

Public Health Ethics,  
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HAP/PHL/SRP 405

### COURSE OBJECTIVES

At the completion of this course students will be able to:

1. grasp the major ethics concepts relevant to public health ethics;
2. differentiate clinical ethics and public health ethics;
2. understand some of the most important ethical issues related to public health, such as clinical research, population research, disease prevention, epidemiology and crises in health situations
3. be able to analyze ethical issues arising from public health, and to give a reasoned account of ethical issues;
4. be competent to participate in ethical decision-making as issues arise in public health research, practice and policy.

### ACADEMIC HONESTY

If you present the words or thoughts of another person as if they were your own, you are guilty of plagiarism. This is true whether or not you *intended* to do so. Plagiarism is an extremely serious academic offense. Penalties for plagiarism can range from getting a zero on the assignment in question through getting an F in the course to being expelled from the university. I will penalize acts of academic dishonesty by assigning a grade of F for the course, although I reserve the right to assign a lesser penalty (such as assigning a grade of zero for the assignment) or to appeal to the dean to assign a greater penalty (such as expulsion from the college) at my discretion. Whatever penalty I assign, you should know that every act of academic dishonesty, however small or large, is recorded in a letter placed in the student's permanent academic file in the College of Arts & Sciences.

Given the severe penalties you may incur as a result of plagiarism and the high risk of getting caught, it is wise to do all in your power to avoid committing plagiarism knowingly or unknowingly. The best way to avoid such an offense is to be as thorough as possible in documenting the sources you rely on for the claims you make in your assignments. The most common reasons for plagiarism are (1) carelessness or laziness in providing page references to sources, (2) confusion about just when documentation is and is not required, and (3) feeling overwhelmed or intimidated by the difficulty of an assignment. Remember, I am always happy to talk to you about any and all issues related to plagiarism, and about any assignment.

### CANCELLATION OF CLASS (other than school closing)

In the event that I need to cancellation class, I will email each person in the class.

### ATTENDANCE POLICY

See GRADING and ASSIGNMENTS INSTRUCTIONS AND GUIDELINES.

### GRADING

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|-----------|--|
| 15 points | 1. Participation in class fulfilled by attendance and discussion.                  |
| 10 points | 2. Discussion on readings plus one page minimum reflection paper for each reading. |

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|-----------|--|
| 20 points | 3. Presentation of at least one reading and leading of discussion on this reading. |
| 10 points | 4. Scopenote on your ethics topic of your choice                                   |
| 20 points | 5. Presentation of your ethics topic   |
| 10 points | 6. Book review on book of your choice (approved by Dr. Kissell)                    |
| 15 points | 7. Critical review of public health/bioethics paper.                               |

1. Attendance at every class is required.

2. Reading the assigned materials is necessary to make this type of class work. Moreover, it is a courtesy to your classmates. Therefore it is a must do. You are required also to bring each of the readings to the appropriate class accompanied by a one page reflection on the reading(s). Note that this means one page per class. You may not make up a reflection paper for any class that you do not attend. Reflection may include questions that the article(s) raise, reactions, agreements, etc. You are required to bring the readings with you to class.

3. Demonstrating that you understand the readings and are able to form opinions about them is important. Each student should be prepared to lead a discussion on at least one reading during the class. Others will be expected to share their reflections with the class during the discussion.

4. Be prepared to meet with Dr. Kissell two weeks prior to your ethics topic presentation, with an outline (essential) of your proposed presentation. This assignment gives you an opportunity to make a presentation about a topic of your choice. I will help you to select the assigned readings. You are the instructor for 45 minutes of that day. Presentations may include, but are not limited to, a guest speaker on your topic, an organized description of the issue, questions for discussion, a relevant case for analysis by other class members.

Criteria for presentations:

- § the clarity with which you present the ethical impact of the topic
- § overall clarity of your presentation
- § interesting manner of presentation. Do NOT, ABSOLUTELY NOT, read a report to us.

