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

COURSE HCE-657: PUBLIC HEALTH ETHICS

Spring 2018 (version 5 December 2017)
OUTLINE
Public health ethics is a recent and less known area in healthcare ethics. It is, however, increasingly important with the rise of global bioethics, for example with the growing threat of new emerging diseases and pandemics such as avian flu and Ebola virus disease. It is also important since existing practices can be contested as is the case with vaccination for children which is refused by an increasing number of parents.

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 part 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, food, and vaccination.

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: pandemics, drug addiction, doping and sport, disasters and humanitarian aid, food, and vaccination.

COURSE OBJECTIVES
The aim of the course is to prepare students for the writing of the Dissertation Proposal. In particular, it will focus on the development of research competencies in connection to the area of public health. 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 final course 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 current public health specifically concerning pandemics, drug addiction, doping and sport, disasters and humanitarian aid, food, and vaccination.

**LEARNING OUTCOMES**

After completion of the course students should be able to:

a. identify the historical developments that have led to current public health ethics;

b. explain the fundamental ethical notions that inform the contemporary debates about public health issues;

c. critically analyze current debates and concerns in one specific area of public health ethics.

In the context of the 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 argument(s),
   - engage scholarly literature, and
   - demonstrate critical thinking and analysis.

**COURSE STRUCTURE**

The course is organized in three Research Projects.

Research project 1 is focused on course objective 1. The student will study and research the historical background and development of public health. The student is requested to examine a specific case in depth and make an oral presentation in class.

Research project 2 is focused on all course objectives, integrating historical and ethical analysis of a selected specific area of public health ethics. The student should select one specific area of interest, and study and research the relevant literature for this area as provided in this syllabus. The student should then write a 7-page research paper (with 20 notes references), and present this in class.
Research project 3 is the course essay. The student submits the outline of the course essay in Week 4 and will receive feedback from the Instructor. The paper will be extensively discussed in class during Week 15. It will integrate the three research competencies.

**COURSE ESSAY**
The course research essay will require students to substantively apply the Course Research Competencies to a particular issue (theoretical or practical).
Requirements:
1. Start to reflect on the thesis of your research essay from the beginning of the course.
2. Thesis and 1-page outline with basic bibliography to be submitted in week 4 (6 February 2018) (email to tenhaveh@duq.edu).
3. You will receive feedback before and in week 5.
4. Each student will present the research essay (max. 15 minutes) during the final week of the course and submit a copy of the essay by May 1, 2018, 5 pm.
5. The essay length should be **25 pages**, double-spacing, font 12.
6. Students must adopt the format of the Chicago Manual of Style, as required by the College for dissertation submissions.
7. Select a research thesis that is the core of your essay, and is presented in the Introduction and reflected in the title of the essay. 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 of the essay will then be something like:
   i. Mandatory vaccination
   j. Individual duty to be healthy.
8. Make a Title page and a separate Table of Content.
10. 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.
   iv. Check Chicago Manual Style for correct presentation of notes.
12. Divisions and subdivisions. Use major divisions and subdivisions, evenly distributed throughout the essay, to lay out the sequence of concepts.
13. Use of online references. Online references must be accurately identified with complete web address etc. including the date of access.

**COURSE SCHEDULE**

**WEEK 1**
16 January 2018
- Overview of the course
- Introduction into public health ethics
Research project #1: a teaching demonstration

Objective:
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;

Research project 1 and oral presentation:
1. Study the following book: George Rosen: *A History of Public Health*.
2. Each student 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 (1875-1950)
   k. Chapter VIII, Bacteriological era (concluded)
3. 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?
4. Make a 1-page outline of your presentation and distribute this in class.
5. Teach the case in a mini-lesson of 30 minutes.
   Format: Each student teaches the case in 30 minutes. Power point or overhead may be used (but no need); the allotted time may not be exceeded.

