PUBLIC HEALTH ETHICS AND POLICY
MPH Elective Course
3 Credits
Fall 2010
Revised October 5, 2010

Instructor
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Room N

Description
The starting point of public health ethics is promoting the general health and well-being of communities rather than protecting the dignity and freedom of individuals as in bioethics. A public health perspective assumes background principles of community, justice, and equity but these principles can be difficult to interpret and to apply. The goal of protecting the public’s health also raises fundamental questions about when to impose restrictions on the freedom of individuals to protect the health of the community and the duties and obligations owed by citizens to the wider community. This course will cover ethical issues related to the normative grounding of public health policy and to ethical dilemmas in how to apply them in formulating health policy on specific issues.

Class Format
The course will be taught as a seminar with student participation in discussions strongly encouraged and an important component of student evaluation and grading.

Papers and Class Project
In place of a mid-term exam, students will be assigned at three stages of the course a take home exam/short paper (3 to 5 pages). The questions will be based on issues covered in lectures. The objective will be for students to think through their own views and articulate them.

Students will also choose a specific public health ethics topic with the approval of the instructor and will make an oral presentation in one of the final two classes. Topics are due by October 12. An outline (approximately 2-3 pages) and list of resources will be due on November 9. Papers based on the presentation will be due on December 7.

Grading
Class participation 20%
Three short take home questions 35% (10% for two and 15% for the third)
Topic presentation 15%
Final paper 30%

Text and Written Resources
The course will use the Public Health Ethics: Theory, Policy, and Practice edited by Ronald Bayer, Lawrence Gostin, Bruce Jennings and Bonnie Steinbock. Readings in the text will be supplemented with articles posted on blackboard.
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<tr>
<th>Learning Objectives</th>
<th>Competency</th>
<th>Core Area</th>
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<tbody>
<tr>
<td>1. Understand the differences between the normative framework for bioethics and</td>
<td>Describe the legal &amp; ethical bases for public health &amp; health services</td>
<td>Health Policy and</td>
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<tr>
<td>public health ethics</td>
<td>(ASPH D2)</td>
<td>Management</td>
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<td></td>
<td>(MPH 7)</td>
<td>Professionalism</td>
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<td></td>
<td>Distinguish between population and individual ethical considerations in</td>
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<td>relationship to benefits, costs, and burdens of public health programs</td>
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<td>(ASPH J8)</td>
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<td>2. Assess the strengths &amp; limitations of various ethical groundings &amp; frameworks</td>
<td>Identify basic theories, concepts &amp; models from a range of social &amp;</td>
<td>Social and Behavioral</td>
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<td>for public health ethics</td>
<td>behavioral disciplines that are used in public health research &amp; practice</td>
<td>Sciences</td>
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<td>(ASPH E1)</td>
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<td>(MPH 12)</td>
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<td>3. Evaluate the role of justice and equity considerations in public health policy</td>
<td>Describe the merits of social and behavioral interventions and policies</td>
<td>Social and Behavioral</td>
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<td>(ASPH E7)</td>
<td>Sciences</td>
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<td>MPH 12</td>
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<td></td>
<td>Apply social justice and human rights principles when addressing community</td>
<td>Leadership</td>
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<td>needs (ASPH H8)</td>
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4. Apply ethical principles to a variety of complex public health issues

Apply ethical principles to public health planning, implementation and evaluations
(ASPH E 9)
(MPH 7)

Promote high standards of personal & organizational integrity, compassion, honesty & respect for all people
(ASPH J5)

Social and Behavioral Sciences
Health Policy and Management
Professionalism

Class Schedule

(1) August 31: Ethical Core of Public Health Perspective

Required Reading

Optional Reading
- APHA, “Principles of the Ethical Practice of Public Health,” on blackboard

(2) September 7: Normative Groundings and Dilemmas

Required Reading
- Wilson, “Towards a Normative Framework for Public Health Ethics and Policy” on blackboard

Optional Reading
- Radoilska, “Public Health Ethics and Liberalism,” on blackboard.

