HPM 722—Section 001
Global Perspectives on Ethical Issues in HPM
(Credit Hours: 3)
Department of Health Policy and Management
Gillings School of Global Public Health

Spring 2016 Syllabus and Course Schedule
Class Location (1304 McGavran-Greenberg Hall)
Meeting Times (Mondays 5:45 to 8:45 PM)

Faculty: Dean M. Harris, J.D.  TA: Amir Alishahi
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Email: Dean_Harris@unc.edu  Email: amir17@live.unc.edu
Phone: (919) 966-7361  Phone: 919-448-4548
Office Hours: By appointment  Office Hours: N/A

Course Overview
This course will address the ethical issues of health policy and management, with particular attention to the global perspectives on these issues. These global perspectives are both comparative and trans-national. Thus, we will compare the ethical approaches to health system issues in various countries, such as the different perspectives on informed consent, refusal of treatment, and reproductive health. The course will address global perspectives on the ethical issues in rationing of care and allocation of resources; ethical issues of corruption in health systems; and ethical aspects of research with human subjects in both developing and developed countries. We will also consider the cross-border issues that arise from movement of patients and healthcare providers across national borders, such as providing care for undocumented aliens, and the “brain drain” of health care personnel from developing countries. The course is divided into three modules: (I) Global Perspectives on Ethical Issues of Patient Care and Research with Human Subjects; (II) Global Perspectives on Ethical Issues in Organizing and Operating Health Systems; and (III) Applying Global Perspectives to Specific Ethical Issues in Group Projects.
## Learning Objectives and HPM Competencies

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<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1. Learn about ethical principles in global perspectives, and understand how those principles and perspectives apply to health services and health systems in developing and developed countries</td>
<td>Innovative Thinking</td>
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<tr>
<td>2. Analyze and interpret a representative sample of the literature about global perspectives on ethical issues in HPM, and explain the analysis</td>
<td>Analytical Thinking, Communication Skills</td>
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<tr>
<td>3. Identify the ethical issues in a given state of facts, analyze those issues in global perspectives, and explain the analysis</td>
<td>Innovative Thinking, Analytical Thinking, Communication Skills</td>
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<tr>
<td>4. Develop the ability to apply and use ethical principles and global perspectives to promote health policy values and goals</td>
<td>Innovative Thinking, Communication Skills, Professionalism, Community and Public Health Orientation</td>
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## Resources

### Website

HPM 722 has its own website on Sakai. This “Syllabus and Course Schedule” will be posted on the website before the first day of class.

### Text


### Other Reading Assignments

Other reading assignments will be posted on Sakai, identified on the internet, or otherwise available to all UNC students on the E-Journal Finder of UNC Libraries at [http://eresources.lib.unc.edu/ejournal/](http://eresources.lib.unc.edu/ejournal/).
Requirements and Expectations

Reading Assignments

Reading assignments for this course consist of readings from the text and other selected materials, such as documents which are posted on Sakai, documents which are available on the internet, and articles which are available to all UNC students on the E-Journal Finder of UNC Libraries.

Written Assignments and Group Projects

There are no individual written assignments for this course. Instead, assignments include a group presentation to the class and a final paper from each group. The group presentations to the class will be held on April 18 and April 25, 2016. All students are required to attend class on both of those dates, regardless of whether their group is presenting on a particular date. All final group papers are due by the beginning of class on Monday, April 25, 2016. By the beginning of class on that date, please submit one copy of your group paper to the Sakai site and bring two hard copies to class.

The professor will meet separately with each final project group for one hour at a mutually convenient time during the week of February 15, 2016, in addition to the regularly scheduled class for that week. Also, the professor will meet separately with each final project group for one hour at a mutually convenient time during the week of March 28, 2016, in addition to the regularly scheduled class for that week. Attendance at these group meetings with the professor is required.