### **INSTRUCTIONS ON ASSIGNMENTS**

#### **Presentation and Discussion of Readings**

You will be responsible for a discussion of at least one reading that is required for the course. The assignment includes a paper of at least 500 words. It must contain the following:

- § a description of the main thrust of the article – what is the author arguing for or against (generally in one sentence)
- § a summary of the reasons the author gives to support her/his argument
- § your opinion on either one or more arguments, or about the paper as a whole.
- § description on what at least three others say about the topic described in the reading.

**IF YOU DO NOT UNDERSTAND THE READING, ASK ME!!!**

#### **Scopenote Instructions**

In preparation for your presentation, each student prepares a scopenote according to the instructions below. The purpose of this paper is to provide an introduction to a given topic and a bibliography for persons wanting to familiarize themselves with a specific ethics topic about which they have limited or no familiarity. Since this is a certified writing class, you must submit a draft copy of your scopenote three days after your presentation. The final copy is due one week after I return it to you. **YOU MUST SUBMIT BOTH AN EMAIL COPY AND A HARD COPY** for both draft and final copy.

Annotated and non-annotated bibliography entries include:

- (1) title;
- (2) author;
- (3) journal name;
- (4) date and/or issue number;
- (5) page numbers of article

You may use any accepted bibliographic style. You must provide for each website, both in your annotated and non-annotated bibliography:

- (1) the URL for the website;
  - (2) the date on which you last accessed this website;
- (See limitations on inclusion of websites below.)

The scopenote is composed of three parts:

1. First, a description of at least 1000 words on the topic you are investigating.
2. Second, an *annotated* bibliography consisting of 5 articles/website (no more than one website) for which you give bibliographic information, a 100 word summary of the article, and an evaluation of how well it addresses the issue. Here is an example: AGenetic screening raises questions for employers and insurers,@ Gina Kolata, *Science*. 1986 Apr 18; 232(4748): 317-319.

This article describes how the prospect of tests to detect susceptibility to genetic diseases that will develop later in life or under certain environmental conditions raises many ethical concerns. Among these are the experimental nature of these tests, the age at which they should be offered to individuals, and the repercussions of disclosing test results to patients, employers, and insurance companies. Many investigators acknowledge that it will be difficult in the future to keep the information about testing from third parties. Kolata warns that now is the time to develop policies for handling data, before widespread genetic testing becomes a reality. This article is exceptionally well written. It is a good introduction to the problem for those who are unfamiliar with all the repercussions of genetic testing.

3. Third, a *non-annotated* bibliography for 5 additional articles/website (no more than one website) for which you give only the bibliographic information. Here is an example: AThe case against preadoption genetic testing,@ Madelyn D. Freundlich, *Child Welfare*, 1998 Nov-Dec; 77(6): 663-679.

### **Ethics Topic Presentation**

1. The main plans for the presentation will be prepared two sessions prior to the presentation date. Presenter(s) will meet with Dr. Kissell for a planning session during the last 15 minutes of the class two sessions prior to the date of their presentation. Dr. Kissell will be available prior to the planning session to provide suggestions for readings, guest speakers, etc. Students must bring the following to the planning session:

- \$ suggestions for speakers if they plan to have one
- \$ outline of their presentation indicating that the student has done prior research

2. Discussions may include, but are not limited to, an organized description of the issue, how it involves ethics, questions for discussion, a relevant case for analysis by other class members. Presenters may arrange for a guest speaker to make a presentation to the class. Your presentation should take at least 30 minutes and as much as 45 minutes. You must use sources other than those assigned for the class.

4. Criteria for presentations:

- \$ the clarity with which you present the *ethical* impact of the topic
- \$ overall clarity of your presentation
- \$ interesting manner of presentation. Do NOT, ABSOLUTELY NOT, read a report to us.

### **Book Reports**

1. Books must be approved by Dr. Kissell.
2. Book reports consist of a 1000 word essay that includes the following:
  - \$ summary of the book
  - \$ discussion of how it relates to public health and public health ethics
  - \$ an evaluation of the book

### **Critique of Article**

Note that I've selected articles that are controversial so that you will be able to find material on the topic. You may select ANY ONE of the articles listed below on which to write. You will find these articles in the Health Sciences Library data base (probably in EBSCOhost). Your critique article should be 3500 words long. USE SUBTITLES to divide the sections of your Critique. Please look carefully at the Criteria for Written Materials.

