DUQUESNE UNIVERSITY
CENTER FOR HEALTHCARE ETHICS
McANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS

COURSE HCE-657: PUBLIC HEALTH ETHICS

Spring 2012 (version 11 January 2012)
**College:** McAnulty College and Graduate School of Liberal Arts  
**Syllabus:** HCE-657, **PUBLIC HEALTH ETHICS**, Spring 2012  
**Course:** Tuesday 3:05-5:45 pm., Fisher Hall 721  
**Office hours:** Appointment, Fisher Hall 300;  
Tel. (412) 396-4504  
Email: tenhaveh@duq.edu  
**Course instructor:** Henk ten Have, M.D., Ph.D.  
Director and Professor, Center for Healthcare Ethics  
Duquesne University, 600 Forbes Avenue, Pittsburgh

**OUTLINE**

Public health ethics is a recent and less developed area in healthcare ethics. It is, however, increasingly important with the rise of global bioethics. The course examines the public health perspective and the general principles and issues of public health ethics. It analyses ethical dimensions of health concepts, health promotion, prevention, epidemiology, immunization, screening and health policy. It will study significant cases related to drug use, health inequalities, coercion and infectious disease, the war on fat, bioterrorism, disasters, and humanitarian intervention. The first of the course is focused on understanding the historic background and development of public health. The second part examines the ethical frameworks for public health. The final part of the course will apply the ethical framework on one selected problem area of public health: pandemics, drug addiction, doping and sport, disasters and humanitarian aid.

**COURSE OBJECTIVES**

a) **Course description.** The course will make students familiar with ethical issues related to public health. It will focus on the historical and ethical analysis of these issues. Starting from a historical analysis of the emergence of public health as a separate medical discipline as well as the major public health problems that have plagued mankind over time, the ethical dimensions of public health will be studied, particularly the ethical frameworks that exists to analyze public health issues. The focus will finally be directed on several areas that are currently debated: pandemic, drug addiction, doping and sport, disasters and humanitarian aid, and food.

b) **Research competencies.** Upon completion of the course students should master the following competencies, as should be demonstrated both in specific research projects and presentations, and in the research essay:
   a. Historical analysis of the emergence and significance of public health, explaining why and how current public health has developed, as well as
what ethical concerns have emerged and how these have been addressed and regulated;
b. Systematic examination of fundamental ethical issues in relation to public health as well as examination of the ethical framework within which public health issues are addressed;
c. Critical analysis of specific practices and policies in the field of public health specifically concerning pandemics, drug addiction, doping and sport, disasters and humanitarian aid, and food.

c) General HCE Program Learning Outcomes. Several of these Learning Outcomes pertain to HCE-657.

a. Fundamental Knowledge.
   Students can understand and analyze HCE theory and methods as well as major applied topics in public health ethics.
b. Multi-disciplinary Study.
   Students can critically relate HCE with multi-disciplinary fields in health care, specifically in connection to the historical background and the ethical analysis of fundamental notions.
c. Scholarship
   Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that:
   - present cogent arguments(s),
   - engage scholarly literature, and
   - demonstrate critical thinking and analysis.

COURSE PROCEDURES.

a) Course components
   The Spring semester will be divided into four components:
   i. Research Project #1, week 1-5; prepare teaching presentation for Seminar #2, February 7.
   ii. Research Project #2 (10 pages), week 6-9; due Friday March 2 for Seminar #3, March 6.
   iii. Research Project #3 (10 pages), week 10-13; due Friday March 30 for Seminar #4, April 3.
   iv. Research Essay (30 pages plus end notes & bibliography), weeks 14-16.
      2. Option to submit mid-term essay. For students who want to be assisted in their progress, a draft of the essay can be submitted for feedback; by Friday March 30.
      3. Submit Research Essay by Tuesday April 24, 3:00 pm.

b) Research projects
   1. Reading Requirements. Each Research Project will require students to
critically engage the equivalent of 2 or 3 books to (a) master the relevant knowledge and (b) engage in critical reading and writing.

