

PUBH 712 – Global Health Ethics

Spring 2017

Faculty

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Course purpose and objectives

Purpose:

This course is designed to introduce you to the theoretical and practical aspects of public health ethics, with a particular focus on the global context.

General topics covered in lectures and moderated discussions include moral reasoning, justice, responsiveness and exploitation, community engagement, and professional conduct when engaged in public health research and practice.

Upon completion of the course, you should be able to: (a) describe in depth the principles of public health ethics and how these principles should be applied to the ethical design and conduct of public health research or practice; (b) identify, define, and analyze ethical issues in the context of public health research or practice; (c) identify, through case studies, ethical issues that arise in different contexts and begin to reason through an appropriate course of action. In addition, you will be expected to develop a global and ethically sensitive perspective on public health and public health ethics.

Objectives:

1. Develop and refine your skills in ethical review of public health practice and research.
2. Develop and refine your ability to analyze individual cases and to make informed and reasoned judgments about the proper conduct of scientific research.
3. Improve your research and writing through independent examination of key ethical theories, policies and regulations.

Approach to assignments

Each week you will have assigned readings and written assignments, including responses to questions posted in the interactive discussion forums and analytical papers that will be submitted via Sakai. In all of the assignments (written assignments, forum posts, and the educational Assignment) you will be expected to draw upon not only assigned readings but also outside materials, including the primary literature, existing federal and state regulations, and international guidance documents, among others.

It is anticipated that you will need to dedicate at least 12 –15 hours per week to course readings and assignments, including assigned readings, written assignments and discussion forum participation.

Assigned readings:

The assigned readings are divided into two sections: required readings and recommended or supplemental readings. You are expected to read all required readings, which will not exceed an average of 50 pages per week. You are expected to complete the required readings by the start of the week, so that they can fully participate in the discussion forums.

Recommended and supplemental readings contain additional materials for those who would like to go deeper into the topics.

Individual Writing Assignments:

Twice during the duration of this course, you will be required to submit individually a brief analysis of key questions or concepts that arise during the course. These analyses are short essays (2 – 4 pages; max. 1,500 words) intended to show your mastery of the cases, terminology, precepts or principles discussed.

All written assignments should draw extensively upon the assigned readings and other external resources, and cite these references accordingly. References should be formatting in accordance with the APA (American

Psychological Association) style. For information about that formatting style, see <http://www.bibme.org/citation-guide/apa/>.

Assigned papers should be submitted via Sakai by 11:59 pm EST/EDT on the Sunday they are due (e.g. the first written assignment should be submitted by 11:59 pm EST on Sunday, March 26th, and the second written assignment should be submitted by 11:59 pm EDT on Sunday, April 30th). When submitting the final paper to Sakai, use the following file naming convention: ONYEN username + week of assignment (e.g. Philpott Jones-Week 12 Assignment)

Extensions are granted only at the discretion of the instructors, must be requested in advance, and must be clearly justified by circumstances of personal or professional hardship. The instructor will return the papers with comments by e-mail. For assignments submitted within a week after the expected deadline, you will receive an automatic one-letter grade deduction. Assignments received greater than 7 days after the expected deadline will not be accepted.

The instructor will return the papers with comments as feedback files posted in the Sakai course. These written assignments will be graded objectively using the rubric below. Papers that are not properly formatted or which exceed the 1,500 word limit will be penalized accordingly.

	Clear Excellent (H)	Satisfactory (P)	Needs Revision (L)
Scope and Purpose	<p>Has a clearly defined scope and purpose that is set within the context of a larger academic conversation.</p> <p>Assignment is supported with or based in evidence from academically respected sources.</p>	<p>Assignment has a clearly defined scope and purpose.</p> <p>Assignment is supported or based in evidence from external sources.</p>	<p>Assignment is vague and undefined.</p> <p>Assignment is based in unreliable, irrelevant or insufficient evidence.</p>
Organization	<p>Ideas are arranged in order to communicate their complexity logically, clearly and effectively.</p> <p>Assignment is organized so that the different sections and chapters are analytically coherent and provide guidance to the reader.</p>	<p>Ideas are arranged in a clear and logical order.</p> <p>Organization provides some help to the reader.</p>	<p>Ideas are presented in illogical, repetitious or abrupt arrangement.</p> <p>Organization is unclear and does not take into account the needs of the reader.</p>

