



Syllabus  
PUBH 712: Global Health Ethics  
Spring 2019  
3 Credits | Online

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## Course Overview

<b>Course Description</b>	This course will introduce students to the theoretical and practical aspects of public health ethics. It will develop student's analytical skills to evaluate ethical issues related to public health policy, prevention, treatment, and research. Topics include: ethical reasoning; concepts of justice; principles of interacting with communities; professional conduct and research.
<b>Prerequisites</b>	None
<b>Instructor(s)</b>	<b>Karine Dubé, DrPH, MPhil (Oxon)</b> <i>Assistant Professor</i> Public Health Leadership Program (PHLP) UNC Gillings School of Global Public Health 4108 McGavran-Greenberg Hall Chapel Hill, NC 27516 Office Phone: (919) 966-6617; Cell Phone: (919) 259-2489 Email: <a href="mailto:karine_dube@med.unc.edu">karine_dube@med.unc.edu</a>
<b>Teaching Assistant</b>	TBD
<b>Course Website</b>	<a href="https://sakai.unc.edu/welcome/">https://sakai.unc.edu/welcome/</a> . Please use your ONYEN and password.
<b>Class Days, Times, Location</b>	This course is a fully online course that is completed asynchronously. You are expected to log into the course throughout the week to participate in discussions and complete tasks and assignments for that week.
<b>Office Hours</b>	There are no set office hours for this course. Students may request an appointment by email or in-person. Virtual office hours may be conducted via phone, Skype, or Zoom.
<b>Course Texts</b>	<ul style="list-style-type: none"><li>• Dawson, A. (ed). <i>Public Health Ethics: Key Concepts and Issues in Policy and Practice</i>. 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].</li><li>• Barrett DH, Ortmann LW, Dawson A, Saenz C, Reis A, Bolan G. <i>Public Health Ethics: Cases Spanning the Globe</i>. Volume 3. Springer Open. 2016. Electronic copy can be downloaded for free at:<ul style="list-style-type: none"><li>• <a href="https://link.springer.com/content/pdf/10.1007%2F978-3-319-23847-0.pdf">https://link.springer.com/content/pdf/10.1007%2F978-3-319-23847-0.pdf</a></li></ul></li><li>• Additional resources will be available on Sakai.</li></ul> <p>Supplementary Resources:</p> <ul style="list-style-type: none"><li>• Macklin, R. <i>Ethics in Global Health: Research, Policy and Practice</i>. New York, NY. Oxford University Press. 2011.</li><li>• World Health Organization – Global Health Ethics: <a href="http://www.who.int/ethics/en/">http://www.who.int/ethics/en/</a></li></ul>

### Course Format

This course is organized into 15 content modules, each spanning one week. Assignments will include individual work (discussion forums and individual essays), as well as team projects and discussion.

## Course Policies

### Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

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.

In this class, we practice these commitments in the following ways:

- 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.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**  
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**  
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accessibility

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](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

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

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. 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.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

## Expectations

### Discussion Board

Students are required to contribute *one original post* in response to questions posted in each discussion forum, and then to reflect on and *respond to at least two additional posts* contributed by their classmates. In general, *students will be given a choice between 1 – 3 different topic(s), and must contribute one strong original post*. Original posts should have a minimum of 2 – 3 paragraphs and incorporate contents from assigned readings (or external references) when possible. Comments to classmates should be substantial and advance the discussion (instead of simply 'Nice post!').

### Feedback

#### Assignment Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student 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.

#### Course Feedback

We encourage real-time feedback throughout the course. Please feel free to submit feedback to the course instructors at any time during the semester. There will also be a course evaluation at the end of the semester.

### Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### 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

All written assignments should draw extensively upon the assigned readings and other external resources. All references should be cited appropriately in all assignments.

### Assigned Readings

Students are expected to read all required readings by the start of each week, so that they can fully participate in the discussion forums. Optional readings are not required, but provided as supplementary resources. Students are also encouraged to incorporate outside resources as necessary.

### Teamwork

Peer evaluations will be sent at the end of the semester. There will be a grade assigned to completing the peer evaluations, and a grade assigned to teamwork

throughout the semester.

#### Technical support

The UNC Information Technology Services (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 email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

This course will use Sakai for materials, assessments, interactions, and resources. You can access Sakai at <https://sakai.unc.edu>.

The Gillings School of Global Public Health has created a Sakai Orientation for you to use to familiarize yourself with the system:  
[https://courses.sph.unc.edu/sakai\\_orientation/](https://courses.sph.unc.edu/sakai_orientation/).

## Competencies, Learning Objectives, and Assessment

### Competencies

#### Foundational CEPH Competencies

This course builds skills in the following competencies outlined by the Council on Education for Public Health (CEPH):

- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (D2.7).
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (D2.12).
- Evaluate policies for their impact on public health and health equity leadership (D2.15).
- Describe the importance of cultural competence in communicating public health content (D2.20).