2. **Research competencies.** The research competencies in the course are identified by the three Research Projects: (a) historical analysis, (b) systematic examination of fundamental ethical issues, and (c) ethical analysis of specialized areas of concern. Each Research Project will demonstrate that the student has mastered the specific competency.

3. **Relation of Projects with Essay.** The three Research Projects may be integrated into the Research Essay but not in a manner of cut-and-paste from one to the other. The Research Essay typically demonstrates that the student can apply and integrate all three research competencies in relation to a specific topic or issue in research ethics. While the research papers are focused on one specific competency, the course essay must demonstrate all three competencies. The course essay furthermore is based on a self-selected thesis different for each student, while the topics of the research papers are given and similar for all students.

4. **Projects:**
   i. Research competency of historical analysis:
      Project RP # 1: A teaching demonstration
      1. Study the following book: George Rosen: *A History of Public.*
      2. Make teams of 2 students.
      3. Each team will select one of the following parts of the book:
         a. Chapter II, Greece
         b. Chapter II, Rome
         c. Chapter III, Middle Ages
         d. Chapter IV, Mercantilism
         e. Chapter V, Enlightenment
         f. Chapter VI, Sanitary Movement – USA
         g. Chapter VI, Sanitary Movement – UK
         h. Chapter VI, Sanitary Movement – Germany
         i. Chapter VI, Sanitary Movement – France
         j. Chapter VII, Bacteriological era
         k. Chapter VIII, Bacteriological era
      4. Analyze the selected part of the book and prepare a teaching presentation, addressing 3 questions:
         a. What are the major developments and events in public health in this period of history?
         b. What are the lessons learned for today?
         c. What are the ethical problems for public health in this period of time?
      5. Make a one page outline of your presentation and distribute this in class.
      6. Teach the case as a team in a mini-lesson of max. 10 minutes.
Format: Each team teaches the case in max. 10 minutes. Power point or overhead may be used (but no need); the allotted time may not be exceeded.

Required Reading:

ii. Research competency of systematic examination of fundamental ethical issues:

**Project RP # 2:**
In public health ethics several ethical theories are advocated: liberal, communitarian, paternalistic and utilitarian ones. Which ethical theory is the most appropriate one in public health ethics? Provide arguments in favor of your answer.

**Format:** Write of paper of exactly 10 pages (exclusive title page and table of content) plus minimally 30 references/end notes and bibliography.

**Required Readings:**

iii. Research competency of critical analysis of specific practices and policies in the field of public health:

**Project RP # 3:**
What should be the policy in your selected area of public health that is best justifiable in ethical terms?

**Format:** Write a paper of exactly 10 pages (exclusive title page and table of content) plus minimally 30 references/end notes and bibliography.

**Required Readings:**
1. Select one area of special concern:
   a. Pandemics
   b. Drug addiction
   c. Doping and sport
   d. Disasters and humanitarian aid
   e. Food
2. Select the requested readings for your selected area (see at the last pages of this Syllabus). Each area requires you to read 2 new books that are outstanding in this area. There is no requirement to read the books for the specialized areas that you have not selected.

c) Research Seminars. There will be four seminars introducing each of the three research competencies.

1. **Week 1.** Seminar #1 to introduce Research Project #1  
   i. Introduction to the course  
   ii. Introduction to the area of public health ethics  
   iii. Discussion of research essay requirements and course essay  
   iv. Course essay thesis and 1-page outline with basic bibliography to be submitted by end of week 5

2. **Week 6.** Seminar #2 to introduce Research Project #2  
   i. Discussion of progress on research essays  
   ii. Teaching presentations of completed Research Project #1

3. **Week 10.** Seminar #3 to introduce Research Project #3  
   i. Discussion of progress on research essays  
   ii. Discussion of completed Research Project # 2

4. **Week 14.** Seminar #4 to discuss the Course Essay  
   i. Discussion of completed Research Project # 3  
   ii. Brief presentations (10 min) of the course essays

d) Course essay. The course research essay will require students to substantively apply the Research Competencies of this to a particular issue (theoretical or practical). Requirements:

