



SAINT LOUIS UNIVERSITY
 COLLEGE FOR PUBLIC HEALTH
 AND SOCIAL JUSTICE



Albert Gnaegi Center for
Health Care Ethics
 SAINT LOUIS UNIVERSITY

HCE 5020 01

Ethical Issues in Public Health

Spring 2018

Syllabus

Tuesdays, 9:30am-12pm, Salus Center

Instructor:

Stephanie Solomon Cargill
 Associate Professor of Health Care Ethics
 Salus Center, Room 505
 (314) 977-1061
 solomon2@slu.edu

Teaching Assistant:

Office Hours:

By appointment

Course Overview

Introduction: This course is designed to introduce students to the ethical and legal issues that arise for public health professionals and researchers. Through readings, lectures, activities, and projects, students will learn about the ethical concepts and frameworks most prevalent in public health ethics, and learn to reflect upon, articulate and apply them to real life public health dilemmas and challenges.

Purpose: Through this course, students will

- 1) Gain a basic awareness of the ethical and legal backdrop to the public health research and practices that you will be encountering in your profession.
- 2) Build the capacity to critically assess the ethical compromises and trade-offs implicit in public health practice and policy in order to be able to criticize or justify them to others.
- 3) Achieve an increased ability to articulate the ethical and legal foundations of your profession and implement them reflectively and effectively.

Competency to Assessment

Competencies	Associated Learning Objectives	Assessment of Learning Objectives
1. Apply ethical principles in the conduct of research on human subjects	a. Gain a basic awareness of the ethical and legal backdrop to the public health research and practices that you will be	Quizzes on the readings Final Exam

	encountering in their profession. b. Achieve an increased ability to articulate the ethical and legal foundations of your profession and implement them reflectively and effectively.	
2. Participate in multidisciplinary partnerships and coalitions as both a leader and participant	a. Build the capacity to critically assess the ethical compromises and trade-offs implicit in public health practice and policy in order to be able to criticize or justify them to others.	In-Class Activities Class Discussions

Course Description

Course Format: Lectures, class discussions, group activities

Course Elements and Requirements

Course Materials

There is no textbook for this course. Course readings are available on SLU Global website: <https://blackboard.slu.edu/>. They are a compilation of articles and excerpts from books, which can be either downloaded and read electronically or printed out, at the students' discretion.

Course Requirements

Attendance and Participation

As an ethics course, discussion and activities will be central to the learning process. Active participation in class and in small group discussions is therefore necessary, both for your benefit and for your fellow students. At the same time, the issues we will be discussing are both controversial and personal for many of us. You need not accept or endorse other views, but you must give all points of view a charitable hearing and careful consideration. Lack of respect for other students will be reflected in a decrease in your participation grade. Likewise, if your participation does not reflect a reading of the assigned material, it will not count towards your participation grade. Your final participation grade will be calculated by a) your class participation and b) your peer-evaluation by group-mates at the end of the course. **Finally, more than two absences from class will be reflected in your participation grade.**

Reading Assignments

There are reading assignments due for every class. These vary in length, but unless specifically labeled "optional," they are all required reading. You will be responsible for their content in the quizzes and final exam.

Quizzes

At the beginning of each class day, I will administer a short True/False quiz over the readings for that day. **Any quizzes missed due to lack of attendance or late arrival cannot be made up.** On the other hand, the points of two quizzes will be dropped (to offset for low quiz grades or missed quizzes).

Small Group Activities

Throughout the course, there will be in-class activities that you will do in small groups. The product of these activities will be turned in at the end of class and graded as V+ (6 pts); V (4 pts); V- (2 pts). If you miss class, you may do the activities on your own and submit the write-up **by Friday 5pm** for credit.

Final Exam

The final exam will be a traditional closed-book/closed-note exam with true/false, multiple choice, and short answer questions.

