

# Course Syllabus



## Master of Public Health Program

### 18250: Balancing Harms and Individual and Community Interests: Ethical Issues in Public Health

3 Credits • Fall 2010 (v2)

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<b>Office Hours:</b>	Please email to schedule an appointment
<b>Prerequisites:</b>	None
<b>Target Students:</b>	This is a <u>completely online</u> required course in the Master of Public Health (MPH) Degree Program. It is required for all degree and certificate students currently admitted and participating in the MPH program.
<b>Frequency:</b>	Annually (Fall)

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## Course Overview

This course provides students with an introduction to the moral, social and ethical issues involved in public health policy and practice.

The course begins by examining the moral, social and political philosophical foundations of public health, particularly the role of the state and of individual autonomy in shaping behaviors. The course then examines several areas of public health policy and practice in the context of this moral and social framework. These include:

- mandatory childhood vaccination programs
- health screening; use of personal health information
- racial and gender disparities in health care
- access to health care/health insurance

Special attention is paid to how consideration of the moral and social framework will place limits on, and shape, public health intervention.

## Course Learning Objectives/Outcomes

Upon successful completion of this course, students should be able to:

1. Articulate the philosophical foundations of social morality;
2. Understand rules of ethics regarding state intervention for public health purposes;
3. Analyze ethical issues concerning privacy, equality, and individual autonomy in the context of broader public health concerns.

## MPH Program Core Competencies Addressed

- Utilize data to address scientific, political, ethical, and social public health issues.
- Apply basic theories, concepts and models from social, scientific and behavioral disciplines that are used in public health research and practice.
- Identify the role of cultural, social, and behavioral factors in determining the organization and delivery of public health services and programs.
- Develop public health interventions and strategies responsive to the diverse cultural values and traditions of the communities being served.

## MPH Program Track-specific Competencies Addressed

- Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
- Describe the legal, moral, social, political and ethical issues involved in public health policy and practice.
- Apply legal and ethical principles to the practice of public health in a variety of settings.

Competencies are met through readings, discussions, quizzes and exams.

## Graduate School Core Competencies

(Listed below are the seven general areas in which students are expected to develop competency. Some courses may not emphasize all seven areas).

- Public health knowledge
- Research skills (e.g. lab skills, reading and understanding published research, project planning skills, etc.)
- Critical and creative thinking (e.g., the ability to judge the validity of information and results and to use valid information to reach new insights within the field of study)
- Interpersonal and communication skills (e.g., class discussions, question & answer sessions, formulating and writing essays or other assignments, working in groups, etc.)
- Professionalism (e.g., ethics, respect in interaction with others, completing assignments on time, punctuality, professional behavior in general)
- Lifelong learning and improvement (e.g., learning skills development, commitment to continued independent learning)
- Interdisciplinary commitment (e.g., motivation and skills to pursue a career involving multiple disciplines)

## Course Description & Integration with MPH Program

The mission of the MPH program is to prepare and develop competent and diverse public health professionals for careers that enhance the overall health of the public. To do this it is important to recognize that all the courses a student takes while working towards their MPH work together to create an understanding of the world of public health. In this course, students will have the opportunity to gain a working knowledge of the moral, social and ethical issues involved in public health policy and practice while applying various concepts found in epidemiology, health policy and management, and the social and behavioral sciences.

## Course Materials/ Resources

The following are considered **required readings** for this course will be placed within each week in ANGEL:

### Week 1

M. Kuczewski, *Fragmentation and Consensus*. Georgetown University Press, 1997. (33 pages)

T. May, *Bioethics in a Liberal Society*. Johns Hopkins University Press, 2002. (9 pages)

### Week 2

From R. Wasserman, *Morality and the Law*. Wadsworth, 1971. (62 pages)

John Stuart Mill, On Liberty

Lord Patrick Devlin, The Enforcement of Morals

H.L.A. Hart, Law, Liberty and Morality

### Week 3

From R. Wasserman, *Morality and the Law*. Wadsworth, 1971. (62 pages)

Gerald Dworkin, "Paternalism" (19 pages)

