



Syllabus
PUBH 710: Introduction to Global Health Ethics
Spring 2021
1 Credits | Residential

Course Description

Introduction to Global Health Ethics is part of the required training sequence for second-year MPH students in the Global Health concentration.

Prerequisites:

None. This course is only open to second-year MPH students enrolled in the Global Health Concentration.

Instructors

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Public Health Leadership Program (PHLP)
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Office Hours:

By appointment (please contact me via email and indicate if you wish to meet with me in my office or via Zoom).

Course Website:

<https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

Class Days, Times, Location:

Day/time TBD, Location TBD, on these dates:

- Date 1
- Date 2
- Date 3
- Date 4
- Date 5

Course Overview

This course is designed to give students the skills to identify and effectively address ethical issues that arise in global health research and practice. After learning the theoretical, philosophical and historical foundations of public health ethics, we review ethical decision-making and case analysis. We then cover ethics and global health practice and research. The course ends by reviewing emerging topics. Students will work through various reflections and case studies, and prepare an individual global health ethics strategic plan for the future.

Course Format

The course format will consist of five separate 3-hour sessions, scheduled throughout the semester at approximately monthly intervals. Sessions will include lectures, group discussions and in-class exercises, case studies, reflections, and student presentations. Students should come prepared, having completed any assigned reading or other work before arriving to class.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. Weekly readings lists and detailed assignment descriptions will be posted directly to the Sakai course site.

Session: Dates	Topics	Assignments
Session 1: Date 1	The Philosophical, Theoretical, and Historical Foundations of Public Health Ethics	In-class small group discussions, forum discussion and semester topic submission
Session 2: Date 2	Ethical Decision Making and Case Analysis, Social Justice and Human Rights	Global health case study analysis: class activity and team assignment with individual component
Session 3: Date 3	Ethics and Global Health Practice	Bridging public health ethics and implementation science: team mind mapping assignment with individual component
Session 4: Date 4	Ethics and Global Health Research	Global health research ethics case study analysis: class activity and team assignment with individual component
Session 5: Date 5	Emerging Issues in Global Health and Individual Strategic Ethics Planning	Individual semester project deliverable and in-class presentation

Competencies

In this course, you will develop the following competencies.

- C1. Apply ethical approaches in global health research and practice.
- C2. Apply strategies to work effectively in diverse local and global sociocultural and political settings.

Learning Objectives

By the end of this course, you will achieve the following learning objectives.

- L1. To understand the philosophical and historical foundations of public health ethics in a global context.
- L2. To identify and respond effectively to ethical issues in diverse economic, political, and cultural contexts.
- L3: To apply social justice and human rights principles in global public health policies and programs.

Competency Map

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

Competencies	Learning Objectives	Assessment Assignments with Brief Descriptions
C1. Apply ethical approaches in global health research and practice.	L1. To understand the philosophical and historical foundations of public health ethics in a global context.	<ul style="list-style-type: none"> • Week 1 in-class small group discussions and forum discussion • Week 4 global health research ethics case study • Semester project deliverable and in-class presentation
C2. Apply strategies to work effectively in diverse local and global sociocultural and political settings	L2. To identify and respond effectively to public health ethical issues in diverse economic, political, and cultural contexts.	<ul style="list-style-type: none"> • Week 2 global health case study analysis • Week 3 mind mapping assignment (bridging public health ethics and implementation science) • Week 4 global health research ethics case study • Semester project deliverable and in-class presentation
C2. Apply strategies to work effectively in diverse local and global sociocultural and political settings	L3. To apply social justice and human rights principles in global public health policies and programs.	<ul style="list-style-type: none"> • Week 2 global health case study analysis • Week 3 mind mapping assignment (bridging public health ethics and implementation science) • Semester project deliverable and in-class presentation

Syllabus Appendix

Course Grading Scale(s)

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments table.

