

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Public Service and Health
Public Health Program
PBHE 426
Quarantine
Credit Hours- 3
8 Weeks
Prerequisite(s): None**

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Instructor Information

Instructor Information is in Classroom.

Course Description (Catalog)

This course is a study of the theoretical, historical, and contemporary issues associated with quarantine as a public health and safety measure. Students will learn of quarantine strategy, implementation, effectiveness, and debate. The course topics will include consideration of quarantine as a health and safety measure in the modern homeland security strategy.

Course Scope

As a Public Health course, PBHE 426 explains quarantine and related methods of "separating" infectious cases from susceptible hosts in a historical perspective and in current practice. In a broader sense, the course focuses on control of communicable diseases, particularly those diseases that have "Epidemic" or "Pandemic" potential. The course emphasizes the process of quarantine, the policy

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of quarantine and effectiveness. The course examines the debate on quarantine with respect to personal rights, public safety, and international regulations.

The purpose and scope of this course is to provide a knowledge base that will allow students to understand the basis of quarantine policy and allows them to play an effective role in a team effort in the control of the transmission of selected communicable diseases.

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Course Delivery Method

This course will offer the student a highly interactive virtual classroom. Each week’s lesson will have a course announcement, assigned readings, a discussion group question based on either course readings or an internet-based project, and lecture notes provided by the instructor. The course will provide the student with the necessary knowledge of the Moral Issues in Health Care and to better appreciate and comprehend the healthcare system ethical dilemmas and policies we now have. The nature of an on-line course requires a significant amount of independent work. The student will be provided with structure, resources, guidance, and instructor experience for learning the course material. The student, however, is responsible for managing time, completing assignments on time, completing the readings and making inquiries as needed to complete the course effectively. This is an eight-week course which means the material must be learned in a short period of time – this requires dedication and diligence on the part of the student. It is important for the student to check their e-mail and posted professor notes for each week’s work. Additional readings, internet-work and assignments will be posted online at the beginning of each week of the course. Assignment due dates will be posted with assignment directions. All assignments will have due dates of a week or more, therefore, no extensions or last-minute exceptions are anticipated. The student is expected to complete all work on time.

For the purposes of this course, a “week” is defined as the period between Monday to Sunday. The first week begins on the first day of the course and end at 11:59 p.m. EST of the first Sunday following the first day of the course.

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Initial forum postings are due in the Forum section of the classroom on Wednesday, Day 3, by 11:59 p.m. EST. Peer Responses are due on Friday, Day 5, by 11:59 p.m. EST. All assignments are due on Sunday by 11:59 p.m. EST of the respective class week.

I will be available in the classroom through the Message Portal. I will check messages through the Message Portal several times daily and weekly. You may call me anytime you feel you are having an emergency.

Note: Due to the busy schedules of the students, all work discussion is asynchronous, meaning you are not required to be on-line at a specific time with the professor or other students. Instead you may post your comments or questions on the discussion board. Since the student is expected to fully participate in discussions and interact with the instructor and other students, reading assignments and assigned projects should be completed in a timely manner.

Course Materials

Kolata, G. (1999). Flu. The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It. Touchstone, NY. (ISBN- 0-7432-0398-4) (pbk)

Camus. A. (1991). The Plague. Vintage International, NY. (ISBN- 0-679-72021-9) (pbk)

Barry, J. (2004) The Great Influenza: The Story of the Deadliest Pandemic in History, Penguin Books Inc., London, England..

Black, D. (1986) The Plague Years: A Chronicle of Aids, The Epidemic of Our Times, Simon & Shuster, New York, NY.

Crosby, M. (2006) The American Plague: The Untold Story of Yellow Fever, Penguin Books Inc. London, England.

Finkel, M. (2007) Bedlam in the Blood: Malaria, (re: endemic malaria) National Geographic, July 2007

Lederberg J., Shope R. and Oaks S. (1992) Emerging Infections: Microbial Threats to Health in the United States, National Academic Press, Washington D.C.

McCormick J. and Fisher S. (1996) Level 4: Virus Hunters of the CDC, (re: Ebola, Lassa Fever), Barnes & Noble Books, New York, NY

Miller J., Engelberg S. and Broad W. (2001) Germs: Biological Weapons and America's Secret War, Simon & Schuster, New York, NY

Moore, P. (2007) The Little Book of Pandemics, Edwin Street Ltd. London, England

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Morgan-Witts M. (1982) Anatomy of an Epidemic: The True Story of a Town, a Hotel, a Silent Killer, and a Medical Detection Team (re: Legionella), Gordon Thomas Pub., New York, NY.

Nuestadt, R. and Fineberg, H. (1983) The Epidemic That Never Was: Policymaking and the Swine Flu Scare. Vintage Books, New York, NY.

Silverstein, A. (1981) Pure Politics and Impure Science. The Swine Flu Affair. John Hopkins University Press. Baltimore, MD.