J. Feinberg, "Legal Paternalism" from *Harm to Self*. Oxford University Press, 1986. (23 pages)

J. Feinberg, *Social Philosophy*. Prentice-Hall, 1973. (33 pages)

#### **Week 4**

J. Feinberg, "Balancing Harms" from *Harm to Self*. Oxford University Press, 1986. (63 pages)

#### **Week 5**

R. Epstein, "Let the Shoemaker Stick to His Last: A Defense of the 'Old' Public Health," *Perspectives in Biology and Medicine* 46(3) Supplement; 2003. (21 pages)

L. Gostin and M. Bloche, "The Politics of Public Health: A Response to Epstein," *Perspectives in Biology and Medicine* 46(3) Supplement; 2003. (15 pages)

W. Novak, "Private Wealth and Public Health," *Perspectives in Biology and Medicine* 46(3) Supplement; 2003. (22 pages)

#### **Week 6**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp. 3-60

#### **Week 7**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp. 61-112

#### **Week 8**

Midterm Exam

#### **Week 9**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp. 175-186

T. May and R. Silverman, "Clustering of Exemptions' as a Collective Action Threat to Herd Immunity" *Vaccine* 21 (11-12); 2003. (17 pages)

R. Silverman, "No More Kidding Around: Restructuring Non-Medical Childhood Immunization Exemptions to Ensure Public Health Protection." *Annals of Public Law* 12(2); 2003. (17 pages)

#### **Week 10**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp. 187-202 (15 pages)

H. Malm, "Medical Screening and the Value of Early Detection: When Unwarranted Faith Leads to Unethical Recommendations," *Hastings Center Report* 29(1); 1999. (11 pages)

#### **Week 11**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp.113-174

#### **Week 12**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp. 203-266

#### **Week 13**

Norman Daniels, "Equity and Population Health: Toward a Broader

Bioethics Agenda," *Hastings Center Report* 36(4); 2006. (13 pages)  
 Institute of Medicine, *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*, Released March 20, 2002. (28 pages)  
 J. Ruger and HJ. Kim, "Global Health Inequalities: An International Comparison," *J. Epidemiology and Community Health* 60; 2006. (6 pages)

#### **Week 14**

Institute of Medicine, *Insuring America's Health: Principles and Recommendations*. Released January 14, 2004. (14 pages)  
 Karen Davis, "Uninsured in America: Problems and Possible Solutions," *BMJ* 334: 346-348; 2007. (3 pages)  
 T. Buchmueller, K. Grumbach, R. Kronick, and J. Kahn, "The Effect of Health Insurance on Medical Care Utilization and Implications for Insurance Expansion: A Review of the Literature," *Medical Care Research and Review*, 62(1): 3-30; 2005. (28 pages)

#### **Week 15**

L. Gostin, *Public Health Law*. University of California Press, 2000. pp. 309-328

#### **Week 16**

Final Exam

### **Grading: Course Requirements and Expectations**

Review the following requirements to get a sense of what you will be graded on throughout the semester.

#### ***Course Format and Requirements***

##### *Course Format*

This 16-week online course is divided into weekly modules which, besides the two exam weeks (midterm and final), will consist of completing assigned readings and participating thoughtfully in class discussions. All work submitted for this course should be your own work. If you use other people's research or ideas the information you use must be cited. Students are expected to check the course site often and complete all assignments as described in the course outline found on page 8 of this syllabus.

Please note: Each new week will begin on Thursday and end on Wednesday.

#### ***Expectations***

It is important that all students complete all reading assignments in a thorough, thoughtful, and critical manner. This will prepare you for active participation in online class discussions via ANGEL.

Discussions are intended to be a place where students pose questions and dialogue with their classmates about the weekly readings. Every week I will post one question to get you started thinking about the week's topic and comment intermittently throughout the week. I expect students to also pose questions pertaining to things they thought were interesting, had questions about, or would like to discuss in detail. All students

should participate, leaving their comments and ideas in reply, just as they would in a normal face-to-face discussion.

Please note that it is important, especially with subject matter like we will be studying, to realize that even though you may hold different opinions than your fellow classmates you can remain respectful of other students' thoughts and ideas.

