Course Description:
Lectures and small group discussions explore public health ethics, social justice and autonomy as they relate to public health practice and health policy. Current issues in health policy are discussed including: the right to health and health care, bioterrorism, and health inequalities, poverty and power. Weekly small group discussions include cases on MCHP, obesity and “fat taxes”, resource allocation, and disparities in infant mortality. Student evaluation is based on class participation, a small group project, and a final paper based upon a case study addressing ethical issues relevant to the student’s area of public health specialization.

Prerequisites:
None

Course Goals:
Students in this course will be introduced to a wide range of ethical issues in public health that arise in the course of public health practice and research. By the end of this course, students will be able to identify these goals and discuss them with peers in an open and respectful dialogue using appropriate ethical terminology and frameworks. Students will be able to define these issues and identify a range of alternatives to the moral problem and to discuss the pros and cons between them using a range of moral perspectives.

Course Objectives:
- Identify and define ethical issues in the context of public health practice
- Analyze moral problems in public health

Textbooks, Materials & Assignments:
Text & Readings: See below.

Assignments
1. Case Description for Final Paper (25 points)
   Students will prepare a case study that reflects an ethical dilemma encountered in the course of their public health career. The case study will be no more than 500 words and describe a specific moral problem in a public health setting.
2. Final Paper (50 points)
The final exam will consist of an analysis of an original case study. In their analysis of the case, students will be expected to describe the ethical issues involved, propose 2 or 3 options available to the moral agents involved in the case, and to defend a position in favor of a particular approach on ethical grounds.

3. **Influenza Group Project (15 points)**

   This group project will describe a problem of resource allocation of influenza vaccine and require the group to make policy recommendations based upon a particular moral framework. A written proposal of no more than 500 words will be required from the group in under one week.

4. **Class Participation (10 points)**

   Each week in the online discussion forum, each student will be required to submit a minimum of two, 250 word posts regarding the readings and/or lectures in the course. Students will also be encouraged to contribute current news articles, video and other media to the online discussion board to supplement the course. These contributions, made with commentary, will count toward their required submissions.

**Grading Scale:**

- **A** = 100-90 points
- **B** = 89-80 points
- **C** = 79-70 points
- **D** = 69-60 points
- **F** = 59 points and below

**CLASS SCHEDULE:**

**Week 1**

**Ethics: Theory and Practice**

*Case: Community Health Education in Niger*

**Required:**


**Recommended:**


**Week 2**

**Public Health Ethics**

*Case: 3 x 5 Problem*

**Required:**

Week 3  Many Methods, Many Issues
Case: Political Refugees and the Case for Action

Required:


Week 4  Social Justice and the Right to Health Care
Case: State MCHP Policy

Required:


Recommended:


Week 5  Autonomy, Civil Liberties, and Public Health
Case: Obesity and “Fat Taxes”
ASSIGNMENT DUE: Case for Final Paper

Required:


Week 6  **Influenza Group Project  - - No Lecture**  
Case: Ethics & the Allocation of a Scarce Influenza Vaccine

No readings this week. Students may use the lecture and discussion section times for this week to work on the Influenza Group Project

**Week 7**  **The Ethics of Measuring Health**  
Case: The Use of Cost-Effectiveness in Priority Setting  
ASSIGNMENT DUE: Influenza Group Project

Required:


Recommended:

**Week 8**  **Poverty, Power, and Health Inequalities  (PART I)**  
Case: Priority Setting & the Global Burden of Disease

Required:


Recommended:

**Week 9**  **Poverty, Power, and Health Inequalities  (PART II)**  
Case: Reducing the Burden of Infant Mortality

Required:
Week 10  Health Education and Promotion
Case: Old Wine in New Bottles: Health Promotion via the Family Tree


Week 11  Harm Reduction Model: Prevention or Enabling Harm?
Case: Vancouver Needle Exchange Program


Week 12  Shifting Notions of Health Information and Privacy
Case: Public Health Practice or Research?


Week 13  Preventive Medicine: The Clash of Two Ethical Systems
Case: Where There’s Smoke...


Week 14  Environmental Health and Bioethics
Case: Kennedy Krieger Lead Study


Week 15  Public Health as a Moral Profession
Case: Codes vs. Training


Core Competencies: Development of instructional objectives is based on the Universal Competencies for public health professionals identified by the Public Health Faculty/Agency Forum Final Report, June 1991 and the Healthy People 2010 goals.

The following Public Health core competencies are addressed in ETHICAL ISSUES IN PUBLIC HEALTH

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<th>Analytic/Assessment Skills</th>
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<tr>
<td>1. Defines a problem</td>
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<td>2. Applies ethical principles to the collection, maintenance, use and dissemination of data and information</td>
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<td>3. Obtains and interprets information regarding risks and benefits to the community</td>
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<td>4. Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues</td>
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<th>Policy Development/Program Planning Skills</th>
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<th>Communication Skills</th>
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<td>5. Communicates effectively both in writing and orally, or in other ways</td>
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<td>6. Solicits input from individuals and organizations</td>
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<td>7. Leads and participates in groups to address specific issues</td>
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<th>Communication Skills-Attitudes</th>
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<td>8. Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives</td>
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<th>Cultural Competency Skills</th>
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<td>9. Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and person of all ages and lifestyle preferences</td>
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Mission Statement

The mission of the KU-MPH program is to provide teaching, research and service activities that prepare public health practitioners, health care providers, and researchers to develop and apply population-based and individual approaches to maintaining and improving the public’s health in the Heartland and the nation.

Confidentiality
Students should not expect that all work they produce in an MPH course is confidential. The KU-MPH program may review course deliverables such as papers, projects, on-line discussion postings and the like with persons other than fellow students in the course and the course instructor. While administering the MPH program, students’ work may be shown to KU-MPH faculty and staff, other faculty and accrediting bodies such as the Council on Education in Public Health. Examples of students’ work and performance may be used to market the KU-MPH program and KU School of Medicine, and during efforts to secure grant funding to support the MPH program and related faculty research and service projects. Therefore students should not include in their course assignments any sensitive personal information that they wish to keep confidential. Students wishing to discuss a confidential issue with a classmate or the instructor should use telephone calls or personal e-mails for this purpose.

Students with Special Needs
Any student in this course who, because of a disability, needs an accommodation in order to complete course requirements should contact the instructor or the ADA/504 Coordinator (913-588-7813). Students with disabilities requiring accommodation to meet the requirements of this course should contact the instructor within the first week of the semester.

Additional Notes
This syllabus is subject to change by the instructor. Any changes will be announced.