(3) September 14 Autonomy and Paternalism: Policies on Smoking, Drugs, and Alcohol Consumption
Required Readings

- Holland, “Public Health Paternalism,” on blackboard
- Wikler, “Who Should Be Blamed for Being Sick,” in Public Health Ethics, pp. 89-104

Optional Readings

- Wilson, “Against the Legalization of Drugs,” Public Health Ethics, pp. 151-166.
- Voigt, “Smoking and Social Justice,’ on blackboard
- Walker, “Why We Should Not Set a Minimum Price Per Unit of Alcohol,” on blackboard

(4) September 21: Justice, Equity, and Fairness

Required Reading

- Capewell & Graham, “Will Cardiovascular Disease Prevention Widen Health Inequalities?” on blackboard

Optional Reading

- Wilkinson and Pickett, “Income Inequality and Population Health: A Review and Explanation of the Evidence,” on blackboard
- Pappas, “Elucidating Relationship between Race, Socioeconomic Status and Health,” on blackboard.
- Kawachi et al., Health Disparities by Race and Class,” on blackboard.

(5) September 28: Ethical Implications of the Social Determinants of Health

Required Reading

- (CSDH) Commission on the Social Determinants of Health, Closing the gap in a generation: Health equity through action on the social determinants of health, Executive Summary, on blackboard.
- Blas et al., “Addressing social determinants of health inequities: What can the state and civil society do?” on blackboard.
Optional Reading

- London, “Issues of equity are also issues of rights”: Lessons from experience in Southern Africa,’ on blackboard
- Commission on the Social Determinants of Health, *Closing the gap in a generation: Health equity through action on the social determinants of health*, full report


Required Reading

- Singer, “Why We Must Ration Healthcare,” on blackboard.
- Dey and Fraser, “Age-Based Rationing,” on blackboard.
- Bodenheimer, “The Oregon Health Plan – Lessons for the Nation,” Part I, on blackboard

Optional Reading

- Gruskin and Daniels, “Process is the Point: Justice and Human Rights: Priority Setting and Fair Deliberative Process,” on blackboard.
- Tauber, “Ethics of Rationing,” on blackboard.
- Fenton, “Making Fair Funding Decisions for High Cost Cancer Drugs,” on blackboard.
- Oberlander, “Rationing Medical Care: Rhetoric and Reality in the Oregon Health Plan,” on blackboard

(7) October 12: Public Health Ethics and Health Institutions and Laws

Required Reading

- Raphael and Bryant, “The state’s role in promoting population health: Public health concerns in Canada, USA, United Kingdom, and Sweden,” on blackboard
- Angell, “Privatizing Health Care Is Not the Answer,” on blackboard
- Burris, Waganaar, et al, “Making the Case for Laws that Improve Health,” on blackboard
- Filho and Furio, “A Human Rights Approach to Quality of Life and Health: Application to Public Health Programming,” on blackboard
- Nuffield Trust, “Reforming health care: why we need to learn from international experience,” on blackboard
- Gostin, “The National Health Insurance Mandate,” on blackboard

Optional Reading

- Rasanathan et al., Primary health care and the social determinants of health,” on blackboard
• Mackintosh And Kovalev, “Commercialisation, Inequalities, and Transitions in Health Care,” on blackboard
• Toebes, “The Right to Health and the Privatization of National Health Systems: The Case of the Netherlands,” on blackboard
• Chapman, “The Ethics of Patenting Human Embryonic Stem Cells,” on blackboard
• WHO, “Public Health, Innovation, and Intellectual Property,” on blackboard
• Gladwell, “High Prices,” on blackboard
• Saenz, “What Is Affordable Health Insurance?” on blackboard

(8) October 19: Infectious Diseases, Vaccination, and Public Health Emergencies as Public Health Ethics Issues

