Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
PHPM/LAW 608A: Public Health Law and Ethics
Spring 2021

Time: Wednesdays 1:30-4:20pm

Location: Online; Zoom links available in D2L

Instructor: Leila Barraza, JD, MPH
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Associate Professor
Community, Environment and Policy
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520-626-0720

Office Hours: By appointment

Catalog/Course Description: This course is intended to introduce MPH and DrPH students, as well as practitioners, to current and foundational issues in law and ethics that impact the policies and practice of public health. The goal of the course is to allow students to identify and appropriately assess legal and ethical issues that underlie the field of public health.

Course Prerequisites: None

Course Objectives:
During this course students will:
• Explore constitutional underpinnings of public health interventions
• Assess the respective roles of local, state, tribal, and federal governments with respect to public health
• Recognize and account for the balance between individual rights and governmental interests in protecting the public’s health
• Examine the application of public health ethical principles to the practice of public health

Expected Learning Outcomes:

MPH HSA Concentration Competencies:
Upon completion of this course students will be able to:
• Apply legal frameworks to analyze public health problems.

Assessment:
• The final paper (10-12 pages) and presentation (5-minute presentation highlighting key findings from the paper) are used to assess the following competency. The final paper assignment for Master’s students requires students to introduce a public health problem (e.g., opioid overdoses, e-cigarette use in youth, increasing obesity rates, food insecurity) and discuss how a law could help improve or ameliorate the scenario. Students must identify the public health problem, apply a relevant legal framework discussed in class (e.g., constitutional principles, legislation, judicial precedent) to analyze the public health problem and potential solution or suggested resolution. See details of this assignment in Required Paper and Projects.

DrPH Foundational Competencies:

Upon completion of this course students will be able to:
• Propose strategies to promote inclusion and equity within public health programs, policies and systems.

Assessment:
• The final paper (12-15 pages) and presentation (5-minute presentation highlighting key findings from the paper) are used to assess the following competency. The final paper assignment for DrPH students requires students to identify a health disparity issue of their choice and to describe how social exclusion and inequity contribute to the creation or exacerbation of the disparity. Each student must propose a strategy discussed in class (i.e., constitutional principles, legislation, judicial precedent) as a strategy to promote inclusion and equity. Students must demonstrate how the strategy will promote inclusion and equity within public health programs, policies, and systems to reduce/eliminate the disparity. See details of this assignment in Required Paper and Projects.

Required Texts/Readings:
3. Additional select readings provided by instructor.

Course Requirements: Students should read assigned material prior to class and be prepared to engage in discussion with the instructor and other students. Students will also participate fully in a variety of in-class group exercises that focus on application of the topic discussed. Bill tracking and the development of a bill of the student’s own design will be components of the course and described in more detail during class time. Students will complete a final paper on an approved topic of their choice and will present their research to the class.

Grading/Student Evaluation:
Grading scale for Public Health and non-JD Students:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = <60%

Grading Scale for JD Students: JD students will be graded according to the Arizona Law Student Handbook, which can be found at https://law.arizona.edu/sites/default/files/asset/document/handbook_updated_nov_16_2016.pdf.

Weight for all students:
Attendance and participation = 25%
Group Quizzes (In Class) = 10%
Bill Tracking = 5%
Mock Bill Development = 10%
Paper Outline = 10%
Final Paper = 30%
Final Presentation = 10%

Required Papers and Projects:
For MPH or MLS Students: The objective of the final paper assignment is for Master’s students to introduce a public health problem (e.g., opioid overdoses, e-cigarette use in youth, increasing obesity rates, food insecurity) and discuss how a law could help improve or ameliorate the scenario. Students must identify the public health problem, apply a relevant legal framework discussed in class (i.e., constitutional principles, legislation, judicial precedent), and analyze a potential solution or suggested resolution to the public health problem. The final paper must be 10-12 pages (double-spaced, 12pt font). Citations may be in AMA, APA, Bluebook, or other format, as long as the citation style is consistent throughout the paper. Citations/endnotes or title pages are not included in the page count. As designated in the course assignment calendar, students will submit a detailed outline (minimum 2 pages, in outline format) of their proposed topic to the instructor (via D2L) no later than February 24. Final papers are due on the last day of class, May 5, and should be submitted via D2L. The final presentation must be a concise 5-minute presentation highlighting key findings from the final paper. A powerpoint presentation is optional for the presentation. Final presentations will be given in the final two sessions of course, as designated in the assignment calendar (see grading rubric in D2L).

