

Syllabus Module – 201

Module 201	Global Health Ethics
Coordinator	Jim Thomas, MPH, PhD Professor Emeritus of Epidemiology and Ethics Gillings School of Global Public Health, University of North Carolina Jim.thomas@unc.edu www.jcthomas.org
Dates	October 11-15, 2021
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: 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: Course introduction Session 2: Doing good in Africa Session 3: Asking the right questions Session 4: Public health ethics vs medical ethics Session 5: Research ethics Session 6: Concepts of justice Session 7: Ethics resources Session 8: Ethical decision making Session 9: COVID-19 case study Session 10: What is my global footprint? Session 11. Barriers to the ethical practice of public health Session 12. Responding to unethical events in public health Session 13. Humanitarian intervention ethics
Resources	All readings and materials are posted on REAL.
Course requirement	Attend all lectures and seminars Contribute verbally to the class discussions Read and write discussion posts for selected assignments Complete the course project
Grading and assessment	Contribute verbally to the class discussions (20%) Post answers to assignments (30%) Course project video (50%)
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).

	<p>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.</p> <p>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> <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	<p>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.</p>
Course evaluation	<p>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.</p>
Course project	<p>Students will work in groups to walk through the early steps of ethical decision making. They will address an ethical question in current global health, addressing the following components:</p> <ol style="list-style-type: none"> 1. Define the question (identify sources that offer definitions) 2. Identify the system(s) in which the question is situated 3. Who benefits from the system(s) and how? 4. What is the dominant narrative, and who is setting it? 5. What are the non-dominant narratives? 6. What are alternative relevant ethical questions to the one presented? <p>The students will summarize their findings in a recorded video presentation no longer than 10 minutes in length and submit them on REAL. On the last day of the course, we will watch as many of the videos as time allows and discuss each for 5 minutes.</p>

Monday, 11 October

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 individual project
Duration	1 hour
Training methods	PowerPoint presentation and discussion
Readings	None

Session 2	Doing good in 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	Required Watch "The Danger of a Single Story" TED talk https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story#t-1108765 Submit writing assignment to REAL

Session 3	Asking the right questions
Speaker	Jim Thomas
Session Outline	PowerPoint presentation on how questions determine the thinking that follows
Learning Objectives	How to question questions
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	TBD

Tuesday, 12 October

Session 4	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	Recommended The American Public Health Association Code of Ethics (under Readings and Resources on the course REAL site)

Session 5	Research ethics
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	1 hour 30 minutes
Training methods	PowerPoint presentation
Reading	Recommended Thomas JC, Research Ethics in Public Health, In; Jennings B, et al. Ethics and Public Health: Model Curriculum . (under Readings and Resources on the course REAL site)

Session 6	Concepts of justice
Speakers	Jim Thomas
Session Outline	Presentation and discussion of several concepts of justice, including human rights, utilitarianism, and libertarianism
Learning Objectives	Explain the pros and cons of human rights and utilitarianism as frameworks for justice in public health
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Wednesday, 13 October

Session 7	Ethics resources
Speaker	Jim Thomas
Session Outline	PowerPoint presentation and discussion of resources for public health ethics
Learning Objectives	Know where public health ethics guidance can be found
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Required Explore the Pandemic Ethics Dashboard, https://pandemicethics.org Submit writing assignment to REAL

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	COVID-19 case study
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 ethical issues that were anticipated and two newly emerged ethical issues
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Thursday, 14 October

Session 10	What is my global footprint?
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	Required Explore the Global Footprint Network online, https://www.footprintnetwork.org/ Submit writing assignment to REAL

Session 11	Barriers to the ethical practice of public health
Speakers	Jim Thomas
Session Outline	PowerPoint presentation and discussion of common barriers to the ethical practice of public health
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	Recommended Media articles at https://pandemicethics.org/challenges-to-ethical-public-health/

Session 12	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	Name three responses beyond whistle-blowing
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	None

Friday, 15 October

Session 13	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	Recommended To Ivan Illich, To Hell With Good Intentions , (under Readings and Resources on the course REAL site)

The remainder of the day is for course presentations and discussion.