**Required readings**

• Gostin et al., “Ethical and Legal Challenges Posed by Severe Acute Respiratory Syndrome,” in *Public Health Ethics*, pp. 261-278.
• Berkman, “Incorporating Explicit Ethical Reasoning into Pandemic Influenza Policy,” on blackboard.
• Kayman, “Revisiting Public Health Preparedness,” on blackboard

**Optional Reading**

• Malm, May, Francis, et al., “Ethics, Pandemics, and the Duty to Treat,” on blackboard
• Baum, Jacobson, et.al., “Listen to the People: Public Deliberation About Social Distancing Measures in a Pandemic,” on blackboard,
• Omer, et al. “Mandatory Vaccination, and the Risks of Vaccine Preventable Diseases,” on blackboard
• CT Public Health Emergency Response Act, on blackboard

(9) October 26: Globalization and Global Health Justice

**Required Reading**

• Labonté and Schrecker, “Introduction: Globalization’s Challenges to People’s Health,” on blackboard
• Labonté and Schrecker, “Rights, Redistribution, and Regulation,” on blackboard
• Schrecker, “Denaturalizing scarcity: a strategy of enquiry for public health ethics,” on blackboard
• Horton, “Global science and social movements: Towards a rational politics of global health,” on blackboard
• Lowry et al., “Two Models in Global Health Ethics,” on blackboard
• Gostin, “Meeting the Survival Needs of the World’s Poorest Populations,” on blackboard

**Optional Reading**

• Sassen, “Bordering Capabilities Versus Borders: Implications for National Borders
• Sassen, “A Savage Sorting of Winners and Losers: Contemporary Versions of Primitive Accumulation,” on blackboard
• Prah Ruger, “Global Health Justice” on blackboard.

(10) November 2: There will be no class.

(11) November 9: Public Health Ethics Perspective on Genetic Testing and Therapy

**Required Reading**
• Matloff and Caplan, “Direct to Confusion: Lessons Learned from Marketing BRCA Testing,” on blackboard
• Benn and Chapman, “Ethical Challenges in Providing Noninvasive Prenatal Diagnosis,” on blackboard.
• GAO, “Direct to Consumer Genetic Tests,” on blackboard.

**Optional Reading**
• Baily and Murray, “Ethics, Evidence, and Cost in Newborn Screening,” on blackboard.
• Frankel and Chapman, “Facing Inheritable Genetic Modification,” on blackboard

(12) November 16: Ethics of Controversial New Technologies

**Required Readings**
• Caulfield and Chapman, “Human Dignity as a Criterion for Science Policy,” on blackboard
• John A. Robertson, “Embryo Stem Cell Research: Ten Years of Controversy,” on blackboard.
• President’s Council on Bioethics, *Beyond Therapy: Biotechnology and the Pursuit of Happiness*, full report is on blackboard, see particularly chapter 6, pp. 275-310
• National Bioethics Advisory Commission, *Cloning Human Beings*, chapter 4, on blackboard

**Optional Reading**
• National Bioethics Advisory Commission, *Cloning Human Beings*, chapter 5, Law & Policy, on blackboard
• Murdoch, “Stem Cell Tourism and the Power of Hope,” on blackboard
• Cohen and Cohen, “International Stem Cell Tourism and the Need for Effective Regulation,” on blackboard
November 23: Ethics of Measurement in Health Evaluation

**Required Reading**
- Arnesen and Nord, “The value of DALY life: problems with ethics and validity of disability adjusted life years,” on blackboard
- Anand and Hanson, “Disability-Adjusted Life Years: A Critical Review,” on blackboard
- Morgan and Ziglio, “Revitalizing the Public Health Evidence Base,” on blackboard
- Sreenevasan, “Ethics and Epidemiology,” on blackboard
- Garber, “The Role of Costs in Comparative Effectiveness Research”

**Optional Reading**
- Brock, “Ethical Issues in Applying Quantitative Models for Setting Priorities in Prevention,” on blackboard
- Coughlin, “Ethical Issues in Epidemiological Research,” on blackboard

November 30: Class presentations

December 7: Class presentations