Required Reading:

WEEK 2

Why and how has public health and public health ethics emerged? Background, history and case studies

23 January 2018
Chapter II; Greece
Chapter II: Rome
Chapter III: Middle Ages
Chapter IV: Mercantilism

WEEK 3
30 January 2018
Chapter V: Enlightenment
Chapter VI: Sanitary movement – USA
Chapter VI: Sanitary movement – UK
Chapter VI: Sanitary movement – Germany

WEEK 4
6 February 2018
Chapter VI: Sanitary movement – France
Chapter VII: Bacteriological era (1875-1950)
Chapter VIII: Bacteriological era (concluded)
Submit draft outline of course essay

WEEK 5
13 February 2018
Theories of public health ethics

WEEK 6
20 February 2018
Theories of public health ethics

Required Readings:

Research project #2: examine your specific area

Objective:
Critical analysis of specific practices and policies in the field of current public health specifically concerning pandemics, drug addiction, doping and sport, disasters and humanitarian aid, food, and vaccination.

Methodology
- Select a specific area of public health ethics: pandemics, drug addiction, doping and sport, disasters and humanitarian aid, food, and vaccination.
- Study the requested readings for your selected area;
- Write an analysis in a paper of maximum 7 pages (excl. references and bibliography; 20 note references);
- In this analysis answer the following question: What should be the policy in your selected area of public health that is best justifiable in ethical terms?
- Submit the paper ultimately 25 February 2018. You will receive feedback as soon as possible so that it may help you to enhance your presentation;
- Presentation: Prepare this presentation as a research seminar for colleagues. You should make a presentation of 30 minutes and then lead the discussion about relevant ethical issues.
- For each presentation a student colleague will be tasked with preparing critical questions.
- The grade for RP#2 will cover both the paper and the presentation. You will receive feedback after your presentation including the grade.

**WEEK 7**
27 February 2018  
**Pandemics**  
**Paper presentations and evaluation**  
**Readings:**

**WEEK 8**
6 March:  
**No class; Spring break**

**WEEK 9**
13 March 2018  
**Drug addiction**  
**Paper presentations and evaluation**  
**Readings:**

**WEEK 10**

**Doping and sport**

20 March 2018  
Paper presentations and evaluation

Readings:

**WEEK 11**

**Disasters and humanitarian aid**

27 March 2018  
Paper presentations and evaluation

Readings:

**WEEK 12**

**Food**

3 April 2018  
Paper presentations and evaluation

Readings:
**WEEK 13**
10 April 2018: **Kelly Lecture on Bioethics**
Speaker: Hub Zwart (Department of Philosophy and Science Studies, Centre for Society and the Life Sciences, Radboud University Nijmegen, the Netherlands)
Title: *Emerging viral threats as a symptom of the present.*
Date: Tue, April 10, 1:00-3:00 pm
Room: 613 Union Building

**WEEK 14**
17 April 2018: **Vaccination**
Paper presentations and evaluation

Readings:

**Research project #3: course essay**

**WEEK 15**
24 April 2018: **Discussing and reviewing course essays**
Each student will present his/her course essay (max.15 min)

**Deadline for course essay:** 1 May 2018, 5 pm.

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

**COURSE GRADE.** There will be no examinations. The course grade will be assigned based on the quality of the course Research Essay and the two Research Projects. The grade will be a combination of 15% for each of the Research Projects (for project 2: 50% for class presentations and 50% for the written project) 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:
A  4.0 distinguished scholarly work
A-  3.7
B+  3.3
B   3.0 normal progress towards degree
A-  2.7
C+  2.3
C   2.0 warning; student subject to departmental action
F   0.0

**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.

**PRIVACY.** To provide distance access to HCE courses, all classes are videotaped and available for later use. The videos are stored on MediaSite in the secure cloud. Duquesne University has a non-disclosure agreement with the MediaSite vendor that protects the privacy and security of the data and students. That means that the videos stored in the MediaSite cloud are not available to anyone without defined access. The HCE Faculty (i.e., the course Instructor) is the only one who may authorize access to the videos, typically only to students registered for the class.