

**University of Florida
College of Public Health and Health Professions**

Course: **Topics in Public Health Ethics
PHC 6937, Section 3631
Tuesdays 1145am -140pm
(1 credit; meets 2 hours per session, 1 time per week for 8 weeks)**

Course

Venue: In-person, PPHP, Room G201
E-Learning: <http://lss.at.ufl.edu>

Instructor: Evelyn C. King-Marshall, MPH, CHES
Graduate Assistant
2129 PPHP
Phone: 352-273-6089
Email: champane@php.ufl.edu

Office Hours: By Appointment. You may call or email me to set up an appointment. I am most easily reached by email

Course Description: Ethical issues in public health may be particularly complex because they often: (1) involve individuals and communities who are of minority and/or at-risk status; (2) involve individuals and communities who have low levels of literacy; (3) address sensitive and personal health issues; and (4) occur across a wide variety of settings. Using the Association of Schools Public Health's model curriculum in public health, along with Bayer et al., this course will allow students the opportunity to investigate and debate critical ethical issues of the current era. This is a student-led seminar that includes guest speakers and it will require active and full participation across each of the eight two-hour sessions.

Course Goals:

1. To provide students the opportunity to discuss and debate fundamental current public health ethics issues.

2. To provide students the opportunity to formulate their own professional opinions and positions on fundamental current public health ethics issues.

3. To allow students to practice presenting informed arguments that supports their ethical positions.

Course Objectives

By the end of the semester, students will have:

1. Demonstrated knowledge of at least two public health ethics issues as evidenced by leading a class discussion on an ethics topic and an ethics case study.
2. Demonstrated a working knowledge of major ethical issues in public health as evidenced by presenting informed analyses and arguments during class discussions, in analytical postings on the course E-learning site, and in debates.
3. Demonstrated knowledge of ethical issues in public health and key principles as evidenced by the final paper 'In the Headlines' and final presentation.

Course Assignments

1. a. Post at least two weekly analytical comments on the assigned readings for the week. The posting must be based on Bayer et al (2007), *Public Health Ethics: Theory, Policy, and Practice*, and one additional reading, when applicable. When applicable, comments are to include (1) overview of the issue(s); (2) historical and social context of the issue (s); (3) identification of the major stakeholders and their views on the issue; (4) identification of the ethical dilemma(s); (5) ethical principles that you think apply to the issue(s); and (6) possible resolutions or solutions.

b. Reply to one other student's comments following the six criteria above. Students may reply to more than one student's comments. E-learning discussions are encouraged as these will assist with in-class discussions of the assigned readings.

Postings are to be made at the E-learning site for the course.

Points: 15

Due Dates:

- a. Posting of analysis of two articles: By **12 noon** on the **Monday** before class.
- b. Posting of response to another student's comments: By **12 midnight** on the **Monday** before class.

2. Lead a class discussion on one of the major issues and discussion topics on the syllabus. The student leading the class discussion on the date of a guest presenter will begin the discussion following the presenter's talk and will incorporate information from the guest presentation into the class discussion.

Points: 24

Due Date: As Assigned

3. Final paper and Presentation: 'In the Headlines' Public health ethics; analysis of a case study. Students will select a current or historical 'ethical dilemma' in the news and provide an in-depth analysis based on the 6 principles of public health ethics. The case study will be presented and analyzed from the perspective of the community, key stakeholders, policy makers, pharmaceutical rep (when applicable) and the public health expert * Yourself!

The paper must be 7-10 pages double-spaced, 12 pt, Arial or Times New Roman font with standard one-inch margins. Students will present their paper at the final class. Presentations will be 15-20 minutes long.

Points: 45

Due Date: Presentations: Last day of the class.

Paper: March 15th, 2011

Additional information will be provided later on in the semester.

4. Active participation in all class discussions. This includes evidence of completing all readings prior to coming to class.

Points: 16

Due Date: Ongoing

Grading Scale: The final grade will be computed on the basis of the following assessments:

A (93-100%)	C (73-77%)
A- (90-92%)	C- (70-72%)
B+ (88-89%)	D+ (68-69%)
B (83-87%)	D (63-67%)
B- (80-82%)	D- (60-62%)
C+ (78-79%)	E (<60%)

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code."

And, each student, upon submission of an assignment, implies the pledge: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

Class Policy: You will be expected to attend and be prepared to participate in all class sessions and participate in discussions and activities. At a minimum, you are responsible for coming to all class sessions. Of course, unanticipated circumstances may arise (illnesses, emergencies, even deaths in our lives and communities). Please notify me *prior to class* if such events occur. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. You will only be allowed to make up points from class sessions individually if your absence warrants a medical excuse or similar documentation (consistent with the

College policy). **There will be no extension of the deadlines for assignments without an official medical or similar emergency.** Deadlines missed or turned in late for any other reasons will receive a grade of “zero.”

Cell phones: On Silence

Laptops: **NOT** appropriate during lecture. It may be used during discussion or the case study.

Food: More than welcome. Class is during lunch period therefore it is expected that many of you will eat during class. Please be respectful of those around you.

Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Readings

1. Buchanan, D.R. & Miller, F.G. (2006). Justice and Fairness in the Kennedy Krieger Institute Lead Paint Study: The Ethics of Public Health Research on Less Expensive, Less Effective Interventions. *American Journal of Public Health, 96*, 781-7.
2. Campbell, E. & Ross, L.F. (2003). Parental Attitudes Regarding Newborn Screening of PKU and DMD. *American Journal of Medical Genetics A., 120*, 209-14.
3. Dickert, N. & Sugarman, J. (2005). Ethical Goals of Community Consultation in Research. *American Journal of Public Health, 95*, 1123-7.
4. Freimuth, V.S. et al. (2001). African Americans' Views on Research and the Tuskegee Syphilis Study. *Social Science and Medicine, 52*, 797-808.
5. Gbadegesin, S. & Wendler, D. (2006). Protecting Communities in Health Research from Exploitation. *Bioethics, 20*, 248-53.
6. Gray, JR. (2007) HPV Vaccination: Should it be Mandatory for Entry into Public School. *Nursing for Women's Health, 11*(2),133-138.
7. Javitt, G., Berkowits, D., Gostin, LO. (2008). Assessing Mandatory HPV Vaccination: Who Should Call the Shots? *The Journal of Law, Medicine & Ethics, 36* (2), 384-395.
8. Kass, N.E. (2001). An Ethics Framework for Public Health. *American Journal of Public Health, 91*, 1776-1782.

9. Levine, R.J. (2001). Some Recent Developments in the International Guidelines on the Ethics of Research Involving Human Subjects. *Annals of New York Academy of Sciences*, 918, 170-178.
10. Thomasa, D.C. (1997). Bioethics and International Human Rights. *Journal of Law, Medicine & Ethics*, 25, 295-306.

Note:
Other readings may be assigned.

Schedule

Class/ Date	Topic
#1 1/11	a. Issue: Public Health Perspective
	b. Discussion: Why Public Health Ethics?
	Readings: 1. Bayer et. al. 3-32; 57-81 2. Kass, N.E. (2001). An Ethic Framework for Public Health. <i>American Journal of Public Health</i> , 91, 1776-1782.
#2 1/18 Guest Lecture: Isabel Polanco	a. Issue: Ethical Issues in International Settings
	b. Discussion: Justice & Health
	Readings: 1. Bayer et. al. 167- 169; 171-230. 2. Thomasa, D.C. (1997). Bioethics and International Human Rights. <i>Journal of Law, Medicine & Ethics</i> , 25, 295-306. 3. Levine, R.J. (2001). Some Recent Developments in the International Guidelines on the Ethics of Research Involving Human Subjects. <i>Annals of New York Academy of Sciences</i> , 918, 170-178.
#3 1/25	a. Issue: Autonomy and Paternalism
	b. Discussion: 6 principles of public health ethics
	Readings: 1. Bayer et al. pp. 85-103 2. Buchanan, D.R. (2008). Autonomy, Paternalism, and Justice: Ethical Priorities in Public Health. <i>American Journal of Public Health</i> , 98, 15-21
#4 2/1	a. Issue: Community Based Research
	b. Discussion: Community rights vs. individual rights

<p>Guest Lecture: Nancy Winterbauer</p>	<p>Readings: 1. Bayer et. al. 105-151 2. Gbadegesin, S. & Wendler, D. (2006). Protecting Communities in Health Research from Exploitation. <i>Bioethics</i>, 20, 248-53. 3. Dickert, N. & Sugarman, J. (2005). Ethical Goals of Community Consultation in Research. <i>American Journal of Public Health</i>, 95, 1123-7.</p>
<p>#5 2/8</p>	<p>a. Issue: Infection Disease: Coercion and Protection of Society b. Discussion: Tuskegee Trials</p> <p>Readings: 1. Bayer et. al. 249-306 2. Freimuth, V.S. et al. (2001). African Americans' Views on Research and the Tuskegee Syphilis Study. <i>Social Science and Medicine</i>, 52, 797-808.</p>
<p># 6 2/15 Guest Lecture: Ray Moseley</p>	<p>a. Issue: Bioethics / Genetics and Public Health b. Discussion: Health, insurance & ethics</p> <p>Readings: 1. Bayer et. al. 351-401 2. Campbell, E. & Ross, L.F. (2003). Parental Attitudes Regarding Newborn Screening of PKU and DMD. <i>American Journal of Medical Genetics A.</i>, 120, 209-14.</p>
<p># 7 2/22 Guest Lecture: TBA</p>	<p>a. Issue: Regulation, Environmental and Occupational Health b. Discussion: Public Health Ethics In Practice</p> <p>Readings: 1. Bayer et. al 309-355 2. Gray, JR. (2007) HPV Vaccination: Should it be Mandatory for Entry into Public School. <i>Nursing for Women's Health</i>, 11(2), 133-138 3. Javitt, G., Berkowits, D., Gostin, LO. Assessing Mandatory HPV Vaccination: Who Should Call the Shots? <i>The Journal of Law, Medicine & Ethics</i>, 36(2), 384-395.</p>
<p># 8 3/1</p>	<p>a. Issue: Public Health ethics in a nut shell-- What have we learned? b. Discussion: Student presentations and discussions</p> <p>Readings: In The Headlines (based on student presentations)</p>

Course content, material and assignments may be revised at the discretion of the course professor to facilitate the learning process.