Zinser, H. (1934) Rats, Lice, and History, Little Brown, Boston, MA

Lecture notes/ Forums

Web Sites

Evaluation Procedures

Grades for this course will be based upon four grading instruments. There are nine weekly discussion questions that are provided in the **Forum** section of your classroom. The student will respond to a minimum of two of the postings of other students. There are also six assignments. The mid-term and final exams will be posted in your exams/assignments section of the classroom.

The grade scale for each of the evaluations are provided below:

<u>Grade Instruments:</u>	<u>Points</u>
Introductory Forum 2%	10 pts
Forums (8 x 100 points) (25%)	800 pts
Research Paper Topic/Outline (28%)	100 pts
Research Paper (35%)	<u>500 pts</u>
	1410 pts

Forums/Assignments/Exam Questions will be graded utilizing the following rubric:

Demonstrates understanding of topic	50%
Main points clearly articulated	20%
Following Directions	10%
Proper APA Format	10%
Grammar/Writing skills	10%

Work that is late, missing, or that does not follow the assignment requirements will lose assignment points, up to and including a zero grade for the assignment.

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Forums:

Each week, you will have a forum topic. Your initial posting will be a minimum of one full page of text with 2 references (in proper APA format) unless otherwise directed. You will upload your weekly forum to the appropriate tab in the Forum portion of your classroom. This will be done either by typing your submission in the forum window or cutting and pasting it into the forum window. There will be no attachments through the Forum Portal. You must then read a minimum of two of the postings by your classmates; and post a substantive response to a minimum of two of those responses, minimum 300 words and 1 reputable reference each in proper APA format, and content should be related to the readings. If you present an opinion, then you must validate it with a fact that is supported from the textbook, an article, or a web site. An opinion, without validation, is not applicable. The reputable reference must be in proper APA format. The validity and reliability of Wikipedia as a resource is questionable. There are some entries on Wikipedia that are excellent sources of information. Others, not so much. Since Wikipedia is a user-generated encyclopedia, it is only as good as the individuals that post the information. Therefore, you may not use it or Answers.com as one of your reputable references.

Make sure you read the section of the syllabus called "Writing Expectations" for proper margins, font size, etc.

For all Forum activity, students are encouraged to use the American Public University System (APUS) Online Library to search for peer-reviewed journal articles that help support their argument (in addition to textbook material). Citations and references must be in APA 6th edition style. All posts should contribute and advance the class knowledge of the course themes. The Forum provides an opportunity for everyone to analyze work from many different perspectives.

Late Forum: Forum posts that are late receive a 10% per day late penalty. If your 2 Forum responses are posted after the week is ended (Sunday, Day 7) they receive a zero, in that the discussion is over and you cannot receive credit for participation in a discussion with others after the discussion week has closed.

****Note**** for Week 1 ONLY - no late points will be taken off for Initial Postings not submitted by Wednesday (due to students initially logging into class at different times) or for responses not submitted by Friday. Starting Week 2 - Initial postings are due by Wednesday - responses due by Friday.

Further considerations about Forums:

1. Timeliness (Your post and responses are on time).
2. Grammar and spelling (A foundation of academic work is attention to detail).

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3. Premise and Conclusion (Your post is “set up” with your idea and you “complete” your idea in your post).
4. Open Ended for Questions (Your post offers thinking points for your classmates to respond to).
5. Clear (Your post and responses are concise and easy to understand).
6. APA format (Proper APA format is required).

At the beginning of the next week, I will provide a summative posting regarding your responses to the forum topic for the previous week.

Weekly Assignments:

Each week (except Week 4 and Week 8), you will have an assignment (minimum of 2 full pages of text and 3 references in proper APA format). Each assignment must be submitted to Turnitin.com prior to submitting it for grading through the Assignment portal. Sign-in to Turnitin.com, the class number is "5928952" and the password is "profterry".

You will upload the weekly assignment to the proper tab under the Assignment tab as an attachment. Make sure you read the section of the syllabus called "Writing Expectations" for proper margins, font size, etc.

Late Assignments: Assignments submitted late (either to Turnitin or to the Assignment portal receive a 10% per day late penalty and will not be accepted for grading five (5) days past the due date.

FREQUENTLY ASKED QUESTIONS

QUESTION: WHY ARE PAPERS REQUIRED TO BE IN APA FORMAT?

ANSWER: Most science based research papers are written in what is known as APA style (American Psychological Association). APA is most commonly used to cite sources within the social sciences. This resource, revised according to the **6th edition** of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. Consider using this helpful website regarding writing college papers: <http://owl.english.purdue.edu/owl/resource/560/01/>

QUESTION: WHAT WORD PROCESSING PROGRAM SHOULD I USE?

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All work should be done using Microsoft Word. Word documents created in Office 2007 have the default file extension of **.docx**, and you can also save them with the **.doc** extension using the "Save As" feature. You can also save documents in rich text format (RTF).

QUESTION: HOW DO I KNOW WHEN ASSIGNMENTS ARE DUE?