#### ASPPH Global Health Competencies

This course builds competencies in the following two domains identified by the Association of Schools & Programs of Public Health (ASPPH) as abilities required by Master's level students in Global Health Programs:

- **Domain 3: Ethical Reasoning and Professional Practice**, defined as the ability to identify and respond with integrity to ethical issues in diverse social, economic, political, and cultural contexts, and promote accountability for the impact of policy decisions upon public health practice at local, national, and international levels.
  - **3.1** Apply the fundamental principles of international standards for the protection of human research participants in diverse cultural settings.
  - **3.2** Analyze ethical and professional issues that arise in responding to public health emergencies.
  - **3.3** Explain the mechanism used to hold international organizations accountable for public health practice standards.
  - **3.4** Promote integrity in professional practice.
- **Domain 4: Health Equity and Social Justice**, defined as the framework for the analysis of strategies to address health disparities across socially, demographically, or geographically defined populations.
  - **4.1** Apply social justice and human rights principles in public health policies and programs.
  - **4.3** Critique policies with respect to impact on health equity and social justice.
  - **4.4** Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups.

#### UNC Global Health Concentration Competencies

Although the PUBH 712 is not part of required courses for the UNC Global Health Concentration, the course focuses on the following competency area:

- Identify and respond to ethical issues in diverse economic, political and cultural contexts and analyze ethical issues in global health research and practice.

### Course Overall Learning Objectives

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

## Course Assignments and Assessments

This course will include graded assignments and forum posts.

Assignments	Points
1. Individual Forum Posts (9 x 50 points)	450
2. Individual VoiceThread Post (1 x 50 points)	50
3. Team Assignments (4 x 100 points)* 2 Team Written Assignments and 2 Team Voicethreads	400
4. Individual Written Assignment #1 (200 points)	200
5. Individual Written Assignment #2 (200 points)	200
6. Peer Evaluation	100
<b>TOTAL</b>	<b>1400</b>

## Grading

Final course grades will be determined using the following [UNC Graduate School grading scale](#).

H	93%	High Pass: Clear excellence
P	70%	Pass: Entirely satisfactory graduate work
L	60%	Low Pass: Inadequate graduate work
F	<60%	Fail

## Assignment Descriptions

Please see Sakai for assignment descriptions and associated rubrics.

Course-at-a-Glance

PUBH 712 SEMESTER AT A GLANCE – SPRING 2019		
Week	Topic	Assignments
Week 1 January 9 – 13, 2019	Introduction to Public Health and Public Health Ethics	<b>Note: Shortened week</b> <b>Ice-Breaker Activity</b>  Individual Forum Post + Two Responses to Classmates (due 1/13/19)  SYNCHRONOUS SESSION
Week 2 January 14 – 20, 2019	Ethical Decision-Making, Moral Reasoning, and Case Analysis	<b>Note: Monday, January 14, 2019 is a holiday.</b> Individual Forum Post + Two Responses to Classmates (due 1/20/19)
Week 3 January 21 – 27, 2019	Philosophical and Historical Foundations of Public Health Ethics	Individual VoiceThread Post + Two Responses to Classmates (due 1/27/19) PRE-RECORDED GUEST LECTURE
Week 4 January 28 – February 3, 2019	Behavioral, Economic, and Psychological Foundations of Public Health Ethics	Team Assignment #1 (due 2/6/19)
Week 5 February 4 – 10, 2019	Justice and the Social Determinants of Health	Individual Forum Post + Two Responses to Classmates (due 2/10/19)
Week 6 February 11 – 17, 2019	Global Health and Human Rights	Individual Forum Post + Two Responses to Classmates (due 2/17/19)  SYNCHRONOUS SESSION
Week 7 February 18 – 24, 2019	Cultural Diversity and Community Health	Individual Forum Post + Two Responses to Classmates (due 2/24/19)

<b>Week 8</b> February 25 – March 3, 2019	Health Behavior in Low- and Middle-Income Countries	<b>Team VoiceThread + Two Responses to Other VoiceThreads (due 3/6/19)</b>
<b>Week 9</b> March 4 – 10, 2019	Public Health, Aging and Gender	<b>Note: Spring Break starts on Friday, March 8, 2019 at 5 pm. Individual Forum Post + Two Responses to Classmates (due 3/17/19)</b>
<b>March 8 – 17, 2019</b>	<b>SPRING BREAK – NO CLASS</b>	
<b>Week 10</b> March 18 – 24, 2019	Infectious Diseases – HIV/AIDS	<b>Individual Forum Post + Two Responses to Classmates (due 3/24/19)</b>  <b>Individual Written Assignment #1 (due 3/31/19)</b>  <b>SYNCHRONOUS SESSION</b>
<b>Week 11</b> March 25 – 31, 2019	Infectious Diseases – Emerging Infections	<b>Individual Forum Post + Two Responses to Classmates (due 4/3/19)</b>
<b>Week 12</b> April 1 – 7, 2019	Infectious Diseases – Vaccination and Mandatory Treatment	<b>Team Assignment #2 (due 4/14/19)</b>
<b>Week 13</b> April 8 – 14, 2019	Non-Communicable Diseases – Obesity and Smoking	<b>Individual Forum Post + Two Responses to Classmates (due 4/17/19)</b>
<b>Week 14</b> April 15 – 21, 2019	Non-Communicable Diseases – Injuries, Trauma, Other Environmental or Socially Determined Illnesses and Mental Illness	<b>Team VoiceThread + Two Responses to Classmates (due 4/24/19)</b>
<b>Week 15</b> April 22 – 28, 2019	Public Health Research in Resource-Limited Settings CLASSES END ON FRIDAY, APRIL 26, 2019	<b>Individual Written Assignment #2 (due 4/30/19) Peer Evaluation Course Evaluation</b>