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### PUBH 475E: Public Health Ethics

Jeffrey C. Peterson

*University of Montana, Missoula*, [jeffery.peterson@umontana.edu](mailto:jeffery.peterson@umontana.edu)

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**PUBH 475: Issues in Medical and Public Health Ethics**  
School of Public and Community Health Sciences – University of Montana

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*Instructor: Dr. Jeffery C. Peterson*

*Fall Semester, 2022*

*Class Meeting Time: Weds 2-4:20 PM*

*Classroom Skaggs 117*

*Email: [Jeffery.peterson@mso.umt.edu](mailto:Jeffery.peterson@mso.umt.edu)*

*Office: Skaggs 153, (406) 243-4473*

*Office Hours: Weds 12 to 1 and Available by appointment*

**DESCRIPTION:** This course will explore a variety of theories, concepts, issues, cases, and arguments in public health ethics. Class time will primarily be discussion-based. The course aims to improve students' familiarity with medical and public health ethics as well as students' critical thinking and writing skills through assigned readings, writing assignments and interactive Socratic discussion in which the goal is shared exploration of the topics.

### Course Learning Objectives

Upon fulfilling the Upper Division Ethics requirement, student will be able to:

1. Gain familiarity with a broad range of ethical issues pertinent to health care and public health in the United States and abroad.
2. Learn how to apply ethical concepts and frameworks to various dilemmas faced in health care and public health settings.
3. Develop an understanding of important historical and contemporary cases where ethical concerns have been prominent.
4. Enhance critical thinking, and oral and written and communication skills involved in ethical analysis.

Upon fulfilling the Advanced College Writing requirement, the student will be able to:

1. Identify and pursue sophisticated questions for academic inquiry
2. Find, evaluate, analyze, and synthesize information effectively from diverse sources
3. Manage multiple perspectives as appropriate
4. Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
5. Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
7. Follow the conventions of citation, documentation, and formal presentation that are appropriate to the discipline
9. Develop competence in information technology and digital literacy

These CEPH-required *Learning Objectives and Competencies* will be addressed in the course:

- #6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- #12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
- #15. Evaluate policies for their impact on public health and health equity
- #19. Communicate audience-appropriate public health content, both in writing and through oral presentation
- #20. Describe the importance of cultural competence in communicating public health content.

### READINGS:

- Barrett, Ortmann, L. ., & Dawson, A. (2016). Public Health Ethics: Cases Spanning the Globe (Volume 3.0) (1st ed., Vol. 3). Springer Open. <https://doi.org/10.1007/978-3-319-23847-0>. *This is our main text. It is an open access textbook that can be downloaded or read online by using the link.*
- All other required readings and materials will be available in the course on Moodle

### COURSE REQUIREMENTS:

Attendance: Attendance is required unless excused. However, everyone will be given one excused absence without having to provide a reason (your first absence will automatically be considered excused). After your first absence, unexcused absences will lower your participation score. Each unexcused absence will automatically result in a loss of 3 of the 30 participation points.

Participation (30 points): Everyone begins the class with 30 points for class participation. To receive the full 30 points, you must demonstrate that you have read the material and engage in dialogue with myself and your fellow classmates. You must also contribute to all group activities. Your participation score will be based on your engagement in class activities and your contributions to class discussions.

Short Writing Assignments (4 x 25 points each / 100 points total): Throughout the course there will be specific short reflective writing assignments (approximately two to three pages) linked to some or all of that week's readings. Typically, these assignments will focus on one of the case studies (your choice) that was presented in the previous weeks' readings but that was not chosen for class discussion.

Research Paper (100 points): This research paper (5 to 7 pages for undergrads, 7-10 for grads) includes general background information on a particular ethical issue (that we can determine together via an individual or group consultation), a description of the sides of the issue, an interpretation of the ethical points of view justifying the sides, and an evaluation of the sides. Papers will be reviewed by the instructor, returned to you for revisions and resubmitted for a final grade.

Presentation (50 points): At the end of the course, each student will deliver a presentation based on the content from the research paper (~10 minutes in length).

