5 Each student will facilitate a class discussion on case study topic in accordance with the Case Study Roundtable Discussion Schedule at Attachment 3.

6 See footnote 4 of this Attachment 1.

7 See footnote 5 of this Attachment 1.

8 See footnote 4 of this Attachment 1.

9 See footnote 5 of this Attachment 1.

10 See footnote 4 of this Attachment 1.

11 See footnote 5 of this Attachment 1.

12 Instructor will provide final schedule of assigned dates for debates.

13 See footnote 12 of this Attachment 1.

14 See footnote 12 of this Attachment 1.

15 Instructor will provide final schedule of assigned dates for oral presentations.

16 See footnote 15 of this Attachment 1.
ATTACHMENT 2

ADDITIONAL REQUIREMENTS AND GUIDELINES FOR ASSIGNMENTS

TABLE OF CONTENTS

I. CURRENT EVENTS  
II. CASE STUDY ROUND TABLE DISCUSSIONS  
III. DEBATES  
IV. RESEARCH PAPERS  
V. ORAL PRESENTATIONS
I. CURRENT EVENTS

A. Requirement. Each student must be prepared to share a public health-related current event/news topic or recent legislative action during each class. Students will be randomly selected by Instructor to make a presentation.

B. General Guidelines. In general, students should provide (i) an overview of the event/topic or legislative action; (ii) a brief summary of legal and/or ethical issue(s); and (iii) recommendations. Each presentation, including any class discussion, should be approximately 5 minutes in duration.

II. CASE STUDY ROUND TABLE DISCUSSIONS

A. Requirements. Each student must lead one (1) case study discussion. During the first class of the semester (Class No. 1), each student must select one case study from the Case Study Roundtable Discussion Schedule provided by the Instructor. All students must read assigned case studies and be prepared to participate in case study discussions.

B. General Guidelines. Students leading discussions are expected to (i) identify legal and ethical issues presented by a case study; (ii) conduct critical analyses of such issues; (iii) present relevant issues and analyses to the class; (iv) facilitate evidence-based discussion related to the case study; and (v) identify and discuss appropriate recommendations. In addition, students should consider the six steps and tasks set forth below in Section II.3 (the “Evaluation Steps and Tasks”). Each discussion should be approximately 20 minutes in duration.

1. Facilitator Responsibilities and Format of Discussion.

   (a) Presentation of case study (approximately 3 minutes).
   • Summarize facts of case study.

   (b) Discussion of case study (approximately 15 minutes).
   • Facilitate class discussion based on the Evaluation Steps and Tasks.
   • Prepare questions or provide information for consideration that is relevant to the case study (supported by appropriate references, e.g. a journal or newspaper article, or data from reputable website). Additional questions may be generated based on in-class discussion.

   (c) Recommendations and closing summary (approximately 2 minutes).
   • Summary of key discussion points and recommendations.

2. Class Responsibilities. Consider the Evaluation Steps and Tasks with respect to each case study scheduled for discussion. Actively participate in case study discussions.
C. Evaluation Steps and Tasks. Students are expected to consider the six steps and tasks provided immediately below when evaluating assigned case studies.

1. Identify the ethical problem(s) relevant to the decision.

2. Assess the factual information available to the decisionmaker(s).

3. Identify the stakeholders in the decision.

4. Identify the values relevant (values that are at stake) in the decision.

5. Identify the options available to the decisionmaker(s).

6. Consider the process for making the decision and the values (e.g., authority, legitimacy, participation, and due process rights to be heard and to appeal) that pertain to the process.

III. Debates

A. General Requirements. Each student must participate in one (1) in-class debate on a public health issue/topic.

1. Debate Topics. Each student must submit a proposed topic for debate that reflects a current public health issue. The Instructor will provide a list of approved debate topics.

2. Selection of Topic and Identification of Position for Debate. Each student must select one topic to debate from the list of approved debate topics. Also, each student must select the position (proponent or opponent) he or she will take on the topic for the debate. In the event there are an odd number of students in the class, three (3) students will have to debate a public health issue. The Instructor will identify the role of each adversary.

3. Dates for Debates. The Instructor will provide dates for when adversaries on a public health issue will debate.

B. General Guidelines. Students are expected to (i) conduct research regarding the debate topic; (ii) identify legal and ethical issues; (iii) conduct critical legal and ethical analyses of such issues; and (iv) develop persuasive arguments in support of their position on selected debate topic.

