PUB HLTH 417

Public Health Law: Promoting Healthy Youth Development
1.0 Credit
Winter Quarter 2015

Day and Time:
Wednesday, 6-9 PM
Location: 633 N St. Clair, 20th floor

Faculty
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Office Hours: By Appointment Only

PURPOSE
The purpose of this course is to teach graduate students the application of law to critical public health issues that affect children and youth.

DESCRIPTION
Students will learn the constitutional and statutory foundation of public health law, how legislative and regulatory decisions must negotiate the balance between individual rights and public good, and the principles of parens patriae and state police powers. Case studies in the areas of obesity, mandatory school immunizations, and student drug testing, and violence prevention will illustrate the basis of public health jurisprudence from the national to the state levels.

COURSE REQUIREMENTS
1. Class attendance: Attendance at all classes is highly encouraged—absences will be permitted on a limited basis, and students will be expected to write a 1-2 page paper summarizing the content of the class they missed.
2. Participation: Students are expected to have read and studied all their assignments prior to class, and to participate actively in the discussions.
3. Mid-term examination: Students will be given a take-home examination at the conclusion of the 6th weekly session (February 15).
   • Final paper and presentation: Students will work in teams to develop a 7-10 pg Issue Brief that addresses one of the key issues in public health law. The purpose of the Brief will be to advocate to the general public a particular legal or regulatory strategy to promote or protect the health of youth. Students will be provided an outline of segments required for the paper.
GRADES
1. Student performance
   - **10% class participation**: engagement and initiation of discussion of required reading materials; contribution to weekly discussion of news events;
   - **10%** presentation of material on key health issues affecting youth
   - **10%** two, brief < 1 pg discussion papers
   - **30% mid-term test**: take-home test will include short essays
   - **35% Issue Brief: written**
     - Clarity and quality of written paper (8%)
     - Persuasiveness of the argument (8%)
     - Persuasiveness of the layout/design of the paper—i.e., use of art work, etc (8%)
     - Validity of scientific and legal content (8%)
     - Whether paper addressed each required segment (8%)
   - **5% Presentation of Issue Brief**
     During the last class students will present a summary of their paper; please use Power Point slides. The grade will be based on the persuasiveness of the oral argument.

2. The Programs in Public Health administers web-based course evaluations to students for each course near the end of the quarter. Your completion of both the Unit (course) and Faculty evaluations is required; failure to complete the evaluations will result in an incomplete grade until the evaluations are submitted. You will be sent the web link and instructions via e-mail later in the quarter. You will have about 2 weeks time to complete the evaluations before grades are submitted.

COURSE EVALUATION
The MPH Program administers web-based course evaluations to students for each course near the end of the quarter. *Your completion of both the unit (course) and faculty evaluation components is required; failure to complete either of the evaluations will result in an incomplete grade until the evaluations are submitted.* You will be sent the web link and instructions via email later in the quarter. You will have about two weeks to complete the evaluations before grades are submitted.

ACADEMIC INTEGRITY
Every Northwestern faculty member and student belongs to a community of scholars where academic integrity is a fundamental commitment. The Program in Public Health abides by the standards of academic conduct, procedures, and sanctions as set forth by The Graduate School at Northwestern University. Students and faculty are responsible for knowledge of the information provided by The Graduate School on their Web page at [http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html](http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html)

Academic misconduct includes, but is not limited to
1. Receiving or giving unauthorized aid on examinations or homework
2. Plagiarism
3. Fabrication
4. Falsification or manipulation of academic records
5. Aiding or abetting any of the above
The PPH follows The Graduate School’s procedure for evaluating alleged academic misconduct, as outlined on the TGS website.

http://www.tgs.northwestern.edu/academics/academic-services/integrity/dishonesty/index.html

Faculty reserve the right to use the “Safe Assignment: Plagiarism Detection Tool” that is part of the Course Management System to evaluate student assignments. Information about this tool can be found at http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html