Examinations

The midterm examination will be made available online (on Sakai) for two hours from 6:00 pm to 8:00 pm on Monday, March 7, 2016. Please be sure to take the examination during that time period, and submit your answers to the Sakai site by 8:00 pm on March 7, 2016. The midterm exam will be a closed-book exam and will consist of multiple choice questions. There is no final examination for this course.

Class Participation

Students are expected to come to class prepared to participate.
Cell Phones and Laptops

Turn off cell phones in class. Laptops may be used in class only for taking notes.

Evaluation Method

In order to receive the benefit of your group’s grade on the final group paper and the group presentation to the class, you must have a passing grade (as determined by the professor) on your individual work in this course.

Grade Components

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Midterm Examination</td>
<td>25%</td>
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<tr>
<td>Final Group Paper</td>
<td>25%</td>
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<tr>
<td>Group Presentation to the Class</td>
<td>25%</td>
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<tr>
<td>Class Participation in General</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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Accommodating Students with Disabilities:

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.
UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.
COURSE SCHEDULE AND ASSIGNMENTS

Please note that the following topics, readings, and assignments are subject to change by the professor, by posting an announcement on Sakai. Unless otherwise stated, all chapter references are to the text.

MODULE I: GLOBAL PERSPECTIVES ON ETHICAL ISSUES OF PATIENT CARE AND RESEARCH WITH HUMAN SUBJECTS

Learning Objectives:

1. Learn about ethical principles in global perspectives, and understand how those principles and perspectives apply to health services and health systems in developing and developed countries.

2. Analyze and interpret a representative sample of the literature about global perspectives on ethical issues in HPM, and explain the analysis.

3. Identify the ethical issues in a given state of facts, analyze those issues in global perspectives, and explain the analysis.

Class 1 -- January 11: Introduction and Overview

A. Preview of issues
B. Housekeeping matters
C. Ethical Theories and Approaches
D. Activity about the ethical issues in building and operating a new hospital in a developing country

Required readings for this class:

Text, Chapter 1.

Recommended readings for this class:


NOTE: Class will not be held on January 18, 2016 (Martin Luther King Jr.’s Birthday).
Class 2 – January 25: Global Perspectives on Informed Consent, Refusal of Treatment, and Physician-Assisted Suicide

A. Global perspectives on autonomy and informed consent
B. Different approaches to refusal or withdrawal of treatment
C. Activity about informed consent at a rural health facility in a developing country

Required readings for this class:

Text, Chapters 2 and 3.

Recommended readings for this class:


Iqbal, S, et al, “Different Moral Worlds,” Bioethics Links (June 2010) 6(1): 2-6, available on the website of the Centre of Biomedical Ethics and Culture, Sindh Institute of Urology and Transplantation, at http://www.siut.org/bioethics/archives.html# (Under Past Issues—“Bioethics Links,” scroll down to find volume 6, issue no. 1. Click on that volume and issue number, and then go to page 2 for the specific article.)

Class 3 – February 1: Ethical Issues in Human Reproduction

A. Disputes about issues of reproductive health
B. “Conscience clauses” (and the refusal to provide particular health services on ethical grounds)
C. Ethics of imposing conditions on government or private funding
D. Activity about emergency contraception in Gouanastan

Required readings for this class:

Text, Chapter 4.

Recommended readings for this class:


Class 4 – February 8: Female genital mutilation (FGM) (plus discussion of group projects and dates for class presentations)

A. FGM as a problem of global public health
B. FGM as a challenge to multiculturalism and ethical relativism
C. Activity about developing a hospital policy on FGM
D. Discussion of group projects and dates for class presentations

Required readings for this class:

Text, Chapter 5.


Recommended readings for this class:


Class 5 – February 15: Ethical issues in the movement of patients and health care providers across national borders

A. Ethical issues in providing health services to undocumented aliens
B. Ethical aspects of providing care to patients who are unable to communicate effectively in the language of the host country
C. “Brain drain” and the movement of health workers (including ethical issues in recruiting health workers from developing countries, and the fair treatment of health workers from other countries by employers and patients)
D. Activity about developing a hospital policy on undocumented aliens

Required readings for this class:

Text, Chapters 10 and 11.