Presentation Plan (20 points): Prior to the presentation, students must submit an outline of their presentation (~2 pages), including the program goal, measurable learning objectives, and a description of presentation methods designed to meet the objectives. The outline will be reviewed by the instructor. Feedback from the review will be integrated into the final written plan and oral presentation.

**Graduate Increment:** If you are taking this course for graduate credit, there are additional work requirements. Graduate students will be required to lead discussion of assigned articles/readings on 1-2 separate occasions. This requirement will factor into your participation grade. The white paper will have an extra length requirement (7-10 pages) and the grading standards for graduate work will be higher than for undergraduates (which we will discuss but basically, graduate students should be able to make connections and articulate insights that undergraduates typically do not).

**Assignment Guidelines:** Specific requirements and expectations for each assignment will be provided in Moodle.

**Late Assignments:** Short Writing Assignments will not be accepted late. For the Research Paper, you will be deducted two points for each day that an assignment is late. Students who wish to request permission to submit an assignment late must contact the instructor well before the assignment deadline.

**GRADING POLICY:**

Final grades will be based on a percentage of total possible points.

Participation .....30 pts.  
 Short Writing (4 @ 25 points).....100 pts.  
 Term Paper.....100 pts.  
 Presentation Plan .....20 pts.  
 Oral Presentation.....50 pts.

***Undergraduates Total = 300 pts.***

Participation .....30 pts.  
 Short Writing (4 @ 25 points).....100 pts.  
 Term Paper.....100 pts.  
 Presentation Plan .....20 pts.  
 Oral Presentation.....50 pts.

***Graduates Total = 300 pts.***

A = 93% to 100%  
 A- = 90% to 92%  
 B+ = 87% to 89%  
 B = 83% to 86%  
 B- = 80% to 82%  
 C+ = 77% to 79%  
 C = 73% to 76%  
 C- = 70% to 72%  
 D+ = 67% to 69%  
 D = 63% to 66%  
 D- = 60% to 62%  
 F = below 60%

## TENTATIVE SCHEDULE

*(SUBJECT TO CHANGE: Please note that the following course schedule may be adjusted as the semester progresses. Students will be informed prior to any changes in assignments.)*

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### **Week #1, 8/31      Introduction & What Are Morality and Ethics?**

No readings this week. We will go over class expectations and introduce basic course concepts

### **Week #2, 9/7      Information Literacy/Mansfield Library Led Sessions**

No readings this week. You will attend a tailored session at the Mansfield Library where you will review the basics of information literacy as well as become familiarized with the model used to evaluate sources for this class.

### **Week #3, 9/14      Ethical Frameworks and Approaches**

Read: Chapter 1: Public Health Ethics: Global Cases, Practice, and Context (Ortman et al.)

Watch video: Public Health Ethics. Thinking about bioethics, human rights, justice and moral responsibility (29:18): <https://www.youtube.com/watch?v=G1lOf7Hd69g>

### **Week #4, 9/21      Historical Cases and Development of Public Health Ethics**

Read Chapter 2, Essential Cases in the Development of Public Health Ethics by Lisa M. Lee, Kayte Spector-Bagdady, and Maneesha Sakhuja

Ade's A Government Program Was Once Initiated to Regulate the Bodies and Sexuality of Women at: <https://historyofyesterday.com/a-government-program-was-once-initiated-to-regulate-the-bodies-and-sexuality-of-women-22eb6c4d93cb>

Watch video: A venereal disease rapid treatment center (10:00)  
<https://historyofyesterday.com/a-government-program-was-once-initiated-to-regulate-the-bodies-and-sexuality-of-women-22eb6c4d93cb>

Case study presentation 1: choose any of the three (Jacobson v. MA, STDs in AL or Guatemala, NY City A1C registry)

*Short Writing assignment 1 due*

### **Week #5, 9/28      Health Care Systems, Right to Health Care, & Rationing**

Read: Chapter 3, N. Daniels (2016). Resource Allocation and Priority Setting

Watch video: Video on Rawls's theory of justice (16:26):

