

History and Principles of Public Health Policy

Maggie Brennan – Section 1 (4:55PM – 6:35PM)

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This course surveys the history of public health from the early nineteenth century to the present with an emphasis on policy. The course is run as a seminar/discussion and part of the student requirements include regular and constructive class participation.

The seminar-discussion approach grows directly out of an appreciation of the benefits of active learning in which the professor is a facilitator of learning rather than a dispenser of information and students actively pursue their education rather than passively receive knowledge. The general goals of a university graduate education focus on honing critical thinking, being willing to explore ideas contrary to one's own beliefs, knowing when information or data are relevant to an issue and how to seek and find that information and apply it methodically to the problem at hand. Seminars will be a time to present and discuss new material, but even more, it will be used to provide experiences in learning how to analyze material.

Cooperative and group learning and exercises will be encouraged, with the assumption that everyone brings something valuable and unique to the class. Active discussion, expressing one's ideas and getting reactions from other students and the teacher, has been demonstrated to make a big difference in learning, retention, and use of knowledge. Students will be required to talk about their ideas openly, listen and respond to others' ideas, remain sensitive to the feelings of other class members, and take responsibility for moving class discussions forward.

To further foster this approach, one of the course requirements will be that each student takes responsibility for presenting the assigned readings for the week. Students can decide to present the readings with a PowerPoint presentation or another format. In addition to the presentation, students should prepare three or four questions to present to the rest of the class to facilitate discussion on the content. Volunteers will be solicited via email after the course syllabus material is complete.

Both course instructors bring strong public health background and a combined 40 years' experience working in public health. To foster a "real-time" approach to the subject matter and take advantage of the wealth of public health expertise in New York City, the instructors may bring in guest lecturers on a specific topic. In these instances, student(s) assigned to present the readings for those seminars will have notice so they will be adequately prepared to share the seminar session with a guest lecturer.

Course Requirements:

Reading Presentations: 20%

Class Participation: 20%

First paper: 30% **Due Friday 10/19/07 (via email)**

Final paper: 30% **Due Friday 12/14/07 6PM (via email)**

Because both instructors have careers outside of this course, we anticipate heavy use of Blackboard for announcements, sharing readings, etc. All students are currently able to access course information on Blackboard and are encouraged to check it regularly.

September 12: Foundations

Assigned readings:

Judith Leavitt and Ronald L. Numbers Eds. *Sickness and Health in America: Readings in the History of Medicine and Public Health*, Third Edition (1997).

 Social Class and Medical Care in 19th Century America pp 309-322

 Black Health on the Plantation pp. 351-368

Paul Starr. *The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry*. 1984

 The Boundaries of Public Health pp 180-197

Beauchamp D. Public health as social justice. *Inquiry* 1976;13:3-14.

September 19: Tensions: Medicine and Public Health

Assigned readings:

Judith Leavitt and Ronald L. Numbers Eds. *Sickness and Health in America: Readings in the History of Medicine and Public Health*, Third Edition (1997).

 Sanitary Reform in New York City: Stephen Smith and the Passage of the Metropolitan Health Bill pp 437-451

Paul Starr. *The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry*. 1984

 Chapters Two and Three: pp 60-144

Mechanic D and Tanner J. Vulnerable People, Groups and Populations: Societal View. *Health Affairs* September/October 2007 26; 5:1220-30.

Jennings B and Hanson J. Commodity or Public Work? Two Perspectives on Health Care. *Bioethics Forum*, Fall 1995, pp.3-11.

September 26: Late Nineteenth/Early Twentieth Century Public Health and the Influence of Immigration

Assigned Readings:

Judith Leavitt and Ronald L. Numbers Eds. *Sickness and Health in America: Readings in the History of Medicine and Public Health*, Third Edition (1997).

 “Typhoid Mary” Strikes Back: Bacteriological Theory and Practice in Early 20th Century Public Health pp 555-572

Paul Starr. *The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry*. 1984

 Chapter Six pp 198-232

Markel H, Stern AM. The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society. *Milbank Quarterly*. 2002; 80(4): 757-88.

October 3: APHA Film Festival-NO CLASS, however, students are expected to attend the film festival

October 10: Influenza 1918 and Defining Quality

Assigned Readings:

Paul Starr. *The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry*. 1984. Pages 235-257

Gernhart G. A Forgotten Enemy: PHS's Fight Against the 1918 Influenza Pandemic. *Public Health Reports*. November/December 1999; 1(14): 559-561.

Taubenberger JK, Morens DM. 1918 Influenza: the mother of all pandemics. *Emerg Infect Dis*. 2006 Jan;12(1):15-22.

Morens DM, Fauci AS. The 1918 influenza pandemic: insights for the 21st century. *J Infect Dis*. 2007 Apr 1;195(7):1018-28.

Ferguson NM, Cummings DA, Fraser C, Cajka JC, Cooley PC, Burke DS. Strategies of mitigating an influenza pandemic. *Nature*. 2006 Jul 27;442(7101):448-52.

