

**UNIVERSITY OF WYOMING**

**PHCY 5047**

**Will Be Taught in Fall, 2020 As PHCY “5160 Graduate Problems”**

**PANDEMIC PREPAREDNESS POLICY (2 credits)**

**Asynchronous Online Delivery**

**The First Day of Class is September 13 and the Last Day of Class is December 6 (11 Weeks)**

**Course Meets Online Through WyoCourses**

**Instructor Contact Information:**

Professor David Brushwood, R.Ph., J.D., Phone: 307 766-6120, Email: [dbrushwo@uwyo.edu](mailto:dbrushwo@uwyo.edu), Office: HS 292. Your professor does not maintain an office in Laramie. Electronic communication through telephone or email (preferred) will always be welcomed.

**Office Hours:**

Sunday afternoons online, or at other times by appointment either by telephone or teleconference (Zoom meeting). Please post general questions about the course to the orientation module discussion board. Personal matters should be addressed directly to the instructor through email or telephone.

**Course Prerequisites, Co-requisites, and Enrollment restrictions:**

This course is open to upper division undergraduate students (Junior-Senior), professional students, and graduate students, with no prerequisites.

This is a distance education course that is being offered under the tuition agreement for entrepreneurial programs as approved for the School of Pharmacy.

**Course Description:**

Analysis of regulatory measures undertaken to protect the public from adverse effects of a global pandemic. Evaluation of alternative means of preparing for a pandemic and for management of pandemic response. Considers how individual interests can be balanced with larger community interests, through government agency deliberations and actions.

**Advisement Note:**

This course will enthusiastically address how knowledge of the past can prepare us for a safer future. The course will aggressively resist any political discussion concerning whom or what to blame for the COVID-19 pandemic. The focus of the course is on responsibility, and not on culpability.

This course uses many concepts taken from the field of Epidemiology, but it is not a course in Epidemiology. The focus of this course is on the implementation of scientific knowledge by government agencies to promote the public health.

## **Student Learning Objectives:**

### Knowledge-Based Learning Objectives

- Describe the potential conflict between common/community (societal) interest and personal (individual) interest
- Discuss the role of federal agencies (US Public Health Service, CDC, HHS, Congress, Executive, Judiciary) in the development and implementation of pandemic preparedness policy.
- Explain the concepts of spillover, viral shedding, and incubation period.
- Illustrate how immunity protects a population from the spread of infectious diseases.
- Describe the history of pandemic illness outbreaks over the past century and how they may disproportionately affect demographic segments of the population.
- Discuss the essential nature of institutions such as retail establishments, restaurants, religious organizations, performance venues, museums, beaches, and public parks.
- List appropriate criteria in considering how to ration medical necessities when demand exceeds supply.
- Explain how intellectual property rights can interfere with development and distribution of needed medical supplies during a pandemic.
- Review the financial hazards to small community hospitals that can be enhanced by pandemic illness.
- Explain the purpose and usefulness of quarantine, social distancing practices, contact tracing and surveillance practices.
- Critique the “one bug, one drug” approach to development of treatments for infectious diseases.
- Explain the behavioral and mental health effects that can result from a pandemic.
- Describe plans that have been developed to implement pandemic preparedness as well as the multinational strategies necessary to address pandemic preparedness.
- Review the importance of government transparency in the development of public trust during times of pandemic illness.
- Outline how a formally declared state of emergency can relax regulatory requirements in the best interests of the public.

### Application-Based Objectives:

- Implement an ethical strategy to deliver medical products and services to those in greatest need when there is insufficient supply to provide products and services to everyone who may request them.
- Create policies and procedures to assure public access to necessary medications during a time of pandemic.
- Develop an approach to medication distribution that avoids inappropriate hoarding of medications by individuals, while facilitating the establishment of a stockpile of medication that is sufficient to meet public needs.
- Recommend to government agencies those policies that can expand pharmacy services in the public interest during a pandemic.

### Practice-Based Objectives:

- Explain to a patient how new drugs and vaccines are developed and approved to assure safety and effectiveness.
- Evaluate a patient's need for drug therapy during a pandemic.
- Deliver a presentation that explains immunity to a viral infectious disease.
- Participate effectively in local and national meetings that consider the challenges presented by global pandemic and the role pharmacies can play in meeting those challenges.