	Clear Excellent (H)	Satisfactory (P)	Needs Revision (L)
Content and Analysis	<p>Content and analysis is grounded in explicit and sophisticated theoretical perspective(s) from the field of bioethics.</p> <p>Theoretical perspective(s) are insightfully applied to the analysis, evidence and examples used.</p> <p>Analysis reflects awareness of writer's intellectual assumptions and social positioning.</p>	<p>Content and analysis is grounded in implicit bioethical theory and/or draws upon theoretical frames.</p> <p>Theoretical perspectives are incorporated into the analysis.</p> <p>Some awareness of writer's intellectual assumptions and social positioning.</p>	<p>Content and analysis shows little or no coherent or consistent theoretical frame.</p> <p>Theoretical perspectives are irrelevant or unsupported.</p> <p>No awareness of writer's intellectual assumptions and social positioning.</p>
Academic Conventions	<p>Assignment references and grapples with standard and/or relevant works and terms in the field.</p> <p>Alternative perspectives and/or approaches are addressed when appropriate to the specific intellectual context.</p> <p>Assignment provides new information, clarity or insight to scholarly discussion.</p>	<p>Assignment demonstrates familiarity with standard works and terms in the field.</p> <p>Alternative perspectives and/or approaches are occasionally addressed.</p> <p>Assignment synthesizes what others have written and articulates a position or claim.</p>	<p>Assignment is based on arbitrary vocabulary and sources.</p> <p>Alternative perspectives and/or approaches are largely ignored.</p> <p>Assignment summarizes others ideas with little additional analysis or criticism.</p>
Use of Sources	<p>Well-chosen material from sources is smoothly integrated into the analysis.</p> <p>Analysis is enhanced by a judicious combination of direct quotation, summary and paraphrase.</p> <p>Sources are correctly documented and formatted according to the required style.</p>	<p>Material from external sources is incorporated into the analysis.</p> <p>Analysis is supported by direct quotation, summary and paraphrase.</p> <p>Sources are correctly documented and formatted according to the required style.</p>	<p>Material from other sources is unsuitable or absent.</p> <p>Analysis is based on plagiarized, unacknowledged, or misrepresented material.</p> <p>Sources are incorrectly or inconsistently documented.</p>

	Clear Excellent (H)	Satisfactory (P)	Needs Revision (L)
Mechanics	<p>Prose always follows the grammatical, syntactical and spelling conventions of standard written English.</p> <p>Prose effectively draws upon complex syntax and dictation in order to convey complexity when necessary.</p>	<p>Prose generally follows the grammatical, syntactical and spelling conventions of standard written English.</p> <p>Prose generally remains mechanically correct when conveying complex ideas.</p>	<p>Prose is interrupted by errors in spelling, grammar or syntax.</p> <p>Prose is unable to convey complexity of ideas clearly.</p>

To receive a final grade of an H (Clear Excellent), the paper must demonstrate original thinking, good organization, and a superior grasp of the subject matter with sound critical analysis and synthesis, and evidence of an extensive knowledge base with few if any gaps in knowledge or critical thinking. Papers that occasionally fail to demonstrate above-average understanding or critical analysis are likely to receive final grade of P (Entirely Satisfactory). Papers that display a general lack of understanding of the subject matter, that are uninspired, that are lacking in style and rigor, or that fail to demonstrate basic critical analysis or thinking will receive a final grade of L (Low Passing) or less.

Individual writing assignments are worth 40% of the total course grade.

Group Exercises:

In addition to the individual writing assignments, there will be two group exercises assigned throughout the duration of the course. Your grade for these group assignments will be based on your individual participation and the final group product.