For JD Students: The objective of the final paper assignment is for JD students to introduce a public health problem (e.g., opioid overdoses, e-cigarette use in youth, increasing obesity rates, food insecurity) and discuss how a law could help improve or ameliorate the scenario. Students must identify the public health problem, apply a relevant legal framework discussed in class (i.e., constitutional principles, legislation, judicial precedent), and analyze a potential solution or suggested resolution to the public health problem. The paper must be 12-15 pages (double-spaced, 12pt font). Citations may be in AMA, APA, Bluebook, or other format, as long as the citation style is consistent throughout the paper. Citations/endnotes or title pages are not included in the page count. As designated in the course assignment calendar, students will submit a detailed outline (minimum 2 pages, in outline format) of their proposed topic to the instructor (via D2L) no later than February 24. Final papers are due on the last day of class, May 5, and should be submitted via D2L. The final presentation must be a concise 5-minute presentation highlighting key findings from the final paper. Final presentations will be given in the final two sessions of course, as designated in the assignment calendar (see grading rubric in D2L).

For DrPH Students: The objective of the final paper assignment is for DrPH students to identify a health disparity issue of their choice and to describe how social exclusion and inequity contribute to the creation or exacerbation of the disparity. Each student must propose a strategy discussed in class (i.e.,
constitutional principles, legislation, judicial precedent) as a strategy to promote inclusion and equity. Students must demonstrate how the strategy will promote inclusion and equity within public health programs, policies, and systems to reduce/eliminate the disparity. This assignment requires students to support their proposal using appropriate evidence, including case study examples, where appropriate. Students are required to identify and rationalize how they will involve different stakeholders (e.g., advocacy groups, community groups, lobbyists, public health professionals, community groups, businesses, government agencies, etc.) in their proposal. The paper must be 12-15 pages (double-spaced, 12pt font). Citations may be in AMA, APA, or other format, as long as the citation style is consistent throughout the paper. Citations/endnotes or title pages are not included in the page count. As designated in the course assignment calendar, students will submit a detailed outline (minimum 2 pages, in outline format) of their proposed topic to the instructor (via D2L) no later than February 24. Final papers are due on the last day of class, May 5, and should be submitted via D2L. The final presentation must be a concise 5-minute presentation highlighting key findings from the final paper. Final presentations will be given in the final two sessions of course, as designated in the assignment calendar (see grading rubric in D2L). For examples of evidence-based approaches, DrPH students should review the following resources on strategies for promoting inclusion and equity within public health programs, policies and systems:


Class Attendance/Participation: Attendance is mandatory for all classes. Participation points will be based on active engagement during course discussions and in-class group exercises. If you feel sick, or may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel. Notify your instructor if you will be missing an in person or online course meeting, or you will miss an assignment deadline. Non-attendance for any reason does not guarantee an automatic extension of due date or rescheduling of examinations. Please communicate and coordinate any request directly with your instructor. Campus Health is testing for COVID-19. Please call (520) 621-9202 before you visit in person. Visit the UArizona COVID-19 page for regular updates.

Academic advising: If you have questions about your academic progress this semester, or your chosen degree program, please note that advisors at the Advising Resource Center can guide you toward university resources to help you succeed.

Life challenges: If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges: If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.
Equipment and software requirements: For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone; regular access to reliable internet signal; ability to download and run the following software: web browser, Adobe Acrobat, etc.