### Required texts, readings, and special tools or materials:

There is no textbook, however the following learning materials, posted on WyoCourses, are required:

### Background Readings

- Centers for Disease Control and Prevention, Principles of Epidemiology in Public Health Practice (POE) <https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf>
  - Lesson One: Introduction to Epidemiology
  - Lesson Three: Measures of Risk
  - Lesson Five: Public Health Surveillance
- Department of Health and Human Services, Pandemic Influenza Plan, 2017 Update (PIP) <https://www.cdc.gov/flu/pandemic-resources/pdf/pan-flu-report-2017v2.pdf>
- Congressional Budget Office, A Potential Influenza Pandemic: Possible Macroeconomic Effects and Policy Issues (PMEPI) <https://www.cbo.gov/sites/default/files/109th-congress-2005-2006/reports/12-08-birdflu.pdf>
- Department of Health and Human Services, Allocating and Targeting Pandemic Influenza Vaccine During an Influenza Epidemic (ATPIV) <https://www.cdc.gov/flu/pandemic-resources/pdf/2018-Influenza-Guidance.pdf>
- World Health Organization, WHO Global Influenza Plan: The Role of WHO and Recommendations for National Measures Before and During Pandemics (WHOGIP) [https://www.who.int/csr/resources/publications/influenza/WHO\\_CDS\\_CSR\\_GIP\\_2005\\_5.pdf](https://www.who.int/csr/resources/publications/influenza/WHO_CDS_CSR_GIP_2005_5.pdf)
- Food and Drug Administration, Exemption and Exclusion from Certain Requirements of the Drug Supply Chain Security Act During the COVID-19 Public Health Emergency (EECR) <https://www.fda.gov/media/137478/download>
- HHS Healthcare System Preparedness (HSP) <file:///C:/Users/user/Documents/HHS%20Healthcare%20System%20Preparedness.pdf>
- Department of Health and Human Services, National Health Security and Implementation Plan 2019-2022 (NHSIP) <https://www.phe.gov/Preparedness/planning/authority/nhss/Documents/2019-2022-nhss-ip-v508.pdf>

## **Pre-Recorded Lectures**

- Seasonal Influenza and Novel Influenza
- Vulnerable Populations
- Preserving Essential Institutions
- The Limits of Surveillance
- Herd Immunity; Universal Vaccine
- Expanded Access to Unapproved Medications
- Transparency, Trust, and Public Participation
- Access to Health Services
- Stockpiling versus Hoarding
- The New Normal

## **Policy Papers**

- Pandemics: Past, Present, Future
- Ethics and Pandemics
- Mitigating Economic Impacts
- The Constitution and Quarantine
- Vaccine Approval Process
- Maintaining the Pharmaceutical Supply Chain
- The Public Readiness and Emergency Preparedness (PREP) Act
- Expanding Pharmacist Authority
- Community, State, National, International Planning
- Surveillance and Quality Improvement

## **Regulatory Policy Case Studies**

- Authority for Emergency Pandemic Management
- Pharmacist Refusal to Vaccinate
- Location of National Emerging Infections Laboratory
- Informed Consent and Pandemic Influenza
- Compensation for Vaccine-Related Injuries
- International Traveler Quarantine
- Essentiality of Religious Services
- Non-Essential Medical Procedures
- Mandatory Vaccination
- Statewide Social Distancing

## **General requirements and expectations for the course:**

Each module of this course requires thorough study of a background reading (not necessarily all, just the assigned parts), viewing of an online pre-recorded lecture, reading a posted monograph, analysis of a case study posted to the discussion board, participation in the discussion board, and a module exam.

Upon completion of all modules, students must take a proctored (Honorlock) comprehensive exam.

**Final Examination or Final Project Date:**

There is no final exam and there is no final project. However, there is a proctored comprehensive exam that must be taken once the course modules have been completed.

**Grading Scale and Grading Policies: Attendance and Absence policies.**

The final grade in this course will be comprised of:

Ten Module Exams	50%
Comprehensive Exam	30%
Class Participation	20%

Grading:

A:	90-100
B:	80-89
C:	70-79
D:	60-69
F:	<60

Students who miss exams or class participation may request an excused absence, which will be granted by the course instructor if warranted. Students who develop conflicts that prohibit their completion of 25% or more of course material should withdraw from the course. Students who satisfactorily complete 75% or more of the course material, and who cannot complete the balance within the confines of the course schedule, may be granted an incomplete, and missing coursework must be completed by the end of the following term.

Satisfactory participation in this course requires active posting on the course discussion board for each module (minimum of two posts per module), completion of the module exams, and completion of the proctored cumulative exam.

**Classroom Behavior Policy**

At all times, please treat your presence in the classroom (discussion board) and your enrollment in this course as you would if you were in a professional role. Act professionally, pay attention to instructions and to your student colleagues, complete your work in a timely and professional manner, and treat all deadlines seriously. You will be respectful towards you classmates and instructor. Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. As the instructor, I have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs.

