

**Department of Pediatrics  
College of Medicine  
University of the Philippines Manila**

**Genetics 202: Public Health Genetics (3 Units)**  
2<sup>nd</sup> Semester, AY 2024-2025

**MODULE SYLLABUS  
Genetics 202 Part 3: Ethics in Public Health  
by Mary Ann Abacan, MD**

**MODULE DESCRIPTION**

Welcome to Part 3 of Genetics 202! This is the 3<sup>rd</sup> in a series of 4 modules for this course. This module is called “Ethics in Public Health”. The objective of this module is to provide genetic counseling students’ knowledge on the current ethical challenges as part of the Philippines’ public health care delivery system. This is a 4-week module.

**MODULE LEARNING OUTCOMES**

After completing this module, you should be familiar with how ethics fits into the public health perspective and be able to formulate an informed opinion regarding ethical issues and genetics services.

**MODULE OUTLINE**

- I. Introduction to Ethics and Bioethics
- II. Topics in Bioethics and Public Health
  - A. Newborn and Perinatal Screening
  - B. Biobanking and Disclosure of Information
  - C. Other topics

**MODE OF DELIVERY**

Readings will be uploaded into a learning management system (VLE). There will also be synchronous reporting sessions and discussions. Students are asked to participate in the discussion forum.

**COURSE MATERIALS**

<b>Week 1</b>	Methods in Bioethics, Chapter 1 of the Oxford Handbook of Bioethics, 1 <sup>st</sup> ed. 2005  Mathews DJH, An Overview of Ethics and Public Health Genetics, The Oxford Handbook of Public Health Ethics, 1 <sup>st</sup> ed. 2019  Buchanan Dr, Public Health Interventions: Ethical Implications, The Oxford Handbook of Public Health Ethics, 1 <sup>st</sup> ed. 2019  Faden RR and Shebaya S, Public Health Programs and Policies: Ethical Justifications, The Oxford Handbook of Public Health Ethics, 1 <sup>st</sup> ed. 2019  McWalter KM et al., Public Health Genetic Counselors: Activities, Skills, and Sources of Learning, J Genet Counsel doi: 10.1007/s10897-014-9795-3
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	<p>Roberts JS et al., Emerging Issues in Public Health Genomics, Annu Rev Genomics Hum Genet 2014;15:461-480</p> <p>Halliday JL et al., Genetics and Public Health – Evolution or Revolution? J Epidemiol Community Health 2004;58:894-899</p> <p>Molster et al., The Evolution of Public Health Genomics: Exploring Its Past, Present and Future. Frontiers in Public Health 2018;6:247</p>
<b>Week 2</b>	<p>Stewart F, Ethics of Newborn Screening. Curr Pediatr 2206;16:216-220</p> <p>Kerruish NJ and Robertson SP, Newborn Screening: New Developments, New Dilemmas. J Med Ethics 2005;31:393-398</p> <p>Lewis MH and Botkin JR, Newborn Screening in the United States: Ethical Issues, The Oxford Handbook of Public Health Ethics, 1<sup>st</sup> ed. 2019</p> <p>Lombardo P, Eugenics and Public Health: Historical Connections and Ethical Implications, The Oxford Handbook of Public Health Ethics, 1<sup>st</sup> ed. 2019</p> <p>Fost N. Informed Consent Should be a Required Element for NBS Even for Disorders with High Benefit-Risk Ratios. J Law Med and Ethics 2016;44:224-255</p> <p>Ulm E et al., Genetics Professionals' Opinions of WGS in Newborn Period. J Genet Counsel doi: 10.1007/s10897-014-9779—</p> <p>Wienke S et al., Expanded carrier screening panels – does bigger mean better? J Community Genet 2014;5:191-198</p> <p>Kyriakides T, The Formation of the Cypriot Thalassaemia Prevention System: The “Slow” Assembly and Construction of a Problem (1944-1984), J Hist Sociol 2020;33:234-247</p>
<b>Week 3</b>	<p>Widdows H and Cordell S. The Ethics of Biobanking: Key Issues and Controversies. Health Care Anal 2011;19:207-219</p> <p>Meagher KM et al., Public Health Genomics, Biobanking and Ethics, The Oxford Handbook of Public Health Ethics, 1<sup>st</sup> ed. 2019</p> <p>Storm C et al., Ethical and Legal Implications of Cancer Genetic Testing: Do Physicians have a Duty to Warn Patients' Relatives About Possible Genetic Risks? JOP 2008;4(5):229-230</p> <p>Godard B et al., Guidelines for disclosing genetic information to family members: from development to use, Familial Cancer 2006;5:103-116</p>

## STUDY SCHEDULE

Week Number	Module/ Topic	Learning Resources	Learning Tasks
1	Introduction to the Course  Introduction to Bioethics	Course Syllabus  Readings Lecture	Be familiar with the requirements of the course  Have a background on the different methods in bioethics in the context of public health
2	Newborn and Perinatal Screening	Readings Lecture	Be familiar with the different ethical issues and formulate an opinion about them
3	Biobanking	Readings Lecture	Be familiar with the different ethical issues and formulate an opinion about them
4	Other topics	Self-study/Research	Present/discuss a topic on genetics, the relevant ethical issues and to formulate an opinion about them

## COURSE REQUIREMENTS (for the module)

15%	Class Participation
40%	Paper
45%	Presentation

### Class Participation

Class participation will be graded based on the students' participation in synchronous class discussion and in the posting of his/her opinion in the discussion board. S/he should also react to another students' post and provide a constructive opinion (simply saying "I agree" or "I do not agree" does not count as a post). The class participation will make up 15% of their grade for the module. The basis of the grade is as follows:

0	2.5	5
Did not post	Posted an opinion but did not react to another students' post OR Did not post an opinion but reacted to a students' post	Posted an opinion AND reacted to a students' post Opinion was backed up by references and thoughts are organized and can easily be understood

### Presentation

A presentation (on the students' chosen topic) will be presented to the class. The goal of the presentation is to discuss a topic in genetics and the ethical issues. The student should provide

his/her opinion regarding the issue. The presentation will make up 40% of the final grade for the module. The basis of the grade is as follows:

Criteria	Weight
Gave a background and introduced the topic	20
Identified the ethical issues and provided a discussion	35
Provided his/her opinion and the basis	25
Organized	10
Visual aids	10

### Reaction Paper

A final reaction paper on a students' chosen topic will be submitted by the student at the end of the 4-week rotation. The paper should have the following format and should be a maximum of 2 pages, single space on A4 paper, Arial or Times New Roman font 11. The reaction paper will make up 45% of the final grade for the module. The basis of the grade is as follows:

Criteria	Weight
Gave a background and introduced the topic	10
Identified the ethical issues	35
Provided a discussion backed up by relevant literature	40
Organized and well-written	10
Provided references and cited accordingly	5

### ABOUT THE INSTRUCTOR

I am Dr Mary Ann Abacan, a clinical geneticist and an Associate Professor at the Department of Pediatrics – UP College of Medicine. I graduated with a degree of Master of Science in Bioethics. I am also part of the clinical team of the Clinical Genetics Unit of the Institutes of Human Genetics, National Institutes of Health. I may be contacted through [mrabacan@up.edu.ph](mailto:mrabacan@up.edu.ph).

### HOUSE RULES

We value honesty, integrity and should not plagiarize. We respect the views of our classmates and discussion is encouraged but foul or offensive language will not be tolerated.