Your critique must contain all of the following sections:

1. Thesis of the article – this is the position for which the author is arguing.
2. An abstract about your critique article (not about the content of the article itself). This abstract should appear at the beginning of your paper. It should be about 200 words long.
3. A summary of the author's arguments – this is how (s)he is trying to make her/his point.
4. Critique of the arguments –This section should be a critique of the arguments themselves and not based on your opinion.
5. Your opinion: I agree/disagree with the author's arguments and this is why. You may use other sources to bolster your own opinion.
6. What others say, e.g., "This is what others have said to help me criticize the author's arguments and form my own opinion of the article." You must include a bibliography of these additional authors.

This is the assignment that most reduces grades from an A to a B, so don't be shy for asking for help. Be sure you understand the assignment.

Barilan YM, Brusa M, Human rights and bioethics, *Journal Of Medical Ethics*, 2008 May; Vol. 34 (5).

Denier Y, On personal responsibility and the human right to healthcare. *Cambridge Quarterly Of Healthcare Ethics* 2005 Spring; Vol. 14 (2).

Wasson K, Cook ED, Helzlsouer K, Direct-to-consumer online genetic testing and the four principles: an analysis of the ethical issues. *Ethics & Medicine: A Christian Perspective On Issues In Bioethics* 2006 Summer; Vol. 22 (2).

## ASSIGNMENT SCHEDULE

### **Class One: Historical Beginnings of Bioethics**

#### **Lecture:**

Introduction to the course  
How to research at Health Sciences Library  
History of bioethics: Nuremberg, Nazi experiments, Tuskegee, Fernald School

#### **Readings:**

Danis M; Churchill LR, Autonomy and the common weal, *The Hastings Center Report*, 1991 Jan-Feb; Vol. 21 (1).

*Belmont Report*: <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm>

### **Class Two: What is Public Health?**

#### **Readings:**

[http://books.nap.edu/openbook.php?record\\_id=1091&page=56](http://books.nap.edu/openbook.php?record_id=1091&page=56)  
[http://books.nap.edu/openbook.php?record\\_id=1091&page=138](http://books.nap.edu/openbook.php?record_id=1091&page=138)  
<http://academic.udayton.edu/health/syllabi/bioterrorism/2PublicHealth/phealth07.htm>

### **Class Three: Public Health and Ethics**

**Lecture:** Compare and contrast healthcare ethics and public health ethics

**Case Study:** State Children's Health Policy

<http://ocw.jhsph.edu/courses/EthicalIssuesPublicHealth/PDFs/Case3.pdf>

#### **Readings:**

Kass, Nancy E (2004), Public Health Ethics: From Foundations and Frameworks to Justice and Global Public Health. *Journal of Law, Medicine and Ethics*, Vol. 32, No. 2.

Roberts, RJ., and M.R. Reich, Ethical Analysis in Public Health, *The Lancet*, Vol. 359, March 23, 2002.

### **Class Four: Public Health and Social Justice**

#### **Readings:**

Erika Blacksher, Healthcare Disparities: The Salience of Social Class, *Cambridge Quarterly of Healthcare Ethics*, Volume 17, Issue 02, April 2008.

Pogge, Thomas W., Responsibilities for Poverty-Related Ill Health, *Ethics & International Affairs*, 2002, Vol. 16 Issue 2.

#### **Student Presentation**

### **Class Five: Social Determinants of Health**

**Film:** Unnatural Causes (pt. 1 and 2) – HSL

#### **Readings:**

Michael Marmot and Richard G Wilkinson, Psycho social and material pathways in the relation between income and health: a response to Lynch et al, *British Medical Journal*, May 2001; 322.

Richard G Wilkinson, Socioeconomic determinants of health: Health inequalities: relative or absolute material standards? *British Medical Journal*, 1997; 314:591 (22)

**Class Six Social Determinants of Health Pt. 2**

**Film:** Unnatural Causes (pt. 3 and 4)  
Discussion of Film

**Class Seven: Health Disparities**

**Lecture:** What are Health Disparities?  
<http://www.healthypeople.gov/>

**Readings:**

Ibrahim SA, Achieving health equity: an incremental journey, *American Journal of Public Health* 2003 Oct; Vol. 93 (10).