ANSWER: Due dates are listed for each of the assignments. For the purpose of assignment due times and dates, a "Week" is defined to cover the period starting from 12:01 a.m. Sunday EST through 12 Midnight Sunday EST. **In other words, assignments are due by Sunday midnight EST (which is the end of the week).**

QUESTION: HOW DO I KNOW WHEN FORUMS ARE DUE?

ANSWER: Initial posts are due by Wednesday, Day 3, of each week. Responses are due by Friday, Day 5 of each week.

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Course Outline

8-Week Course

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
<u>1</u>	Introduction to quarantine and other public health control measures and challenges for implementation	<p>Recommend disease control measures appropriate to specific conditions and settings.</p> <p>Distinguish between isolation and quarantine.</p> <p>Explain the major challenges to implementing quarantine.</p> <p>Distinguish between federal and state powers related to quarantine and isolation.</p>	Material in Week 1 Lesson	<p>Read the Syllabus!</p> <p>Forum submission & responses:</p> <p>Part I- Intro, minimum of 250 words</p> <p>Part II- Response of a minimum of 150 words, plus at least two substantive Replies</p>
<u>2</u>	Public Health Ethics of Quarantine	<p>Explain the major principles of medical ethics.</p> <p>Evaluate whether the use of quarantine or other public health measures in a given situation is consistent with ethical principles.</p>	See Week 2 Lesson	Forum submission & replies

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<u>3</u>	Case study: Measles	Critique the use of quarantine and isolation to control measles in a population with low vaccine coverage. Identify reasons for current measles outbreaks. Discuss how measles is spread and passed to others.	See Week 3 Lesson	Forum submission & replies
<u>4</u>	Communicable Diseases Pandemic/Epidemic	Differentiate between Endemic, Epidemic, and Pandemic events. Identify strategies to slow or contain the spread of communicable diseases.	See Week 4 Lesson	Forum submission & replies Outline for final paper due; submit to Assignment Dropbox
<u>5</u>	Case Study: Influenza	Assess the control measures used during the influenza pandemic of 1918-1919. Assess the potential of H5N1 avian influenza to	See Week 5 Lesson	Forum submission & replies

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		<p>become a pandemic strain in humans.</p> <p>Propose five control measures most likely to be effective to prevent an influenza pandemic from spreading within the United States.</p>		
<u>6</u>	<p>Case study: SARS; Marburg fever in Angola; Nosocomial Infections</p>	<p>Critique the use of quarantine and isolation during the SARS outbreak, describing its major successes and shortcomings in Asia and Canada. Analyze the difficulties that health workers had in controlling the outbreak of Marburg fever and the solutions they found to these difficulties. Identify best practices to prevent the spread of nosocomial infections.</p>	<p>See Week 6 Lesson</p>	<p>Forum submission & replies</p>

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7	Case study: Emerging diseases case study	Identify emerging diseases which pose a threat to human health. Review and assess courses of action to control these emerging diseases.	See Week 7 Lesson	Forum submission & replies
8	Bioterrorism preparedness and quarantine law; case study: smallpox	Assess the value of quarantine and isolation in controlling disease due to biological terrorism. Explain the major factors that emergency managers and public health planners must consider when including quarantine and isolation in public health emergency response plans. Evaluate past control measures for smallpox for the possible inclusion in modern day smallpox control plans.	See Week 8 Lesson	Forum submission & replies Submit Research Paper to Assignment Dropbox

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

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[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students adhere to a consistent format, which is described below.

- Typewritten in **double-spaced format** with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Times New Roman 12-point font.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed., 2009). Washington, D.C.: American Psychological Association.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and will result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Turnitin.com:*** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

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Baily, M.A. (2003). Managed Care Organizations and the Rationing Problem. The Hastings Center Report, 33, (1), 34-42.

Battin, M.P. (1995). Ethical Issues in Suicide. Upper Saddle River, NJ: Prentice Hall.

Goold, S.D. (2001). Trust and the Ethics of Health Care Institutions. The Hastings Report 31, (6), 26-33. Hall, R.T. (2000). An Introduction to Healthcare Organizational Ethics. New York, NY: Oxford University Press.

Jonsen, A.R., & Toulmin, S. (1988). The Abuse of Casuistry: A History of Moral Reasoning. Berkeley, CA: University of California Press.

Kelly, D.F., & Hoyt, J.W. (1996). Ethics Consultation. Medical Ethics, 12, (1), 49-70.

Monagle, J.F., & Thomasma, D.C. (1994). Health Care Ethics: Critical Issues. New York, NY: Aspen Publishers.

Pendola, C.J. (1992). Administrative Ethics in health Care Resource Allocation. Review of Business, 14, 20-22.

Sandrick, K.M. (1993). Ethical Misconduct in Health Care Financial Management. Health Care Financial Management, March 35-41.

Spencer, E.M., Mills, A.E., Rorty, M.V., & Werhame, P.H. (2000). Organization Ethics in Health Care. New York, NY: Oxford University Press.

Tomlinson, T., & Czlonka, D. (1995). Futility and Hospital Policy. The Hastings Center Report, March, 25, 28-35.

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