Course Calendar

Date	Topic(s)	Assignments
Class 1 January 16	Introduction to Course	Jennings, B., Kahn, J., Mastroianni, A.C. and Parker, L.S., 2003. Ethics and public health: model curriculum. Module 1
Class 2 January 23	Ethical Theories and Public Health (1)	Bayer R, Gostin LO, Jennings B, Steinbock B. Public Health Ethics: Theory. Policy and Practice. Oxford: Oxford University Press. 2007. P.6-19 (stop at "Communitarian Ethics")
Class 3 January 30	Ethical Controversies in Public Health--Paternalism	Sullum J. For your own good: The anti-smoking crusade and the tyranny of public health. Simon and Schuster; 1999. Gostin LO, Gostin KG. A broader liberty: JS Mill, paternalism and the public's health. Public health. 2009 Mar 1;123(3):214-21.
Class 4 February 6	Ethical Theories and Public Health (2)	Bayer R, Gostin LO, Jennings B, Steinbock B. Public Health Ethics: Theory. Policy and Practice. Oxford: Oxford University Press. 2007. P. 19-22 Beauchamp DE. Community: the neglected tradition of public health. Hastings Center Report. 1985 Dec 1;15(6):28-36.
Class 5 February 13	Ethical Controversies in Public Health: Community and the Common Good	Jennings, B., Kahn, J., Mastroianni, A.C. and Parker, L.S., 2003. Ethics and public health: model curriculum ASPH Curriculum: Module 4
Class 6 February 20	Intro to Public Health Law & Mandatory Vaccination	Gostin, Lawrence O., and Lindsay F. Wiley. <i>Public health law: power, duty, restraint</i> . Univ of California Press, 2016: p.27-33 Gostin, Lawrence O., ed. <i>Public health law and ethics: a reader</i> . Vol. 4. Univ of

		<p>California Press, 2010. p.139-153(Skim the court cases, read the rest carefully)</p> <p>Gostin, Lawrence O., and Lindsay F. Wiley. <i>Public health law: power, duty, restraint</i>. Univ of California Press, 2008: p.376-383</p>
<u>Class 7</u> February 27	Mandatory Testing/Screening	<p>Gostin, Lawrence O., and Lindsay F. Wiley. <i>Public health law: power, duty, restraint</i>. Univ of California Press, 2008: p.376-383 p.395-410.</p> <p>Grosse, S. D., W. H. Rogowski, L. F. Ross, M. C. Cornel, W. J. Dondorp, and M. J. Khoury. "Population screening for genetic disorders in the 21st century: evidence, economics, and ethics." <i>Public health genomics</i> 13, no. 2 (2010): 106-115.</p> <p>Bonham, Vence L., George J. Dover, and Lawrence C. Brody. "Screening student athletes for sickle cell trait—a social and clinical experiment." <i>New England Journal of Medicine</i> 363, no. 11 (2010): 997-999.</p>
<u>Class 8</u> March 6	Health Communication Ethics	<p>Guttman, Nurit, and Charles T. Salmon. "Guilt, fear, stigma and knowledge gaps: ethical issues in public health communication interventions." <i>Bioethics</i> 18, no. 6 (2004): 531-552.</p> <p>Bayer, Ronald, and Amy L. Fairchild. "Means, ends and the ethics of fear-based public health campaigns." <i>Journal of medical ethics</i> (2016): medethics-2016.</p>
March 13	NO CLASS	Spring Break
<u>Class 9</u> March 20 [Me out of town]	Rationing & Justice	<p>Brock, Dan. "Ethical issues in the use of cost effectiveness analysis for the prioritization of health resources." In <i>Handbook of bioethics</i>, pp. 353-380. Springer, Dordrecht, 2004.</p> <p>Persad, Govind, Alan Wertheimer, and Ezekiel J. Emanuel. "Principles for allocation of scarce medical interventions." <i>The Lancet</i> 373, no. 9661 (2009): 423-431.</p>
<u>Class 10</u> March 27	Public Health Research History and Ethics; Research vs. Practice	Jennings, B., Kahn, J., Mastroianni, A.C. and Parker, L.S., 2003. Ethics and public health: model curriculum. Modules 2 and Introduction to Modules 3,4