For each of these exercises, you should:

1. Assign a group member (or two) to serve as facilitator;
2. Develop an action plan on how to respond to the group assignment. This action plan might include a timeline for completing the assigned readings, when posting to the discussion forums should begin, expectations on when individual group members need to check the discussion forums or complete assigned tasks, etc.;
3. Assign a group member (or two) to serve as a rapporteur. The role of the rapporteur is to summarize the group's discussion and provide: (a) a clear description of the ethical issues; (b) a synopsis of the salient

points of the discussion (including all relevant and opposing views); (c) an explanation of how the ethical conflict (if any) should be resolved; and (d) an implementation plan. As with the individual writing assignments, these summaries should be short (2 – 4 pages; max. 1,500 words) and written in accordance with the APA formatting style.

Note: Individual effort and workload within groups may be unequal from one Group Exercise to the next. It is the responsibility of the group members to come up with a work plan that is considered to be equitable across the duration of the course.

Summaries should be submitted by the rapporteur via Sakai by 11:59 pm EST/EDT on the Sunday they are due (e.g. the first group exercise summary should be submitted by 11:59 pm EST on Sunday, February 12th). When submitting the final paper to Sakai, use the following file naming convention: Group Number + Assignment Name (e.g. Group 1-HPV Vaccination Exercise).

Group exercises are worth 30% of the total course grade.

Discussion Forums:

The Discussion Forums are the main vehicle for promoting interaction among students. All students are expected to participate fully in each and every discussion forum by answering questions, challenging assumptions, posing new questions, and sharing concerns and insights.

Each discussion forum will be open for two weeks, starting on the Monday morning that the week begins and ending on the Sunday evening of the following week (e.g. the discussion forums for Week 2 will open at 8 AM EST on Monday, January 16, 2017 and close at 11:59PM EST on Sunday, January 29, 2017 [Please note that the first week of is a shortened week that starts on Wednesday, January 11, 2017; discussion forums that week will open on January 11 but close on Sunday, January 22]). Each discussion forum is assigned a set and equal number of points as explained below. Once each week's forums close, students will be assessed objectively as to whether or not they contributed actively to the discussion.

In general, students are required to contribute at least one original post in response to the questions posed in each discussion forum, and then to reflect on and respond to at least two posts contributed by their classmates. Thus, students are expected to post their original contribution no later than Saturday at midnight in order to leave time for responses and comments from their classmates.

Unless indicated otherwise, each forum is set so that students will not see anyone else's posts until they post their initial response. Students will then have approximately 30 minutes to delete/edit their post without others seeing what they have posted. Students will be able to read and respond to the posts of their classmates approximately 30 minutes after they post their initial response.

It is the quality not just the quantity of posts that matters. The guidelines for posting threads and contributing to an online discussion are as follows:

- Postings should be timely. They should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning or end of the period).
- Postings should be a minimum of one short paragraph (2 –3 sentences) and a maximum of three paragraphs.
- Postings should not just state 'I agree' or 'Good point'. If you agree (or disagree) with a posting then say why you do so, supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Postings should address the questions as much as possible (don't let the discussion stray).
- Postings should build on others responses to create threads.
- Where possible, postings should use quotes or information from the assigned or related articles to support opinions. Postings should also bring in related prior knowledge (work experience, prior coursework, readings, etc.). Include proper citations (including page numbers) when this is done.
- Postings should use proper grammar and etiquette.

Each discussion forum is assigned a set and equal number of points. Once the forum closes, students will be assessed objectively as to whether or not they contributed actively to the discussion using the rubric on the follow page:

	Excellent (H)	Satisfactory (P)	Low Passing (L)	Unsatisfactory (F)
Content and Analysis	<p>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, to support important points. Well-edited quotes are cited appropriately.</p>	<p>Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.</p>	<p>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas. Sources are not cited.</p>	<p>Discussion postings show little or no evidence that the readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.</p>
Participation	<p>Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around an issue, asking a new related question or making a supported oppositional statement.</p> <p>Discussion postings are distributed throughout the module's time frame.</p> <p>Consistently responds to postings of peers within 24 hours.</p>	<p>Discussion postings contribute to the class' ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.</p> <p>Discussion postings respond to most postings of peers within a 48-hour period.</p>	<p>Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research.</p> <p>Discussion postings respond to most postings of peers several days after the initial discussion.</p>	<p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions or comments or as new related questions or comments.</p> <p>Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.</p>