Williams, David R., Jackson, Pamela Braboy, Social Sources Of Racial Disparities In Health. *Health Affairs*, Mar/Apr2005, Vol. 24 Issue 2.

**Student Presentation**

**Class Eight Access to Healthcare: US**

**Lecture:** Project Access <http://www.accessproject.org/medical.html>

**Readings:**

Heartache in the Heartland  
[http://www.accessproject.org/adobe/heartache\\_in\\_the\\_heartland.pdf](http://www.accessproject.org/adobe/heartache_in_the_heartland.pdf)

Living in the Red  
[http://www.accessproject.org/adobe/living\\_in\\_the\\_red.pdf](http://www.accessproject.org/adobe/living_in_the_red.pdf)

**Student Presentation**

**Class Nine: Environmental Concerns and Healthcare**

**Readings**

Jessica Pierce, Christina Kerby, The Global Ethics of Latex Gloves: Reflections on Natural Resource Use in Healthcare, *Cambridge Quarterly of Healthcare Ethics*, January 1999.

Jameton A, Pierce J, Sustainable health care and emerging ethical responsibilities. *Canadian Medical Association Journal* 2001 Feb 6; Vol. 164 (3).

**Student Presentation**

**Class Ten Research Ethics**

**Lecture:** Back to the beginning – research abuses

**Readings:**

Turner EH, Matthews AM, Linardatos E, Tell RA, Rosenthal R, Selective publication of antidepressant trials and its influence on apparent efficacy. *The New England Journal Of Medicine*, 2008 Jan 17; Vol. 358 (3).

Joffe S, Miller FG, Bench to bedside: mapping the moral terrain of clinical research. *The Hastings Center*

*Report*, 2008 Mar-Apr; Vol. 38 (2).

D R Buchanan, FG Miller, A public health perspective on research ethics, *Journal of Medical Ethics* 2006;32.

### **Class Eleven: Public Health Research Ethics**

#### **Case Study:**

Fairchild AL. Dealing with Humpty Dumpty: Research, practice, and the ethics of public health surveillance. *The Journal of Law, Medicine & Ethics* 2003; 31(4).

#### **Student Presentation**

### **Class Twelve: Global Health**

#### **Readings:**

Benatar SR, The HIV/AIDS pandemic: a sign of instability in a complex global system, *Journal Of Medicine And Philosophy*, 2002 Apr; Vol. 27 (2).

#### **Film:**

Steps for the Future

Vol 4 – Body and Soul

vol. 8 – Mother to Child

vol 14 – steps for the Future

Vol 22 – Let's Talk About it

### **Class Thirteen Student Project – Analysis of Influenza Pandemic**

#### **Resources:**

Stand on Guard for Thee – Ethical Considerations in Preparedness Planning for Pandemic Influenza  
[http://www.queensu.ca/csd/conferences/Bensimon\\_EthicsEmergencies.pdf](http://www.queensu.ca/csd/conferences/Bensimon_EthicsEmergencies.pdf)

Gostin, L. (Sept-Oct. 2004) Influenza Pandemic Preparedness: Legal and Ethical Dimensions.  
*Hastings Center Report*.

Iseron, K and Pesik, N. (2003) Ethical resource distribution after biological, chemical, or radiological terrorism. *Cambridge Quarterly of Healthcare Ethics* 12.

Thompson, A., Faith, K., Gibson, JL and Ross Upshur. (2006) “Pandemic Influenza Preparedness: an Ethical Framework to Guide Decision-Making.” *BMC Medical Ethics*. 7(12).

Emmanuel, Ezekiel J. and Alan Wertheimer. *Who Should Get Influenza Vaccine When Not All Can?* *Science* 12 May 2006 Vol 312.

**Case Study:** Pandemic Flu in the U.s.: Ethics & the Allocation of a Scarce Vaccine  
<http://ocw.jhsph.edu/courses/EthicalIssuesPublicHealth/PDFs/Case5.pdf>