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Office hours: Available by appointment

Course description: This course will survey a range of issues in public health ethics. The first part of the course will provide an introduction to key ethical frameworks and concepts relevant to public health, and it will describe the overlap and distinctions between public health and medical ethics. The rest of the course will use a case-based approach to considering ethical dilemmas in several domains, including the following: 1) resource allocation and distributive justice; 2) conflicts between individual rights and the common good; 3) health promotion & disease prevention; 4) human subjects research; and 5) genetics and genomics. The course will use a blend of lectures and group discussions to consider topics of interest. Students will play an active role in researching, presenting, and writing up case studies that will be used to illustrate ethical concepts and conflicts and to facilitate class discussion.

Course objectives: By the end of this course, students should have: 1) Gained familiarity with a broad range of ethical issues pertinent to public health in the United States and abroad; 2) Learned how to apply ethical frameworks and concepts to various dilemmas faced in public health and health care settings; 3) Developed an understanding of important historical and present day cases marked by ethical conflicts; and 4) Enhanced written and oral presentation skills involved in ethical analysis.

Readings: All readings will be available on the course’s C-Tools site. No books or coursepack are required to be purchased.

Grading: Students will be evaluated on the following:

1) General participation (10%). Students will be expected to regularly attend class, complete all assigned readings, and actively participate in class discussions.

2) C-Tools participation (20%). Students are expected to engage in consideration of course topics outside of class through the on-line C-Tools course website. Students are required to 1) respond to an assigned course reading and corresponding discussion questions on three specified occasions within the course website’s Forums section; 2) make three separate independent contributions to the site’s Forums or Discussion boards in response to course materials; and 3) comment on one news story with implications for public health ethics in the site’s “Public Health Ethics in the News” thread (located within the Discussion section). Additional guidelines for C-Tools participation are provided in a separate document.

3) Group presentation (25%). At the outset of the semester, students will be assigned in groups to address one of the Group Presentation topics in the course. On their assigned week, the group will be responsible for an hour long session in which they 1) provide a formal presentation
on their topic, offering background details are provided and highlighting ethical conflicts; and 2) facilitate a classroom discussion of the ethical issues raised by their particular topic. Additional guidelines for this assignment are provided in a separate document in C-Tools, and each student group is encouraged to meet with the instructor for suggestions regarding strategies for the presentation and additional readings on their topic.

4) Completion and critique of NIH Human Participant Protection training (10%). Students will complete the on-line training program in clinical research required for NIH-funded researchers. Afterwards, they will submit a written critique of the program (additional assignment details on C-Tools). The website can be accessed at http://phrp.nihtraining.com/users/login.php. This assignment will be due Friday, November 19.

5) Final project (35%). Students have two options for the final project, either on a topic of the student’s choosing. Option A is to develop an ethical analysis of a case study relevant to public health, while Option B is to develop a public health ethics education tool. The instructor will provide a list of suggested topics and options for the format of the assignment. This assignment will be due at semester's end on Tuesday, December 14. Additional details are provided in a separate document on C-Tools.

Statement on Academic Integrity
To promote academic integrity, the faculty of the School of Public Health believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Statement on Accommodations
Some students may require special accommodations due to learning disabilities, religious practices, physical requirements, medical needs, or other reasons. Please notify the instructor if you are in need of such accommodations.
COURSE OUTLINE

I. Introduction & Background
Ethical concepts and frameworks
Defining public health ethics
Regulation and oversight
Culture & religion
Ethical issues in public health practice

II. Resource allocation/distributive justice
Poverty, race and health disparities
Health care priority-setting
Political ideology and resource allocation
Personal responsibility for health

III. Individual rights vs. common good
Infectious disease control
Mandatory vaccinations in early childhood
Driving and injury prevention

IV. Health promotion/disease prevention
Smoking and tobacco control
Obesity
Population-based screening
Social and commercial marketing

V. Research ethics
History and overview
Tuskegee Syphilis Study
Conflicts of interest
Enhancing public trust in research
Research with underresourced populations

VI. Genomics and Public Health
Overview
Genomic information and privacy

KEY DATES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentations (9 total)</td>
<td>October 11, 20, 27; November 1, 3, 10, 15; December 1, 8</td>
</tr>
<tr>
<td>Assigned C-Tools Forum Responses (9 total across 3 groups)</td>
<td>Kant group: September 20, October 13, November 17 Mill group: September 22, October 25, November 29 Rawls group: September 29, November 8, December 6</td>
</tr>
<tr>
<td>Research Ethics Assignment</td>
<td>November 19</td>
</tr>
<tr>
<td>Final Paper</td>
<td>December 14</td>
</tr>
</tbody>
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UNIT ONE: INTRODUCTION AND BACKGROUND

Introduction to the Course (September 8)


Ethical Concepts and Frameworks (September 13)


Defining Public Health Ethics (September 15)


In-class discussion topic

*GROUP ASSIGNMENTS MADE FOR IN-CLASS PRESENTATIONS AND ONLINE FORUMS*

Regulation and Oversight (September 20)


CTools discussion assignment #1 (Kant group)
Calabresi M, Park A. After Avandia: Does the FDA have a drug problem? Time [Internet]; 2010 (August 12).