Communication and Etiquette	<p>Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.</p> <p>Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</p>	<p>Written interactions on the discussion board show respect and interest in the viewpoints of others.</p> <p>Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.</p>	<p>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.</p> <p>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</p>	<p>Written interactions on the discussion board show disrespect for the viewpoints of others.</p> <p>Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.</p>
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Each discussion forum will be worth 10 points. Posts that meet the criteria of 'Excellent' will receive 10 points, those that are 'Satisfactory' will receive 8 points, 'Low Passing' will receive 6 points, and 'Unsatisfactory' will receive 4 points or less. Scores will be averaged across the three grading criteria (Content and Analysis, Participation, and Communication and Etiquette) and rounded up to the nearest whole number.

Discussion board contributions are worth 30% of the total course grade.

Student Evaluation

Because of the intensive and interactive nature of this course, you should expect to log onto the Sakai system on a daily basis. We do recognize, however, that all students have competing obligations and that unforeseen circumstances do arise. If, for any reason (professional, personal or otherwise), you cannot participate fully during a given week, you should inform the instructors immediately so that alternative arrangements can be made. This alternative arrangements may include additional 2—4 page writing assignments to assess student understanding of the materials and discussions missed.

In order to receive an "H" grade, you need to demonstrate creative thought, independent research and scholarship, and competence in applying ethical theories and models to challenging and novel research problems. Final course

grades will be based on:

1. Individual written assignments (2 x 20% = 40%);
2. Group exercises (3 x 10% = 30%); and
3. Consistent, timely and insightful participation in the discussion forums (30%).

A total of 500 points will be awarded during the course, broken down as follows:

Two written assignments, each worth 200 points	400 points
Two group exercises, each worth 150 points	300 points
Discussion forum participation, each week worth an average of 20 points.	300 points

[Note: Discussion forum participation scores are calculated objectively using the rubric provided. Be sure to participate in all forums.]

Final letter grades will be determined using the following unweighted scale:

H (Clear Excellence) =	900 – 1000 points
P (Entirely Satisfactory) =	800 – 899 points
L (Low Passing) =	700 – 799 points

Any student who scores less than 700 points will receive a failing (F) grade.

Required Books and Materials

Dawson, A. (ed). Public Health Ethics: Key Concepts and Issues in Policy and Practice. New York, NY. Cambridge University Press. 2011. [Note: All page numbers listed in the weekly syllabi are from the paperback version of the book and may differ from electronic or other copies].

Course Readings (online): selected articles to be provided free.

Recommended Books and Supplementary Materials

Macklin, R. Ethics in Global Health: Research, Policy and Practice. New York, NY. Oxford University Press. 2011.

Supplementary Course Readings (online): selected articles to be provided free.

Honor Code

For more than 130 years, Carolina students have pledged not to lie, cheat, or steal. Students enjoy a great deal of freedom at Carolina and have been entrusted to hold each other accountable for maintaining a just and safe community. As such, students hear and decide all alleged cases of conduct and academic integrity violations.

The Honor Code is the heart of integrity at Carolina. In brief, the Honor Code says that all students shall "Refrain from lying, cheating, or stealing," but the Honor Code means much more. It is the guiding force behind the students' responsible exercise of freedom, the foundation of student self-governance here at UNC-Chapel Hill. The University maintains an Honor Code because we believe that all members of our community should be responsible for upholding the values that have been agreed upon by the community. A written Honor Code is an affirmation of our commitment to high standards of conduct inside and outside of the classroom.

The Honor Code is found in a document known as the [*Instrument of Student Judicial Governance*](#). The Instrument is the University's official document containing the rules and regulations that guide the Honor System. The list of prohibited conduct and the possible sanctions given by the Honor Court can all be found in the Instrument. This document also includes information on the rights and responsibilities of all members of our community to the Honor System and under the Honor System.