C. Annotated Outline. Each student must submit an annotated outline that provides the framework for their persuasive and evidence-based argument. Annotated outlines must be submitted the day on which a student is scheduled to participate in a debate. The outline should include the following: (i) summary of issues; (ii) legal issues and arguments; (iii) ethical issues and arguments; (iv) possible counter-arguments; (v) recommendations; and (vi) references (APA format).
D. Debate: General Format. In general, each debate should be approximately 30 minutes in duration and will be structured as follows (additional information will be provided):

1. Opening Statements (10 minutes).
   - Opening statement for issue proponent (5 minutes).
     - Present objective evidence to support legal positions used to advocate for identified public health issue(s).
     - Present ethical assessment to support advocated approach to the recommended public health strategy considered.
   - Opening statement for issue opponent (5 minutes).
     - Present objective evidence to support legal positions used to oppose identified public health issue(s).
     - Presents ethical assessment to oppose approach to the recommended public health strategy considered.
   - [Opening statement by “government representative” if debate addresses a statute, regulation or policy (5 minutes). Overview and public health intent of statute, regulation, policy.]

2. Rebuttal to arguments and counter-arguments made by adversary (6 minutes in total).
   - Proponent (3 minutes)
   - Opponent (3 minutes)

3. Respond to questions posed by audience (other students) (10 minutes in total).
   - Issue proponent/opponent (or “government representative,” if applicable) respond to questions (2 minutes per question), with opportunity for rebuttal by other side (1 minute per question).

4. Closing Statements (4 minutes in total).
   - Issue proponent (2 minutes).
   - Issue opponent (2 minutes).

E. Responsibilities of Student-Audience.

1. Consider debate topics scheduled for a class in advance of that class.

2. Prepare questions for debaters based on arguments presented.

IV. RESEARCH PAPERS

A. General Requirements. Each student must write and submit a 3 to 5 page research paper that presents their critical analyses of legal and ethical issues concerning a single public health issue/topic.

1. Research paper topic. Due by the beginning of class on week 5 of the course.

2. Annotated Outline. Each student must submit an annotated outline of their research paper, including references (APA style). Outlines are due by the beginning of class on Week 8 of the course.
3. **Draft of research paper.** Students may submit a draft of their research paper to the Instructor for review and comment. Drafts will not be accepted after the Week 9 class of the course.

**B. Technical Requirements.**

1. **Page Length.** Minimum of 3 and maximum of 5 pages single-sided, excluding cover page and reference list.

2. **Text.**
   
   (a) Word processed.
   
   (b) Font Type: Times New Roman.
   
   (c) Font Size: 12 point font.

3. **Margins.** 1 inch margins.

4. **Spacing.** Double-spaced.

5. **Pagination.** Number pages consecutively, not including the cover page.

6. **Cover Page.**
   
   (a) Title *(center of page).* Title must be concise and directly related to the public health issue/topic addressed in the research paper.
   
   (b) Name *(bottom left corner of the cover page).*
   
   (c) Date. Provide date final version of research paper is submitted to Instructor *(bottom right corner of the cover page).*
   
   (d) Course Name and Number *(insert under date).*
   
   (e) Semester *(insert under course name and number).*

**C. Ethical and Legal Analysis.** Students are expected to conduct critical analyses of legal and ethical issues of the public health topic addressed in their respective research paper. The following factors should be considered during such analyses:

1. **Analysis of a Legal Issue.**
   
   - Issue. Identify the legal issue.
   
   - Rule. Identify any applicable statute, regulation, administrative rule, etc.
   
   - Analysis. Evaluate the rule with respect to the issue (consider favorable arguments and counter-arguments).
   
   - Conclusion. Address outcome of analysis.
2. **Analysis of an ethical issue.** Students should refer to methods of analysis addressed in articles and case studies assigned throughout the course. For example, as proposed in the *Kass* article, the following factors should be considered in an ethical analysis:
   - Public health goal.
   - Effectiveness in meeting goal.
   - Known or potential burdens.
   - Alternative approaches to minimize burdens (if possible).
   - Fair distribution.
   - Balance of benefits and burdens.


D. **Conclusion.** Explain findings, express ideas, and discuss whether research object (hypothesis) was abandoned due to results of research. When applicable, evidence-based recommendations (i.e., relevant, viable, and credible suggestions for action) should be included (also, if appropriate, explain the reasons why proposed recommendations are better than alternatives).

E. **References.** APA style must be used for references (current edition of the Publication manual of the American Psychological Association). Research papers must be evidence-based, and not merely based on opinions. As such, claims should be supported by more than one reputable resource. Primary sources should be used and cited when possible. Further, in the event a source references another source that serves as support for a claim, the referenced, original source (such as a statute, research study, etc.) should be reviewed and cited.

F. **Other Requirements.** Students are expected to demonstrate the following:

1. Research skills; the depth and breadth of research.

2. Ability to evaluate research and develop a thoughtful, succinct, and evidence-based argument.

3. Ability to conduct a critical analysis of research topic.

4. Ability to effectively organize a research paper (e.g., use of heading and sub-headings).

5. Appropriate use of quotations.

6. Ability to write a grammatically correct research paper.
   - Sentence structure.
   - Punctuation.
   - Voice (appropriate use of active voice).
   - Verb tense.
7. Ability to proofread (e.g., accurate spelling).