Kotalik J. Preparing for an influenza pandemic: ethical issues. *Bioethics*. 2005 Aug;19(4):422-31.

October 17: Public Health post WWII

Judith Leavitt and Ronald L. Numbers Eds. *Sickness and Health in America: Readings in the History of Medicine and Public Health*, Third Edition (1997).

“Be Safe: Be Sure”: New York City’s Experience with Epidemic Smallpox” pp 407-417

“The Cigarette, Risk and American Culture” pp 494-505

Paul Starr. *The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry*. 1984. Pages 257-289.

October 19: First Paper is Due

Format

5-7 pages double-spaced; 1” margins; font size not less than 12pt.; paginated; use APA style for notes

Content

Review the literature on a specific disease or condition (infectious or not)—the cause, detection, investigation, intervention and control. The paper should contain the following elements:

1. Description of the first case(s)
2. The epidemiologic investigation: use your knowledge of public health history and discuss how the ideas prevalent at the time and/or infrastructure in place shaped this investigation
3. Conclusions from that investigation: measures taken to control the spread, if infectious
4. Discussion of public health implications of the control measures. What are the policy implications in the approach(es) used? If warranted, suggest alternative prevention strategies.

October 24: Maternal and Child Health

Jonathan B. Kotch. *Maternal and Child Health: Programs, Problems, and Policy in Public Health*, Second Edition (2005).

Chapter 2 Historical Foundations of Maternal and Child Health pp 23-56.

BBC News Online. Action needed on maternal deaths. October 12, 2007.

Giscombe CL and Lobel M. Explaining Disproportionately High Rates of Adverse Birth Outcomes Among African Americans: The Impact of Stress, Racism, and Related Factors in Pregnancy. *Psychological Bulletin*. 2005 131(5): 662–683.

Morello-Frosch R and Shenassa ED. The Environmental “Riskscape” and Social Inequality: Implications for Explaining Maternal and Child Health Disparities. *Environmental Health Perspectives*. 2006 Aug; 114(8): 1150-1153.

Akukwe, C. Maternal and Child Health Services in the Twenty-First Century: Critical Issues, Challenges and Opportunities. *Health Care for Women International*. 2000; 21(7): 641 – 653.

Salganicoff A and Delbanco SF. Medicaid and Managed Care: Meeting the Reproductive Health Needs of Low-Income Women. *J Public Health Management Practice*. 1998; 4(6): 13-22.

October 31: Race, Gender, and Class in Public Health

Goodell S and Escarce JJ. Racial and ethnic disparities in access to and quality of health care. 2007 Sept; Robert Wood Johnson The Synthesis Project Policy Brief No. 12: 1-6.

Keppel K, Bilheimer L, Gurley L. Improving Population Health And Reducing Health Care Disparities. *Health Affairs*. 2007; 26(5): 1281–92.

Derose KP, Escarce JJ, Lurie N. Immigrants And Health Care: Sources Of Vulnerability More opportunities for immigrants to obtain legal residency and citizenship may be the best route to expanded access to care. *Health Affairs*. 2007; 26(5): 1258–68.

Shavers VL. Measurement of Socioeconomic Status in Health Disparities Research. *J Nat Med Assn*. 2007 Sept; 99(9): 1013-23.

Krieger N. Stormy Weather: Race, Gene Expression, and the Science of Health Disparities. *Amer J Pub Health*. 2005 Dec; 95(12):2155-60.

Ostlin P, Sen G, George A. Paying attention to gender and poverty in health research: content and process issues. *Bulletin of the World Health Organization*. 2004;82:740-745.

W A Rogers. Evidence based medicine and justice: a framework for looking at the impact of EBM upon vulnerable or disadvantaged groups. *J. Med. Ethics* 2004;30;141-145.

November 7: Tuskegee Syphilis Study

Thomas JB and Quinn SC. The Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community. *Amer J Pub Health*. 1991;81(11); 1498-05.

Freimutha, VS et al. African Americans' views on research and the Tuskegee Syphilis Study. *Soc Sci and Med*. 2001; 52; 797-08.

Shavers VL et al. Racial Differences in Factors that Influence the Willingness to Participate in Medical Research Studies. *Ann Epidemiol* 2002;12:248–56.

Zulueta P. Randomized Placebo-Controlled Trials and HIV-Infected Pregnant Women in Developing Countries. Ethical Imperialism or Unethical Exploitation? *Bioethics*. 2001; 15(4):289-311.

Annas GJ and Grodin MA. Human Rights and Maternal-Fetal HIV Transmission Prevention Trials in Africa. *Amer J Pub Health*. 1998;88(4); 560-63.

Israel BA et al. Community-Based Participatory Research: Lessons Learned from the Centers for Children's Environmental Health and Disease Prevention Research. *Env Health Persp.* 2005; 113(10); 1463-71.

November 14: HIV/AIDS*

Centers for Disease Control and Prevention. A Glance at the HIV/AIDS Epidemic. June 2007.

Bryan CS. HIV/AIDS and Bioethics: Historical Perspective, Personal Retrospective. *Health Care Analysis* 2002; 10: 5–18.