While the [*Instrument*](#) is continuously amended to address new circumstances and challenges, it remains the foundation of the system of student self-governance.

Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presences," including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, and social position.

This class follows the principles of inclusion, respect, tolerance and acceptance that support values of diversity.

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. University does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

Preliminary Course Outline

The course outline, required and supplementary readings, and written assignments are subject to modification over the 15-week duration of the course. Students should therefore use this outline in conjunction with the weekly syllabi and documents provided online in Sakai.

Week	Dates	Title and Topics	Assignments
MODULE 1: Foundations of Public Health and Public Health Ethics			
1	01/11/17 to 01/15/17	Introduction to Public Health and Public Health Ethics	Note: Shorted week
2	01/16/17 to 01/22/17	Ethical Decision-Making, Moral Reasoning and Case Analysis	<i>Final contributions to week 1 discussion forums due (01/22)</i>
3	01/23/17 to 01/29/17	Philosophical and Historical Foundations of Public Health Ethics	Note: Monday, January 16 is a holiday. <i>Final contributions to week 2 discussion forums due (01/29)</i>
4	01/30/17 to 02/05/17	Behavioral, Economic and Psychological Foundations of Public Health Ethics	<i>Final contributions to week 3 discussion forums due (2/05)</i> <i>First group exercise starts</i>
MODULE 2: Social Justice and Human Rights			
5	02/06/17 to 02/12/17	Justice and the Social Determinants of Health	<i>Final contributions to week 4 discussion forums due (02/12)</i> <i>Write up of first group exercise due (02/12)</i>
6	02/13/17 to 02/19/17	Global Health and Human Rights	<i>Final contributions to week 5 discussion forums due (02/19)</i>
7	02/20/17 to 02/26/17	Cultural Diversity and Community Health	<i>Final contributions to week 6 discussion forums due (02/26)</i>

8	02/27/17 to 03/05/17	Health Behavior in Low- and Middle- Income Countries	<i>Final contributions to week 7 discussion forums due (03/05)</i>
9	03/06/17 to 03/12/17	Public Health, Aging and Gender	Note: Spring Break starts at 5 pm on Friday, March 10. <i>Final contributions to week 8 discussion forums due (03/10)</i> <i>First individual writing assignment</i>
SB	03/13/17 to 03/19/17	SPRING BREAK – NO CLASSES	
MODULE 3: Ethics and Public Health Practice			
10	03/20/17 to 03/26/17	Infectious Diseases: HIV/AIDS	Note: Spring Break ends at 8 am on Monday, March 20. <i>Final contributions to week 9 discussion forums due (03/26)</i> <i>First individual writing assignment due (03/26)</i>
11	03/27/17 to 04/02/17	Infectious Diseases: Tuberculosis, Ebola and Other Emergent Diseases	<i>Final contributions to week 10 discussion forums due (04/02)</i> <i>Second group exercise starts</i>
12	04/03/17 to 04/09/17	Infectious Diseases: Vaccination and Mandatory Treatment	<i>Final contributions to week 11 discussion forums due (04/09)</i> <i>Write up of second group exercise due (04/09)</i>
13	04/10/17 to 04/16/17	Non-Communicable Diseases: Obesity and Smoking	Note: Friday, April 14 is a holiday. No classes held.

			<i>Final contributions to week 12 discussion forums due (04/16)</i>
14	04/17/17 to 04/23/17	Non-Communicable Diseases: Injuries, Trauma and Other Environmental or Socially Determined Illness	<i>Final contributions to week 13 discussion forums due (04/23)</i> <i>Second individual written assignment</i>
15	04/24/17 to 04/28/17	Non-Communicable Diseases: Mental Health CLASSES END ON FRIDAY, APRIL 28	Note: Shorted week <i>Final contributions to week 14 discussion forums due (04/28)</i> <i>Second individual written assignment due (04/30)</i>
Finals Week			<i>Final contributions to week 15 discussion forums due (05/07)</i>