Group Quizzes: Students will be placed into groups for a group quiz. There will be two group “pop” (unannounced) quizzes total throughout the semester. The quizzes will cover readings and lectures given in the course. Each quiz will be worth 5% of the student’s overall grade for the semester.

Bill Tracking and Preparation: Students will choose a bill before the Arizona State Legislature at the beginning of the semester and track the bill’s progress throughout the course. Students will periodically update the class on their bill’s status including how it promotes inclusion and equity.

Mock Bill Development: Students will develop and prepare a bill of their own design. This mock bill can be for a state or federal legislative body. The mock bill must have a recognizable link to public health or safety, and it must take into consideration scientific information and varied stakeholder interests. Details of this process will be discussed in class. Mock bills will be due March 17 and submitted via D2L.

Course Reading Assignments & Schedule
Readings assigned should be read prior to class on that date (e.g., readings listed for January 13 should be read before the first day of class). Page numbers are inclusive and may not include all pages in a given chapter. Additional readings may be added to the course’s D2L website, but students will be notified of any such additions at least a week in advance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Nutshell</th>
<th>Reader</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>January 13</td>
<td>Preface, pp. III-XV</td>
<td>Ch. 1, pp. 5-27; Ch. 14, pp. 589-592, 606-611</td>
<td>Course Overview; Introduction to Public Health Law and Ethics</td>
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<td>January 20</td>
<td>Chapter 1, pp. 5-27</td>
<td>Ch. 1, pp. 34-44; Ch. 2, pp. 49-54, 63-69, 81-85</td>
<td>The Field of Public Health Law; The Role of Public Health Ethics Special Lecture – James G. Hodge, Jr., JD, LLM</td>
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<td>January 27</td>
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<td>Ch.3, pp. 124-31; Ch. 4, pp. 184-187; Ch. 5, pp. 215-218; Ch. 8, pp. 343-363</td>
<td>The Affordable Care Act; Public Health Care Programs</td>
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<td>February 3</td>
<td>Chapter 2, pp. 29-64</td>
<td>Ch. 3, pp. 114 [Beginning with The Police Powers]-116; 123-124, 131-135; Ch. 5, pp. 194-199, 205-</td>
<td>The Powers of Government; Public Health Legal Authority</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>February 10</td>
<td>Virtual Field Trip – Arizona State Capitol</td>
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<td>February 17</td>
<td>Chapter 3, 65-98</td>
<td>Ch. 4, pp. 143-160; 162-164, 172-177, 182-184, 187-189</td>
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<td>February 24</td>
<td>Chapter 11, pp. 349-385</td>
<td>Ch. 11, pp. 458-468, 479-486, 497-499</td>
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<td>March 3</td>
<td>Chapter 4, 99-134; Chapter 5, pp. 135-158</td>
<td>Ch. 10, pp. 410-432, 442-450</td>
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<td>March 10</td>
<td>NO CLASS- Reading Day</td>
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<td>March 17</td>
<td>Chapter 7, pp. 201-242</td>
<td>Ch. 3, pp. 100-106; Ch. 5, pp. 220-224; Ch. 13, pp. 556-558, 561-574, 577-583; Ch. 14, pp. 593-600</td>
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<td>March 24</td>
<td>Chapter 8, pp. 243-279</td>
<td>Ch. 9, pp. 368-406</td>
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<td>March 31</td>
<td>Chapter 9, pp. 281-318</td>
<td>Ch. 6, pp. 246-256; Ch. 7, pp. 312-316; Ch. 12, pp. 504-525</td>
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<td>April 7</td>
<td>Chapter 10, pp. 319-348</td>
<td>Ch. 5, pp. 226-228; Ch. 12, pp. 531-535</td>
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<td>April 21</td>
<td>NO CLASS- Reading Day</td>
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<td>April 28</td>
<td>Research Presentations</td>
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<td>May 5</td>
<td>Research Presentations (con’t.); Course Wrap-up</td>
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**Communications:** You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news
events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy.

University Course Policies: (please see the following URL): https://academicaffairs.arizona.edu/syllabus-policies

Plagiarism: What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.