Culture and Religion (September 22)


CTools discussion assignment #2 (Mill group)
Banks AM. Conscience clauses not just about abortion anymore. USA Today [Internet]. 2009 (October 24).
Lupu I, Tuttle RW, Masci D. Tensions between rights of conscience and civil rights. *Pew Forum on Religion and Public Life* [Internet]; 2010 (June 3).

**Ethical Issues in Public Health Practice (September 27)**

*Guest speaker: Nancy Baum, PhD, MHS, Department of Health Management and Policy, University of Michigan School of Public Health*


**UNIT TWO: RESOURCE ALLOCATION & DISTRIBUTIVE JUSTICE**

**Poverty, Race & Health Disparities (September 29)**


C-Tools discussion assignment #3 (Rawls group)


**SPH Symposium on “Health and Human Rights” (October 4): NO CLASS**

**Health Care Priority Setting, Part I (October 6)**

*Guest speaker: Susan Goold, MD, MHSA, MA, Associate Professor of Internal Medicine & Health Management & Policy, UM Schools of Medicine & Public Health*


In-class discussion exercise


**Health Care Priority Setting, Part II (October 11)**


**Group presentation #1: Health care rationing at the end of life**

Gawande A. Letting go: Rethinking end-of-life treatment. *New Yorker* [Internet]; 2010: August 2.
Political Ideology and Resource Allocation (October 13)


C-Tools discussion assignment #4 (Kant group)

Fall Break (October 18)—NO CLASS

Personal Responsibility for Health (October 20)
Aleccia J. Health reform idea: Put down the doughnut. MSNBC [Internet]; 2009 (August 10).


Wikler D. Who should be blamed for being sick? Health Education Quarterly 1987;14:11-25.

Group presentation #2: West Virginia’s Medicaid Plan

UNIT THREE: INDIVIDUAL RIGHTS VERSUS THE COMMON GOOD

Infectious Disease Control, Part I (October 25)


CTools discussion assignment #5 (Mill group)


Infectious Disease Control, Part II (October 27)

Group presentation #3: The Andrew Speaker TB case

**Mandatory Vaccinations in Early Childhood (November 1)**

Fisher BL. In the wake of vaccines. *Mothering* 2004;126 (September/October).

Group presentation #4: Parental rights and child vaccination

**Driving and Injury Prevention (November 3)**
Fain MJ. Should older drivers have to prove that they are able to drive? *Archives of Internal Medicine* 2003;163:2126-2128.


Group presentation #5: Driving while distracted: Cellphone bans and restrictions

**UNIT FOUR: HEALTH PROMOTION & DISEASE PREVENTION**

**Smoking and Tobacco Control (November 8)**
Fox B. Framing tobacco control efforts within an ethical context. *Tobacco Control* 2005;14:38-44.


C-Tools discussion assignment #6 (Rawls group)

**Obesity and Public Health (November 10)**
McArdle M. America’s moral panic over obesity (Campos interview). *The Atlantic* [Internet]; 2009 (July).


Group presentation #6: Taxes and bans on unhealthy foods

**Population-Based Screening (November 15)**

Group presentation #7: Current controversies in cancer screening
Cancer society warns against premature screening [TV news broadcast]. *PBS Newshour* 2009 (October 21).

**Social and Commercial Marketing (November 17)**


C-Tools discussion assignment #7 (Kant group)

*NIH HUMAN PARTICIPANT PROTECTION TRAINING & CRITIQUE DUE 11/19*

**UNIT FIVE: RESEARCH ETHICS**

**Ethics in Human Subjects Research: A Brief Overview and History (November 22)**
Buchanan DR, Miller FG. A public health perspective on research ethics. *Journal of Medical Ethics* 2006;32:729-33.


In-class discussion topic

Note: The *Belmont Report* (1979) is also provided on CTools as a background reference

**The Tuskegee Syphilis Study and Its Aftermath (November 24)**


In-class film viewing and discussion topic

**Conflicts of Interest (November 29)**

CTools discussion assignment #8 (Mill group)

Community Engagement and Public Trust in Research (December 1)


Group presentation #8: The Kennedy Krieger Institute Lead Paint Study

Public Health Research with Underrresourced Populations (December 6)


C-Tools discussion assignment #9 (Rawls group)

UNIT SIX: GENOMICS & PUBLIC HEALTH

Genomics and Public Health, Part I (December 8)

Group presentation #9: Direct-to-consumer genetic testing

Genomics and Public Health, Part II (December 13)


In-class discussion topic
Erb R. In blood debate, new consent effort aims to open research doors. Detroit Free Press [Internet]; 2010 (April 8).

*FINAL PAPERS DUE BY END OF DECEMBER 14*