Recommended readings for this class:


Class 6 – February 22: Topic and reading assignment to be announced on Sakai.

Class 7 – February 29: Ethical issues of research with human subjects in both developing and developed countries

A. Introduction (history of research with human subjects, and basic ethical principles in the Belmont Report)
B. Autonomy and voluntary informed consent (including issues of undue influence over potential research subjects, and obtaining informed consent from potential subjects in different cultures)
C. Beneficence and cost-benefit analysis
D. Justice and fairness in selecting the subjects of research and allocating the benefits and burdens (including issues of research in countries unable to obtain the drug being tested, use of placebo controls, and duty of researchers after completion)
E. Activity on the use of prisoners as subjects of research

Required readings for this class:

Text, Chapter 6.


Recommended readings for this class:


Class 8 – March 7: Online Midterm Examination

PLEASE NOTE: We will not hold class in person this week. Instead, the midterm examination will be made available online (on Sakai) for two hours from 6:00 pm to 8:00 pm on Monday, March 7, 2016. Please be sure to take the examination during that time period, and submit your answers to the Sakai site by 8:00 pm on March 7, 2016.

PLEASE NOTE: Class will not be held on Monday, March 14, 2016 (Spring Break).
MODULE II: GLOBAL PERSPECTIVES ON ETHICAL ISSUES IN ORGANIZING AND OPERATING HEALTH SYSTEMS

Learning Objectives:

1. Learn about ethical principles in global perspectives, and understand how those principles and perspectives apply to health services and health systems in developing and developed countries.

2. Analyze and interpret a representative sample of the literature about global perspectives on ethical issues in HPM, and explain the analysis.

3. Identify the ethical issues in a given state of facts, analyze those issues in global perspectives, and explain the analysis.

Class 9 – March 21: Rationing and allocation of resources

A. Levels of allocating resources
B. Methods of rationing health resources
C. Comparative effectiveness research (CER) and cost effectiveness analysis (CEA)
D. Activity about cost-effectiveness analysis in a country with universal health care coverage

Required readings for this class:
Text, Chapter 8.

Recommended readings for this class:


Class 10 – March 28: Values of health systems, plus the ethical issues of financing and health reform

A. Fundamental values of health systems
B. Ethical issues in financing health services and designing a fair system of health insurance
C. Activity about establishing a system of health coverage in a developing country

Required readings for this class:

Text, Chapters 7 and 9.

Recommended readings for this class:


Class 11 – April 4: Corruption in health systems

A. Payment of informal fees by patients and their families
B. The relationship between governance and health
C. Activity about developing a hospital plan to stop collection of informal fees from patients in a developing country
D. Meet with final project groups

Required readings for this class:

Text, Chapter 12.

Recommended readings for this class:


MODULE III: APPLYING GLOBAL PERSPECTIVES TO SPECIFIC ETHICAL ISSUES IN GROUP PROJECTS

Learning Objectives:

1. Identify the ethical issues in a given state of facts, analyze those issues in global perspectives, and explain the analysis.

2. Develop the ability to apply and use ethical principles and global perspectives to promote health policy values and goals.

Class 12-- April 11: Meet with your final project group during class time

Assignment for this class: Work on your final group project.

Class 13 – April 18: Group presentations and class discussion

Assignment for this class: Work on your final group project.

Class 14 – April 25: Group presentations and class discussion

Assignment for this class: Work on your final group project.

PLEASE NOTE:

1. The professor will meet separately with each final project group for one hour at a mutually convenient time during the week of February 15, 2016, in addition to the regularly scheduled class for that week.

2. Also, the professor will meet separately with each final project group for one hour at a mutually convenient time during the week of March 28, 2016, in addition to the regularly scheduled class for that week.

3. All final group papers are due by the beginning of class on Monday, April 25, 2016. By the beginning of class on that date, please submit one copy of your group paper to the Sakai site and bring two hard copies to class.