		Department of Health, Education. "The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research." <i>The Journal of the American College of Dentists</i> 81, no. 3 (2014): 4.
<u>Class 11</u> April 3	Public Health Research Ethics: 3 cases (Genetics, international research, research with children)	<p>Bayer, Ronald. "The debate over maternal-fetal HIV transmission prevention trials in Africa, Asia, and the Caribbean: racist exploitation or exploitation of racism?." <i>American Journal of Public Health</i> 88, no. 4 (1998): 567-570.</p> <p>Mastroianni, Anna C., and Jeffrey P. Kahn. "Risk and responsibility: Ethics, Grimes v Kennedy Krieger, and public health research involving children." <i>American Journal of Public Health</i> 92, no. 7 (2002): 1073-1076.</p> <p>Mello, Michelle M., and Leslie E. Wolf. "The Havasupai Indian tribe case—lessons for research involving stored biologic samples." <i>New England Journal of Medicine</i> 363, no. 3 (2010): 204-207.</p>
<u>Class 12</u> April 10	Ethics in a Pandemic (1)	Mehta, Ambar, and Thomas C. Quinn. "Addressing future epidemics: Historical human rights lessons from the AIDS pandemic." <i>Pathogens & immunity</i> 1.1 (2016): 1.
<u>Class 13</u> April 17	Ethics in a Pandemic (2)	<p>Singer, Peter A., et al. "Ethics and SARS: lessons from Toronto." <i>BMJ: British Medical Journal</i> 327.7427 (2003): 1342</p> <p>McIvor, Joshua. "The Ethics of Infectious Disease Control: Lessons from the Ebola outbreak and an ethical framework." (2016).</p> <p>Gericke, Christian A. "Ebola and ethics: autopsy of a failure." <i>BMJ</i> 350 (2015): h2105.</p> <p>Zika Outbreak Raises Familiar Ethical Questions at https://impactethics.ca/2016/02/04/zika-outbreak-raises-familiar-ethical-questions/</p>
<u>Class 14</u>	Review	Review and bring questions to class

April 24	(NO QUIZ OR ACTIVITIES)	
May 1	Final exam	

Grading Determination and Policy:

Attendance and Participation: 15%
Quizzes: 20%
In-class Activities: 30%
Final Exam: 35%

According to the University, the final grades that are allowed are: A, A- B+, B, B-, C+, C, C-, F and AF.

Grading Scale:

A	(≥93 points)	C+	(77-79 points)
A-	(90-92 points)	C	(73-76 points)
B+	(87-89 points)	C-	(70-72 points)
B	(83-86 points)	D	(60-69 points)
B-	(80-82 points)	F	(≥59 points)

Feedback on Assignments: Feedback for routine assignments (quizzes and in-class activities) will be put on Blackboard or emailed back to the students within a week. The final exam will be graded within two weeks and students can receive their exams back once grades are in.

Academic Integrity Expectations and Policy: *Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website

at:http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

In the Center for Health Care Ethics, violations of academic integrity are taken very seriously. Violations of academic and professional dishonesty include but are not limited to:

1. submitting material authored by another person but represented as the student's own work;
2. copying a passage or text directly from a book or journal, or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources;
3. taking a test or writing a paper for another student;
4. taking a course for another student or securing another student to take a course for oneself;
5. securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor;
6. submitting an assignment as new work when this same assignment had been completed for a prior course

If after an investigation, a violation is found, the course instructor with the program director, shall impose a penalty. Penalties range from receiving a zero on the assignment to failure of the

course and expulsion from the minor. A variety of factors will be considered in determining what penalties are appropriate, including but not limited to:

- the percentage of the final grade that the offending assignment is worth.
- the amount of the assignment that has been plagiarized, falsified or cheated on.
- previous violations of the offending student.”

If you would like more detailed information on the *Health Care Ethics Policy on Academic Integrity* policy and process, you can review it in its entirety by following the link provided: [http://www.slu.edu/Documents/health-care-ethics/HCE Policy on Academic Integrity.pdf](http://www.slu.edu/Documents/health-care-ethics/HCE%20Policy%20on%20Academic%20Integrity.pdf)

Policy on Style for Citation and Plagiarism: Please refer to the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures> for the policy on style and plagiarism.

Student Success Center Syllabi Statement: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Disability Services Academic Accommodations: Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

Title IX: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

University Writing Services: We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information for undergraduates, call 314-977-3484 or visit <https://www.slu.edu/retention-and-academic-success/university-writing-services>.