1. Start to reflect on the thesis of your course essay from the beginning of the course.  
2. Thesis and 1-page outline with basic bibliography to be submitted by the end of week 5 (Feb.3) (email to tenhaveh@duq.edu).  
3. You will receive feedback in Seminar #2.  
4. Progress will be reported in the subsequent Seminars.  
5. Each student will briefly present the course essay (max. 8 minutes) during the final Seminar and submit a copy of the essay by date assigned.  
6. The course essay length should be **30 pages**, double-spacing; this the main body of text; title page, table of content, endnotes and bibliography do not count within the 30 pages).  
7. Students must adopt the format of the *Chicago Manual of Style*, as required by the College for dissertation submissions.  
8. Select an Essay Title that reflects a research thesis. For example the thesis can be:  
   i. “Is mandatory vaccination ethically justified and under what conditions”, or  
   ii. “Do individual persons have a moral duty to preserve and promote their health?”
The title will then be something like:
   a. Mandatory vaccination
   b. Individual duty to be healthy

9. Make a Title page and a separate Table of Content.
10. Present a brief Introduction and Conclusion.
11. Notes to the references made in the essay.
   i. Use end notes (as opposed to foot notes at the bottom of the page).
   ii. Do not use notes for narrative explanations – they belong in the main text.
   iii. There should be approximately 100 end notes in the essay.
12. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
13. Divisions and subdivisions. Use major divisions (headings) and subdivisions (subheadings), evenly distributed throughout the essay, to lay out the sequence of concepts and arguments.
14. Use of online references. Online references must be accurately identified with complete web address etc, including the date of access.

**HCE HANDBOOK.** The Center for Healthcare ethics has developed a *Handbook* of Policies, Procedures, and Guidelines to guide students in all curriculum related matters.

**COURSE GRADE.** There will be no examinations. The course grade will be assigned based on the quality of the course research essay and the three research projects. The grade will be a combination of 10% for each of the three research projects and 70% for the final essay.

No midterm grades will be assigned. End of term grades will be assigned adopting grading policy in the McAnulty College and Graduate School of Liberal Arts, as follows:

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<th>Grade</th>
<th>Value</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>normal progress towards degree</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>warning; student subject to departmental action</td>
</tr>
<tr>
<td>C</td>
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**ACADEMIC INTEGRITY.** This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McAnulty College and Graduate School of Liberal Arts apply.
REASONABLE ACCOMMODATIONS.
Students with documented disabilities are entitled to reasonable accommodations if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) as soon as possible. Accommodations cannot always be granted retrospectively.
COURSE READINGS

HCE 657, Public Health Ethics, 2012 Spring

Required reading: Books

1. General texts for all students (all 4 books need to be read by all students):
   - Stephen Peckham and Alison Hann (eds.): Public health ethics and practice. The Policy Press, Bristol UK, 2010, 224 pages ($34.95)

2. Specialised texts depending on area of practical application (following your choice of one area); here you only have to study the literature in your area of choice (only 2 books need to be read depending on your selected area).

   a. Pandemics

   b. Drug addiction

c. Doping and sport

d. Disasters and humanitarian aid

e. Food and public health

**Research competency #1: Historical analysis**


**Research competency #2: Systematic examination of fundamental ethical issues in relation to public health**


**Research competency #3: Critical analysis of specific practices and policies in the field of public health**

**Pandemics**


**Drug addiction**


**Doping and sport**


**Disasters and humanitarian aid**


**Food and public health**


**COURSE SCHEDULE**

**Tuesday January 10. Seminar #1**

*Research competency #1: Historical analysis*

*Project #1*

January 17, 24, and 31, Research Project #1

Submit Essay Thesis, 1-page outline, basic bibliography, by Fri. February 3

**Tuesday February 7. Seminar #2**

*Research competency #2: Systematic examination of fundamental ethical issues*

*Project #2*

February 14, 21, and 28, Research Project #2

Submit Project #2 by Fri. March 2


**Tuesday March 6. Seminar #3**

*Research competency #3: Ethical analysis of specialized areas of concern*

*Project #3*

March 13, 20, and 27, Research Project #3

Submit Project 3# by Fri. March 30

**Tuesday April 4. Seminar #4**

*Research essay*

Submit Research Essay by Tuesday, April 24, 3:00 pm.