**Classroom Statement on Diversity:**

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

## **Disability Support:**

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu](mailto:udss@uwyo.edu). It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

## **Academic Dishonesty Policies:**

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

**Duty to Report:** Statement referring to your duty to report status as instructional personnel under Title IX.

UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member **MUST** report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>

You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

## **Substantive changes to syllabus:**

Note: This syllabus is a guide. Circumstances may alter the reading and/or test schedules. You are required to check Wyocourses and your email at least once a week.

## **Student Resources:**

*DISABILITY SUPPORT SERVICES:* [udss@uwyo.edu](mailto:udss@uwyo.edu), 766-3073, 128 Knight Hall, [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

*COUNSELING CENTER:* [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

*ACADEMIC AFFAIRS:* 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

*DEAN OF STUDENTS OFFICE: [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)  
UW POLICE DEPARTMENT: [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)  
STUDENT CODE OF CONDUCT WEBSITE: [www.uwyo.edu/dos/conduct](http://www.uwyo.edu/dos/conduct)*

**COVID-19 Policies** – during this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes ([https://cm.maxient.com/reportingform.php?UnivofWyoming&layout\\_id=5](https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5)).

**Syllabus Changes:** I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

**HyFlex, Zoom, and WyoCourses expectations:**

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

**Information Technology (IT):** If you have any IT related challenges, please contact the UWIT Service Center: <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

## Course Schedule

### Module I Introduction to Pandemics

Background Reading	Pre-Recorded Lecture	Policy Paper	Regulatory Policy Case Study	Discussion Board Topic
POE Lesson 1	Seasonal Flu and Novel Flu	Pandemics: Past, Present, Future	Mandatory Vaccination	Incubation Period

### Module II Disparities in Risk

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
POE Lesson 3	Vulnerable Populations	Ethics and Pandemics	Essentiality of Religious Services	Proportionality

### Module III Pandemic Economics

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
PMEPI	Preserving Essential Institutions	Mitigating Economic Impacts	Statewide Social Distancing	Essential Businesses

### Module IV Public Health and Individual Rights

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
POE Lesson 5	The Limits of Surveillance	The Constitution and Quarantine	Non-Essential Medical Procedures	Hospital Infection Control

### Module V Immunization

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
ATPIV	Herd Immunity; Universal Vaccine	Vaccine Approval Process	Compensation for Vaccine-Related Injuries	Freeloaders

### Module VI Medical Treatment

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
HSP	Expanded Access to Unapproved Medications	Maintaining the Pharmaceutical Supply Chain	Informed Consent and Pandemic Influenza	The one disease one drug approach.



Module VII Shared Responsibilities

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
WHOGIP	Transparency, Trust, and Public Participation	PREP Act	International Traveler Quarantine	Selective Vaccination

Module VIII Regulatory Flexibility

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
EECR	Access to Health Services	Expanding Pharmacist Authority	Pharmacist Refusal to Vaccinate	Insurance Coverage

Module IX Pandemic Preparedness Planning

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
PIP	Stockpiling versus Hoarding	Community, State, National, International Planning	Location of National Emerging Infections Laboratory	Stakeholder Identification

Module X Monitoring and Enforcing a Pandemic Protocol

Background Reading	Pre-Recorded Lecture	Policy Paper	Case Study	Discussion Board Topic
NHSIP	The New Normal	Surveillance and Quality Improvement	Authority for Emergency Pandemic Management	Least Intrusive Means

# Discussion Board (Class) Preparation/Participation

## Grading Rubric

### (20% of Grade)

	Excellent (A)	Good (B)	Inadequate (C)
<b>Contributions</b>	Consistently initiates useful and relevant ideas when participating in the discussion board. A definite leader who contributes major effort and who makes class discussions better.	Usually provides useful ideas when participating in classroom discussion board. A strong student who tries hard but is more of a follower than a leader in discussions.	Inconsistent in providing relevant comments on discussion board. Fails to initiate new threads that stimulate participation by other students.
<b>Attitude</b>	Always respectful of others; has a positive attitude, and does not rudely criticize anyone else's ideas or work. Other students feel safe responding to this student's posts.	Occasionally becomes impatient with ideas or work of others. Usually has a positive attitude toward discussions. Usually treats others and self with respect.	On more than one occasion becomes disrespectful of ideas expressed by others, using insults rather than evidence to express contrary views.
<b>Preparedness &amp; Focus</b>	Consistently stays focused on subject matter assigned for discussion board and achieves identified outcomes. Self-directed and highly motivated. Postings help with understanding of assigned materials.	Usually posts comments that are related to course materials, but occasionally rambles about subjects that are not relevant to the course.	Postings to discussion board are based on general knowledge and common sense, rather than on materials assigned for course.
<b>Quality of Work</b>	Provides work of the highest insight that motivates other students to achieve at a high level.	Provides quality work that is interesting but not consistently insightful.	Does work that reflects little understanding of the course material.