

Syllabus Module – Global health

Module xxx	Global Health Ethics
Coordinator	Jim Thomas, MPH, PhD Department of Epidemiology Gillings School of Global Public Health, University of North Carolina Jim.thomas@unc.edu ; www.jcthomas.org
Dates	October 12-16, 2020
Credits/ECTS	3 ECTS
Duration or Course Format	5 days of 6 hours = 30 hours
Location	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	The topic of global health is fundamentally about inequities between countries and between population groups within a country. A knowledge of public health ethics is necessary for an understanding of global health and how to engage in projects to decrease inequities. This course provides an overview of theories and practices in global health ethics.
Prerequisites	None
Course learning objectives	Students who successfully complete this course will be able to: <ol style="list-style-type: none"> 1. Describe how public health ethics differs from medical ethics 2. Find resources for ethics in public health 3. Make decisions ethically in public health 4. Differentiate between common concepts of justice 5. Identify options for responding to unethical events in public health
Structure (Session titles)	Session 1: Case study #1: TB in South Africa Session 2: Public health ethics vs medical ethics Session 3: Ethics guidance Session 4: Concepts of justice Session 5: Humanitarian intervention ethics Session 6: Research ethics Session 7: Decision making in public health ethics Session 8: Barriers to the ethical practice of public health Session 9: Law and ethics in PH Session 10: Responding to unethical events in public health Session 11: Case study #2: COVID-19 Session 12: Group presentations
Resources	All readings and materials will be posted on REAL.
Course requirement	Attend all lectures and seminars Read and write discussion posts for selected assignments Participate in the class discussions Contribute substantially to the group project
Grading and assessment	Answers to questions posted on REAL (40%) Group project, paper + presentation (60%)
Course policy	Attendance & punctuality Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend each class. Attendance will be taken at each class. The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article. 3). If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel. Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.

	<p>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p>Exceptional circumstances Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
Valuing diversity	Diversity enriches learning. It 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 and social position.
Course evaluation	EHESP requests that you complete a course evaluation at the end of the school year. 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.
Group project	Students will be randomly assigned into groups of about 5. Each group will select a health outcome and country to research and describe. The course lectures will inform students of relevant concepts and resources for their research, including Health clinical description (e.g., if an infectious disease, what type, how infectious, what is the case fatality, etc.), population health trends, What make this health outcome a high priority to the country?, What is its place in the SDGs?, What programs address the health outcome in the country?, What agencies and organizations are implementing the programs?, Are the programs experiencing success?, And what more is needed to accelerate success? The students will summarize their findings in a 12 minute presentation on the last day of the course.

Session 1	Course introduction
Speaker	Jim Thomas
Session Outline	Overview of the syllabus Introductions Description of the course project
Learning Objectives	Overview of the syllabus Instructions for the group project By the end of the session, students should form into groups and select a public health ethical issue and a country in which it is occurring.
Duration	1 hour
Training methods	Screen share and discussion
Readings	None

Session 2	Case study #1: TB in South Africa
Speaker	Jim Thomas
Session Outline	PowerPoint presentation on the spread of TB throughout southern Africa by the mining industry Identification of the ethical issues
Learning Objectives	Identify public health ethical issues
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Session 3	Public health ethics vs medical ethics
Speaker	Jim Thomas
Session Outline	Presentation of global health trends and contributing factors Discussion of the trends
Learning Objectives	Describe how the framework for public health ethics differs from medical ethics
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Readings	TBD

Session 4	Ethics guidance (asynchronous)
Speaker	Jim Thomas
Session Outline	Watch the PowerPoint presentation on sources of ethics guidance Read the American Public Health Association Code of Ethics Post one observation and one question about the Code of Ethics to the discussion board
Learning Objectives	Know where public health ethics guidance can be found
Duration	45 minutes
Training methods	PowerPoint presentation and discussion
Reading	APHA, Public Health Code of Ethics, 2019.

Session 5	Concepts of justice
Speakers	Jim Thomas
Session Outline	Presentation of geographical and historical factors Discussion of the factors
Learning Objectives	Explain the concept of geographical determinism Give an example of how geography has contributed to country health differences
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Lebacqz K. Six Theories of Justice

Session 6	Humanitarian intervention ethics
Speaker	Jim Thomas
Session Outline	Overview of ethical issues arising in humanitarian interventions Overview of guidelines for humanitarian ethics
Learning Objectives	Describe common ethical issues in humanitarian assistance Know where to find ethics guidance for humanitarian assistance
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	TBD

Session 7	Research ethics (Asynchronous)
Speakers	Jim Thomas
Session Outline	Overview of the impetus for developing research ethics Overview of the systems to protect human subjects
Learning Objectives	Name vulnerable populations Describe common measures to protect vulnerable populations
Duration	45 minutes
Training methods	PowerPoint presentation
Reading	Thomas JC, Research Ethics in Public Health, In; Jennings B, et al. Ethics and Public Health: Model Curriculum .

Session 8	Decision making in PH ethics
Speaker	Jim Thomas
Session Outline	PowerPoint presentation on the steps in ethical decision-making Discuss one ethical issue applied to the steps
Learning Objectives	Name the steps of ethical decision-making in public health
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Session 9	Barriers to the ethical practice of public health
Speakers	Jim Thomas
Session Outline	PowerPoint presentation on barriers to the ethical practice of public health Discuss the barriers
Learning Objectives	Identify several common barriers to the ethical practice of public health
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Read media articles at https://pandemicethics.org/challenges-to-ethical-public-health/

Session 10	Law and ethics in PH (asynchronous)
Speaker	Jim Thomas
Session Outline	PowerPoint presentation on the relation between law and ethics Discuss the relation between law and ethics in public health
Learning Objectives	Give an example of a law that unethical and a principle of ethics that is not written into law
Duration	30 minutes
Training methods	PowerPoint presentation
Reading	TBD

Session 11	Responding to unethical events in public health
Speakers	Jim Thomas
Session Outline	Discussion of options for action in response to an unethical event (no PowerPoint presentation)
Learning Objectives	Appreciate the differences in the health outcomes in the countries selected and presented by the other student groups
Duration	1 hour 30 minutes
Training methods	Discussion with documentation on a white board
Reading	None

Session 12	Case study #2: COVID-19
Speakers	Jim Thomas
Session Outline	PowerPoint presentation on anticipated and emerging ethical issues in the COVID-19 pandemic Discussion of the ethical issues
Learning Objectives	Name two anticipated ethical issues and two newly emerged ethical issues
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	In preparation for the discussion, visit www.equitync.org which documents racial and ethnic inequities in the pandemic

Session 13	Group projects
Speakers	Presentations: Students Moderator: Jim Thomas
Session Outline	Students will present their information on the selected ethical issue in a particular country Each group will have 15 minutes to present. Each presentation will be followed by questions from the other students.
Learning Objectives	Gain more in depth knowledge of several ethical issues in global health
Duration	3 hours
Training methods	Student led presentations with a discussion facilitated by Dr. Thomas
Reading	None