	Description	Numeric Value
H	High Pass: Clear excellence	95 –100
P	Pass: Entirely satisfactory graduate work	80 – 94
L	Low Pass: Inadequate graduate work	70 – 79
F	Fail	0 – 69

The grade breakdown is as follows:

Week 1	In-class small group discussions, forum discussion and semester topic submission	100 points	10%
Week 2	Global health case study analysis: class activity and team assignment with individual component	100 points	10%
Week 3	Bridging public health ethics and implementation science: team mind mapping assignment with individual component	100 points	10%
Week 4	Global health research ethics case study analysis: class activity and team assignment with individual component	100 points	10%
Week 5	Semester project deliverable and in-class presentation	300 points	30%
Semester	Class attendance and participation	200 points	20%
Semester	Peer evaluation for team assignments (Weeks 2, 3 and 4)	100 points	10%

Instructor Expectations:

Discussion Forum

The instructor will be an active reader and will occasionally post throughout the semester. The group discussion forum will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.

Email

The instructor will typically respond to email within 24 hours. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when out of the office.

Feedback

All graded assignments will receive written and/or oral feedback that coincides with the assessment rubrics. Feedback is meant to be constructive and help students continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading

Assignments will be graded no more than one week after the due date. All graded assignments will be submitted via Sakai, unless otherwise noted.

Honor Code

Instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the University. See Additional Resources and Policies for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

Telephone Messages

Email communication is preferred, and voice mails will not be returned.

Student Expectations:

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments

Submit all assignments through Sakai or assignment links located in the weekly modules, syllabus link, and/or assignments link (made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. As a required core course with only five (5) planned class meetings, students are strongly advised to attend each class in its entirety. **Due to the intensive nature of the course and the importance of class engagement in achieving the learning objectives, only students who have attended all five (5) class meetings are eligible to receive a possible final grade of "H".** If you are unavoidably absent, please notify the course instructor as soon as possible. You are responsible for the material covered in class. Please connect with other students for notes, activities, and other resources from the missed class.

Communication

You are expected to follow common courtesy in all communication to include email, discussion forums, and face-to-face interactions. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Discussion Forum

You are encouraged to participate in the Sakai course Discussion Forum. Students may share resources of interest that are related to the course within the forums. Forums may also be used to ask questions and generate discussion beyond the classroom. Posts and replies should be thoughtful, reflective, and respectful. Go to <https://sph.unc.edu/iis/discussion-forum-participation-guidelines/> for additional information.

Email

All email correspondence between student/instructor and peer/peer should be conducted in a professional manner.

Honor Code

To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid and plagiarism in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- For written assignments that are prepared outside of class, students may verbally discuss approaches to the problems, but each student should independently write up the answer and verify solutions. Students are, however, expected to prepare original work that is distinct from other students' work.

See Additional Resources and Policies for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning.
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Late Work

Late work will be accepted with prior instructor approval, **except for the final individual assignment**. Late submissions will receive a point reduction for every day that they are late. You must inform the instructor if you cannot attend a class due to extenuating circumstances, such as medical procedures or professional travel. Attendance in class is otherwise required to receive participation points.

Readings

Readings for a particular class should be completed before the class session and before completing associated activities.

Technical support

The best way to help prevent technical issues from causing problems for assignments is to submit them at least 24 hours before the due date and time. Your instructor cannot resolve technical issues, but it is important to notify him/her if you are experiencing issues. If you have problems submitting an assignment in Sakai, you can do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at <http://help.unc.edu/help/olhr>, or by UNC Live Chat at <http://help.unc.edu/chat>.

Additional Resources and Policies

Accessibility at UNC Chapel Hill

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), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu>, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our *Diversity and Inclusion* webpages:

- Diversity and Inclusion: <https://sph.unc.edu/resource-pages/diversity/>
- Minority Health Conference: <http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast: <https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

Gillings School Office of Student Affairs

<https://sph.unc.edu/students/osa/>

Honor Code

As a student at UNC Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct (<https://studentconduct.unc.edu/>) or review the following resources:

- Honor System <https://studentconduct.unc.edu/honor-system>
- Honor system module <https://studentconduct.unc.edu/students/honor-system-module>
- UNC Library's plagiarism tutorial

- <https://guides.lib.unc.edu/plagiarism>
UNC Writing Center's handout on plagiarism
<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

LGBTQ Center

<https://lgbtq.unc.edu/>

Non-Discrimination Policies at UNC Chapel Hill

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Ombuds

<https://ombuds.unc.edu/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Title IX at UNC Chapel Hill

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance/Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPS) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center

<https://writingcenter.unc.edu/>