8. Ability to document and list sources accurately.

V. ORAL PRESENTATIONS

A. Requirements.

1. **Oral Presentation (with PowerPoint).** Each student must make one (1) formal oral presentation based on their research paper. The oral presentation must be supported by a PowerPoint presentation.

2. **Technical Requirements.**

   (a) *Submission of PowerPoint Presentations to Instructor.* Each student must submit the PowerPoint used for the oral presentation, and any handouts, to the instructor the day on which the student’s oral presentation is scheduled. PowerPoint presentations must be submitted to the instructor via email and printed copy.

   (b) *Duration.* Oral presentations should be 20 - 25 minutes in duration, including time for questions (approximately 10 minutes for question/answer sessions).

B. **Audience (Other Students).** Following each oral presentation, members of the class/audience should pose thoughtful questions related to the presentation to the presenter.
## ATTACHMENT 3

### CASE STUDY ROUND TABLE DISCUSSION SCHEDULE

<table>
<thead>
<tr>
<th>Module/Case Study</th>
<th>Class/Date</th>
<th>Student Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> CDC Manual, Module 1: Balancing the Rights of Individuals with the Protection of the Public Good</td>
<td>2/24/14</td>
<td></td>
</tr>
<tr>
<td>• Case 1: Smoke-Free Policies in Outdoor Public Spaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> CDC Manual, Module 2: Allocation of Limited Public Health Resources</td>
<td>2/24/14</td>
<td></td>
</tr>
<tr>
<td>• Case 1: Limited Resources and Public-Private Partnerships</td>
<td></td>
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<tr>
<td><strong>3.</strong> CDC Manual, Module 3: Protection of Underserved or Marginalized Populations</td>
<td>2/24/14</td>
<td></td>
</tr>
<tr>
<td>• Case 1: Enforcement of Lead Paint Standards in Marginalized Populations</td>
<td></td>
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</tr>
<tr>
<td><strong>4.</strong> CDC Manual, Module 4: Protection of Individual Privacy and Data Confidentiality</td>
<td>3/3/14</td>
<td></td>
</tr>
<tr>
<td>• Case 1: New Uses of Public Health Surveillance Data to Improve HIV Care and Reduce Transmissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> CDC Manual, Module 5: Community Engagement and Information Sharing</td>
<td>3/10/14</td>
<td></td>
</tr>
<tr>
<td>• Case 1: Childhood Obesity Educational Campaign</td>
<td></td>
<td></td>
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<tr>
<td><strong>6.</strong> Case Study: Screening and Coerced Treatment of a Pregnant Woman for HIV Infection</td>
<td>3/10/14</td>
<td></td>
</tr>
</tbody>
</table>

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1. Modules will be provided by the Instructor.
2. Scheduled date of case study roundtable discussions are subject to change at the direction of the Instructor (in general, due to class priorities and opportunities).

Page 1 of Attachment 3

Current Version of Attachment 3 Issued: March 4, 2014 (via email)
(Previous Versions of Attachment 3 Issued: 01/27/2014; 02/10/2014; 02/14/2014-via email)

Current Version of Complete Course Syllabus Issued: March 4, 2014 (via email)
(Previous Versions of Complete Course Syllabus Issued: 01/27/2014 and 02/10/2014)
<table>
<thead>
<tr>
<th>Module/Case Study</th>
<th>Class/Date</th>
</tr>
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<tbody>
<tr>
<td>7. Case Study: HIV/Syphilis Contact</td>
<td>3/10/14</td>
</tr>
<tr>
<td>Investigation and Partner Notification</td>
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</tr>
<tr>
<td>8. Case Study: Annual Influenza</td>
<td>3/10/14</td>
</tr>
<tr>
<td>Vaccination for Nursing Home Staff –</td>
<td></td>
</tr>
<tr>
<td>Mandatory or Voluntary</td>
<td></td>
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<tr>
<td>9. Case Study: Allocating Influenza</td>
<td>3/10/14</td>
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<tr>
<td>Vaccine in a Serious Shortage: The</td>
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<tr>
<td>2004-2005 Crisis</td>
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<tr>
<td>10. Case Study: Ordering Directly</td>
<td>3/24/14</td>
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<tr>
<td>Observed Therapy for MDR TB</td>
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<tr>
<td>11. Case Study: Lead Poisoning at a</td>
<td>3/24/14</td>
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<tr>
<td>Private Indoor Shooting Range</td>
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<tr>
<td>12. Case Study: Banning Raw Milk</td>
<td>3/24/14</td>
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<tr>
<td>Sales at Local Farmers’ Markets</td>
<td></td>
</tr>
</tbody>
</table>