**Your course grade will consist of the following:**

### **50% Final Exam**

The final exam consists of one essay question where you must analyze and apply concepts you have learned throughout the semester to a particular situation. You are expected to write 3-5 pages and submit it through the appropriate ANGEL dropbox by December 22, 2010.

### **30% Midterm Exam**

The midterm exam consists of one essay question where you must analyze and apply the concepts you have learned through the first half of the course to a particular situation. You are expected to write 3-5 pages and submit it through the appropriate ANGEL dropbox by October 27, 2010.

### **20% Discussion**

- Participation and commentary in discussions.
- The rubric for grading weekly discussions are as follows:

#### 5 Points

- The student has posted at least or more than was required of him/her.
- The student conveys an understanding of the main ideas of the module content.
- The student clearly has critically thought about the concepts and applied them to real world experience or other courses taken.
- The message(s) were well thought-out and contain few, if any, spelling or grammatical errors.

#### 3-4 Points

- The student has met minimum posting requirements.
- The student conveys some knowledge of the main content ideas from the module, but needs more detail.
- The student briefly acknowledges links between the main ideas from the module content to real world experience or other courses taken.
- The message(s) were well thought-out and contain few, if any, spelling or grammatical errors.

#### 1-2 Points

- The student has not or barely met posting requirements.
- The student does not convey an understanding of the material.

- The student has not acknowledged any links to real world experience or other courses taken.
- The message(s) contain spelling and grammatical errors that make the message difficult to read.

#### 0 Points

- The student has not posted any messages that fulfill the assignment requirements.

### *Grading Scale*

Your overall grade in the course will be based on the following grading scale:

Grade	Minimum Percentage
A	95
A-	90
B+	88
B	85
B-	80
C+	78
C	75
C-	70
F	69

### ***Feedback Policy***

Exams and discussions will be graded within a week of submission.

### **Learner Support**

Over the course of the semester you may encounter some obstacles. Please review the following sections so you can better understand who to contact if you have a problem.

#### ***New to ANGEL***

If you are new to ANGEL and are feeling apprehensive the best thing to do is start navigating around the course, looking at the different components. If you would like further information about ANGEL you can take a look at the *Student Quickstart Manual* found under the *Help Guide* link when you log into the system.

#### ***Technology Trouble***

If you are having problems logging into ANGEL you should contact ANGEL Help at [angelhelp@mcw.edu](mailto:angelhelp@mcw.edu). For problems with your MCW e-mail, please call 414 456-4357.

#### ***Course Trouble and Email Inquiry Return Policy***

If you have an unexpected emergency or are having problems with the material please e-mail the instructor with a copy to Beverly Carlson. However, if you are having problems opening course components (documents, exams, etc) please contact Beverly

Carlson by phone at 414.456.4510 or by email at [bcarlson@mcw.edu](mailto:bcarlson@mcw.edu) or [mph@mcw.edu](mailto:mph@mcw.edu). We will endeavor to get back to you as soon as possible.

## Course Outline

### Balancing Harms and Individual and Community Interests: Moral Issues in Public Health Fall 2010



**\*PLEASE NOTE THAT EACH NEW WEEK BEGINS ON THURSDAY.**

WEEK	TOPIC	READING
1 9/2-9/8	Communitarianism vs. Liberalism	1. M. Kuczewski, <i>Fragmentation and Consensus</i> . Georgetown University Press, 1997. 2. T. May, <i>Bioethics in a Liberal Society</i> . Johns Hopkins University Press, 2002.
2 9/9-9/15	The Enforcement of Morals	From R. Wasserman, <i>Morality and the Law</i> . Wadsworth, 1971. 1. John Stuart Mill, On Liberty 2. Lord Patrick Devlin, The Enforcement of Morals 3. H.L.A. Hart, Law, Liberty and Morality
3 9/16-9/22	Paternalism	1. From R. Wasserman, <i>Morality and the Law</i> . Wadsworth, 1971 2. Gerald Dworkin, "Paternalism" 3. J. Feinberg, "Legal Paternalism" from <i>Harm to Self</i> . Oxford University Press, 1986. 4. J. Feinberg, <i>Social Philosophy</i> . Prentice-Hall, 1973.
4 9/23-9/29	Harm	1. J. Feinberg, "Balancing Harms" from <i>Harm to Self</i> . Oxford University Press, 1986.