OBJECTIVES
By the end of the course, students will be expected to:
1. Apply the principles of the U.S. Constitution to public health
2. Apply science to develop public policy
3. Analyze the balance between individual rights and the needs of society when deciding if a legal solution should be applied to solving a public health issue.
4. Describe the principles of parens patriae and state police powers and how these apply to promoting the public’s health.
5. Describe the evolution of adolescent jurisprudence and apply this to reproductive health rights of adolescents.
6. Identify and track public health legislation in Illinois
7. Use principles of public health law to address key causes of morbidity and mortality of youth
8. Use principles learned during the course to create and present a persuasive argument supporting a legal or regulatory strategy to promote or protect the health of youth.
PART 1: ESTABLISHMENT OF PUBLIC HEALTH LAW

January 7: Development of public health law: Part I

Readings

Discussion Questions:
- Q 1: Is public health mentioned in the Preamble to the Constitution?
- Q 2: How does the Constitution allocate power between federal and state governments….e.g., deal with the rights of states vis-à-vis the rights of the federal government?
- Q 3: How does the Constitution allocate power between federal and state governments….e.g., deal with the rights of states vis-à-vis the rights of the federal government?

Exercise: turn in by noon Wednesday, January 15: how you would use the public health triangle model to identify public health strategies to reduce risk of motorcycle crashes

January 14: Development of Public Health Law: Part II

Readings
- View: http://www.youtube.com/watch?v=78aE9SlyEOA
- View: http://www.youtube.com/watch?v=nXopINJmxkE
- *Lopez vs US*

January 21: The Evolution of Adolescent Jurisprudence

Readings
- High court justices to ponder life imprisonment for juveniles (USA Today article)

January 28: Reproductive Health

Readings:
- Consent and confidentiality
  - Reddy DM. Effect of mandatory parental notification on adolescent girls’ use of sexual health care services. *JAMA* 2002;288:710-714
  - ICAH Fact Sheet: Illinois Consent and Confidentiality Laws
    - *S.C. Case: Bellotti v Baird*
  - Developing a Policy Brief
  - Examples of two policy briefs
Take-home mid-term test will be sent out: **Due by noon Wednesday February 11**

**PART 11: USING SCIENCE TO PROMOTE PUBLIC HEALTH POLICY**

**February 4: From Science to Policy**

*Guest Speaker: Legislative Advocacy in Illinois*

Anita Weinberg, MSW, JD

Director, Childlaw Legislative & Policy Programs, Loyola School of Law

Finding and tracking federal and state legislation

Readings:

- Atwood K, et al. From public health science to prevention policy. *AJPH* 1997;87:1603-1606

YouTube: The Danger of Science Denial

https://admin.childlawmj.org/concord2/law/certif/admin/index.cfm

**PART III: APPLICATION OF LAW TO PREVENTABLE CAUSES OF MORBIDITY AND MORTALITY**

Over the next four sessions students will apply principles learned during the previous four sessions to study how law is used to address some of the leading causes of morbidity and mortality effecting children and youth. Each session will follow this pattern:

- Description of the clinical epidemiology (Student-led)
- Presentation of legal strategies for addressing the issue
- Review of seminal court cases
- Review of how existing or pending Illinois law addresses the issue

**February 11: Preventing gun-related injuries**

Readings:

- Mozaffarian: Curbing Gun Violence- Lessons from Public Health Successes. *JAMA*
- *Unites States v Chicago*

**Exercise**: turn in by noon, Wednesday February 18, a brief (1-2 pg) discussion of specific strategies you would pursue to prevent mass shootings on school or college campuses. Explain why you chose these issues.
February 18: Obesity prevention: school and community

Readings
- NEW: ?? Chriqui JF. Influence of school competitive food and beverage policies on obesity, consumption, and availability. *JAMA Pediatr*, 2014 (Jan).

February 25: Vaccine-preventable disease

Readings

Exercise: be prepared to discuss, your position on requiring HPV for both girls and boys as a requirement to enter school.

March 4: Student drug testing (Meet with students to review Issue Brief)

Readings

March 11: Tobacco use

Readings
- Gostin. FDA regulation of tobacco. *JAMA* 2009;302:1459-1460
- Bayer. Tobacco advertising in the US. *JAMA* 202;287:2990-2995
- Belsky DW. Polygenic risk and the developmental progression to heavy, persistent Smoking and nicotine dependence. *JAMA*, 2013;70:534-542

March 18: Issue brief presentations