Keefe RH, Lane SD, Swartz HJ. From the Bottom Up: Tracing the Impact of Four Health-Based Social Movements on Health and Social Policies. *Journ Hlth & Soc Pol* 2006;21(3);55-69.

Gruskin S, Mills EJ, Tarantola D. Health and Human Rights: History, principles, and practice of health and human rights. *The Lancet* 2007; 370(9585): 449-55.

Yeboah IEA. HIV/AIDS and the construction of Sub-Saharan Africa: Heuristic lessons from the social sciences for policy. *Soc Sci & Med* 2007; 64: 1128–50.

November 21: NO CLASS

November 28: Public Health Work in Developing Countries*

UNDP. Human Development Report 2005: International cooperation at a crossroads: Aid, trade and security in an unequal world. United Nations Development Programme, 2005.

Marmot M. Achieving health equity: from root causes to fair outcomes. *Lancet* 2007;370 1153-63.

Beyrer C, Villar JC, Suwanvanichkij V, Singh S, Baral SD, Mills EJ. Neglected diseases, civil conflicts, and the right to health. *Lancet* 2007; 370: 619–27.

Wagstaff A. Poverty and health sector inequalities. Bulletin of the World Health Organization 2002;80:97-105.

International Women's Health Coalition. Women and HIV/AIDS. On health and rights fact sheet. 2007

December 5: Health Care and Quality: Comparative Health Outcomes in Other Countries

Navarro V and Shi L. The political context of social inequalities and health. *Soc Sci and Med* 2001; 52: 481-491.

Davis K, Schoen C, Schoenbaum SC, Doty MM, Holmgren AL, Kriss JL, and Shea KK. Mirror Mirror on the Wall: an International Update on the Comparative Performance of American Health Care. The Commonwealth Fund. May 2007.

December 12: 21st Century Public Health

Knowlton et al. Projecting heat-related mortality impacts under a changing climate in the New York City region. *Am Journ Pub Hlth.* 2007 97(11):2028-34.

Fairchild AL and Alkon A. Back to the future? Diabetes, HIV and the boundaries of public health. *J Health Polit Policy Law.* 2007; 32(4):561-93.

Gostin L. Public health strategies for pandemic influenza: ethics and the law. *JAMA.* 2006; 295(14): 1700-4.

Resnick DB and Roman G. Health, justice, and the environment. *Bioethics.* 2007;21(4):230-41.

Woolf SH. Future health consequences of the current decline in US household income. *JAMA*. 2007;298(16):1931-3.

Singh S, Orbinski JJ, Mills EJ. Conflict and health: a paradigm shift in global health and human rights. *Conflict and Health* 2007, 1:1-2.

December 14: Final Paper Due at 6PM to the appropriate Instructor's email (please use both emails to ensure delivery); late papers will not be accepted

Format

6-8 pages double-spaced; 1" margins all around; font size not less than 12pt.; paginated; include your last name on all pages; use APA style for notes (please see the web site or the handout from class for format)

Regarding sources:

1. Wikipedia is not an acceptable source
2. Data and literature from health websites that are NOT peer-reviewed are not acceptable sources (examples of websites with information and material that is peer reviewed are CDC, NIH, WHO, PAHO). When in doubt, ask or investigate before using the source.
3. In general, text books should not be used as sources. Rather, use the texts to find journal articles or original sources.

Content

Please choose one of the following topics:

1. Formulate a position on the State Children's Health Insurance Program (SCHIP). Do you believe the program should be expanded, maintained or cut? Conduct a thoughtful analysis which should include a history of the program, some of the changes it has undergone since its inception, as well as a discussion of the historical, cultural, political and economic factors at play in the current debate and discussion around the program and the President's recent veto of its expansion. Use newspaper and peer reviewed journal articles for evidence to support your position.
2. Discuss and analyze the schools of thought around the basis for the existence of health care disparities in the US. Discuss and analyze some of the approaches used to address these disparities (you may either focus on a specific disease or look at a broader approach). Use peer reviewed journal articles to support your analyses.
3. Present and analyze at least two of the presidential candidates' health care proposals. Conduct a thoughtful analysis of the historical, cultural, political and economic factors underpinning these proposals. Discuss likely opponents and their arguments. Finally, discuss your thoughts on the efficacy and/or shortcomings of the proposals. Use newspaper and journal articles in your discussions, analyses and to support your arguments.
4. There is common agreement that we should change our system so that HIV testing is routinely offered; however, NYCDOHMH is advocating for the additional removal of written informed consent for HIV testing. Review the HIV/AIDS literature on written informed consent for HIV testing and discuss the historical, cultural, political and medical contexts for this practice. Discuss the current environmental, political and medical contexts surrounding the issue and develop a position either in favor of waiving informed written consent for HIV testing or maintaining it. Use peer reviewed journal articles in your analyses, discussions and arguments.

**Please NOTE: We have speakers expected on these dates. Students will still be responsible for presenting on the readings; however, class discussion time will be abbreviated.*