5 9/30-10/6	A Debate on the Scope of Public Health Powers	<ol style="list-style-type: none"> <li>1. R. Epstein, "Let the Shoemaker Stick to His Last: A Defense of the 'Old' Public Health," <i>Perspectives in Biology and Medicine</i> 46(3) Supplement; 2003.</li> <li>2. L. Gostin and M. Bloche, "The Politics of Public Health: A Response to Epstein," <i>Perspectives in Biology and Medicine</i> 46(3) Supplement; 2003.</li> <li>3. W. Novak, "Private Wealth and Public Health," <i>Perspectives in Biology and Medicine</i> 46(3) Supplement; 2003.</li> </ol>
6 10/7-10/13	The Constitutional Perspective I	<ol style="list-style-type: none"> <li>1. L. Gostin, <i>Public Health Law</i>. University of California Press, 2000. pp. 3-60</li> </ol>
7 10/14-10/20	The Constitutional Perspective II	<ol style="list-style-type: none"> <li>1. L. Gostin, <i>Public Health Law</i>. University of California Press, 2000. pp. 61-112</li> </ol>
8 10/21-10/27	Midterm Exam	
9 10/28-11/3	Vaccination	<ol style="list-style-type: none"> <li>1. L. Gostin, <i>Public Health Law</i>. University of California Press, 2000. pp. 175-186</li> <li>2. T. May and R. Silverman, "Clustering of Exemptions' as a Collective Action Threat to Herd Immunity" <i>Vaccine</i> 21 (11-12); 2003.</li> <li>3. R. Silverman, "No More Kidding Around: Restructuring Non-Medical Childhood Immunization Exemptions to Ensure Public Health Protection." <i>Annals of Public Law</i> 12(2); 2003.</li> </ol>
10 11/4-11/10	Screening	<ol style="list-style-type: none"> <li>1. L. Gostin, <i>Public Health Law</i>. University of California Press, 2000. pp. 187-202</li> <li>2. H. Malm, "Medical Screening and the Value of Early Detection: When Unwarranted</li> </ol>

		Faith Leads to Unethical Recommendations," <i>Hastings Center Report</i> 29(1); 1999.
11 11/11-11/17	Health Information	1. L. Gostin, <i>Public Health Law</i> . University of California Press, 2000. pp.113-174
12 11/18-11/24	Liberty and Regulation	1. L. Gostin, <i>Public Health Law</i> . University of California Press, 2000. pp. 203-266
11/25-11/26	No Class	<b><u>Thanksgiving</u></b>
13 11/27-12/1	Health Disparities	<ol style="list-style-type: none"> <li>1 Norman Daniels, "Equity and Population Health: Toward a Broader Bioethics Agenda," <i>Hastings Center Report</i> 36(4); 2006.</li> <li>2 Institute of Medicine, <i>Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care</i>, Released March 20, 2002.</li> <li>3 J. Ruger and HJ. Kim, "Global Health Inequalities: An International Comparison," <i>J. Epidemiology and Community Health</i> 60; 2006.</li> </ol>
14 12/2-12/8	Access to Healthcare	<ol style="list-style-type: none"> <li>1 Institute of Medicine, <i>Insuring America's Health: Principles and Recommendations</i>. Released January 14, 2004.</li> <li>2 Karen Davis, "Uninsured in America: Problems and Possible Solutions," <i>BMJ</i> 334: 346-348; 2007.</li> <li>3 T. Buchmueller, K. Grumbach, R. Kronick, and J. Kahn, "The Effect of Health Insurance on Medical Care Utilization and Implications for Insurance Expansion: A Review of the Literature," <i>Medical Care Research and Review</i>, 62(1): 3-30; 2005.</li> </ol>

15 12/9-12/15	Wrap-Up and Review	1 L. Gostin, <i>Public Health Law</i> . University of California Press, 2000. pp. 309-328
16 12/16-12/21/09	Final Exam	Course Evaluations

## Technical Requirements

The minimal technical requirements for the course include:

1. Personal computer (PC with Windows XP, Vista or 7; Mac with OS X).
2. Internet Explorer 7 (or higher) or Firefox 3 (or higher) for accessing ANGEL. Mac users should use Firefox; Safari and Google Chrome are not supported for use with ANGEL.
3. Microsoft Office 2003 or newer.
4. Adobe Acrobat Reader.
5. Email accessibility.
6. Internet connection (broadband highly recommended).
7. Printer.