<https://www.youtube.com/watch?v=n6k08C699zI>

Case Study presentations 2: Choose between cases 3,4, or 6 to present

## **Week #6, 10/5      Infectious Disease Prevention and Control**

Read: Chapter 4, Disease Prevention and Control, by Selgelid

Watch video: HIV/AIDS 40 years on: how far has Africa come (9:00): [HIV/AIDS 40 years on: How far has Africa come? | DW News - Bing video](https://www.dwnews.com/news/2019/09/10/hiv-aids-40-years-on-how-far-has-africa-come/)

Case study presentation 3: choose case 5 or 8

*Short writing assignment 2 due*

## **Week #7, 10/12      Chronic Disease Prevention and Health Promotion**

Read: Chapter 5, Chronic Disease Prevention and Health Promotion, by Schmidt

Watch videos:

1. View Multiple Chronic conditions, a day in the life: <https://www.ahrq.gov/prevention/chronic-care/decision/mcc/video/index.html> (2 minutes)
2. View Health inequities: America's chronic condition (12 minutes) <https://www.youtube.com/watch?v=56ZKfSNkcJc>

Case study presentation 4: Choose any of the 5 case studies

## **Week #8, 10/19      Environmental and Occupational Public Health**

Read: Chapter 6, Environmental and Occupational Public Health by Jennings

Watch video: Fighting for Safe Water in Flint (13:25) at

[https://www.youtube.com/watch?v=nsz\\_oDrDie8](https://www.youtube.com/watch?v=nsz_oDrDie8)

Case study presentation 5: Choose case 2 or 3

*Short writing assignment 3 due*

## **Week #9, 10/26      Social Justice in Public Health Ethics**

Read: Chapter 7, Vulnerability and Marginalized Populations by Wrigley and Dawson

Watch video: The urgent fight for health equity (12:42) at

[https://www.ted.com/talks/yolandra\\_hancock\\_the\\_urgent\\_fight\\_for\\_health\\_equity](https://www.ted.com/talks/yolandra_hancock_the_urgent_fight_for_health_equity)

Case study presentation 6: Choose case 2, 3, or 6.

**Week #10, 11/2      International Collaboration for Global Public Health**

Read: Chapter 8, International Collaborations for Global Public Health by Meslin and Garba

Watch video: Water in the time of Cholera: Haiti's most urgent health problem (5:10) at <https://www.npr.org/sections/health-shots/2012/04/13/150302830/water-in-the-time-of-cholera-haitis-most-urgent-health-problem>

Case study presentation 7: choose from case studies 2,5, or 6

*Short writing assignment 4 due*

**Week #11, 11/9      TBD Guest Lecture**

**Week #12, 11/16      Public Health Research Theory and Practice I**

Draft of Term Papers due

Oral Presentation Plan due

Read: Chapter 9, Public Health Research by Barrett, Ortmann, and Brown

**Week #13, 11/23      No class. Thanksgiving break**

**Week #14, 11/30      Ethics of Health Communication: Process vs Content and Culture-centered vs Cultural sensitivity**

Get Feedback on Term Papers

Read:

1. Basu, & Dutta, M. J. (2008). Participatory Change in a Campaign Led by Sex Workers: Connecting Resistance to Action-Oriented Agency. *Qualitative Health Research*, 18(1), 106–119. <https://doi.org/10.1177/1049732307309373>
2. Houghton, Toms, J., Meratnia, G., Loney, K., Hopkins, E., & Del Monte, K. (2017). Concerns With Entertainment-Education: Zombie Pandemic Preparedness and the Unanticipated Promotion of a Weapons Culture. *Health Education & Behavior*, 44(4), 519–523. <https://doi.org/10.1177/1090198116677280>
3. Preparedness 101: zombie apocalypse graphic novel.

Watch video: What a zombie apocalypse can teach us about pandemics (4:50) at

<https://www.youtube.com/watch?v=EqakVI8f760>

**Week #15, 12/7**      **Term Paper Presentations I**  
Submit final papers

**Finals Week, 12/14**    **Term Paper Presentations II**