In addition to the technical requirements above, students must know how to:

1. Access and use the Internet, email, and Adobe Acrobat Reader.
2. Work with email attachments.
3. Contact their Internet Service Provider (ISP) for technical assistance on Internet connection and tools.

To verify compatibility of the student's personal computer with ANGEL, the student can use the "System Check" feature. To do so, the student will need to visit <https://campus.mcw.edu> and click "Run the System Check" in the "Top Stories" section near the bottom of the page.

## Special Notes

This course abides by the following Graduate School Guidelines.

### ***Missed Exam Policy***

1. If a student misses an examination due to illness, the student will be allowed to make up the examination within 7 days of the scheduled examination. To be allowed to make up the examination, the student must present a note from a physician or other health care provider documenting the illness. At the Course Director's discretion, the student may be asked to sign a statement declaring that he/she has not obtained any prior information about the content of the exam.
2. If a student misses an examination due to a death in the family (spouse, parent, sibling, grandparent, aunt, uncle or cousin), the student will be allowed to make up the examination within 7 days of the funeral. The Course Director should ask the Graduate School to verify the death. At the Course Director's discretion, the student may be asked to sign a statement declaring that he/she has not obtained any prior information about the content of the exam.
3. If a student misses an examination due to personal travel, the student will not be allowed to make up the examination. However, if a student intends to miss an examination to attend a scientific meeting, the Course Director should be informed as early as possible, and the Course Director, in consultation with the student's mentor, can decide to not excuse the student or to allow the student to take the examination before leaving or to make it up after his or her return.
4. If the Course Director and a student are in disagreement over the appropriate course of action in the case of a exam missed due to exceptional circumstances, the Dean of the Graduate School will discuss the situation with both the Course Director and the student and will make the final decision on how to proceed.

Refer to the Student Handbook on the Graduate School web site for the full text of the missed exam policy.

### ***Course Evaluations***

All students completing the course for credit are required to complete an online Course Evaluation on Angel at the end of the course. Participation by all students is important for the Graduate School's course evaluation process and for our continued accreditation. The Graduate School will provide instructions on how to complete the evaluation about 2 weeks before the course ends, and you will have until 2 weeks after the end of the course to complete the evaluation. Students who fail to complete the evaluation are no longer in good standing. The Graduate School will not provide transcripts, confirm enrollment, allow enrollment in additional courses, allow graduation, or support payment of stipends for students who are not in good standing. The Graduate School may impose a \$100 fine for each course evaluation not completed on time.

### ***Religious Observances***

Students will be allowed to complete examinations or other requirements that are missed due to a religious observance.

### **Students with Disabilities**

If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

### **Plagiarism**

Plagiarism will not be tolerated in this course. Plagiarism is defined as presenting someone else's idea as your own, or using/ producing someone else's work without giving them credit (Merriam-Webster Online Dictionary, 2008).

According to plagiarism.org, all of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules) ([http://www.plagiarism.org/learning\\_center/what\\_is\\_plagiarism.html](http://www.plagiarism.org/learning_center/what_is_plagiarism.html))

To avoid plagiarism be sure to give credit to the original authors whenever:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(Indiana University, *Code of student rights, responsibilities, and conduct*, <http://www.indiana.edu/~istd/definition.html>)

### **Student Ethics Code**

Students are expected to maintain ethical and moral values consistent with professional behavior. High standards of professional and academic honesty and integrity must govern the behavior of all students through their years of education. Further, students are obligated to respect the rights, privileges, and property of other persons and at all times must act to protect the well-being of others.

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