



Global Health Ethics

University of California, Irvine

SYLLABUS

Catalogue Description

Global Health Ethics (4). Provides a foundation for understanding and application of key issues in global health ethics. Emphasizes competencies needed to practice global health during outbreaks, pandemics, emergencies and disasters, which raise several ethical issues for health professionals, first-responders, researchers, and government agencies.

Learning Objectives

By successfully completing the course, students will be enabled to:

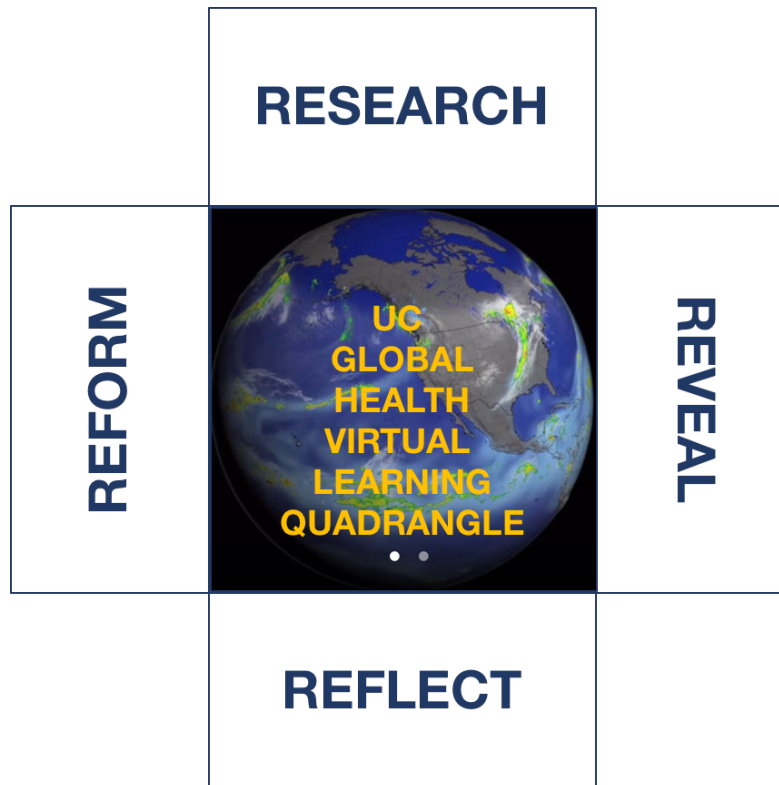
1. Discuss key concepts in global health ethics, including the definition of health ethics that transcend national boundaries; differences between ethical, social, and personal values in health; the relationships between health ethics, law, and human rights.
2. Explain the key issues and challenges in global health ethics and practice, including relevance to research, clinical care, and health organizations and systems.
3. Discuss the key strategies in global health ethics in practice, including decision-making frameworks and role of community engagement.
4. Demonstrate knowledge of competencies required for ethical practice of global health in emergencies, pandemics, and disasters, including research and surveillance, and patient care.



Methodology

The fully online course draws from the World Health Organization's key concepts for global health ethics, and the training manual for global health ethics in epidemics, emergencies and disasters, including research, surveillance and patient. PowerPoint lecture slides on introductory materials and each competency will be provided to students. The course adopts a case study approach with expectation of deep student participation in web-based discussions. The instructor may assign reading assignments to introduce the case study prior to presentation and discussion.

Each course module engages student participatory learning through the learning “**Quadrangle**” approach (**Research, Reveal, Reflect, and Reform**), whereby for each topic, students conduct independent, collaborative, and problem solving activities. Case studies, essential literature, video-taped presentations, and shared white-board documentaries are used throughout the course.





Grading Criteria

ACTIVITIES	CONTRIBUTION TO FINAL GRADE
TEN “Learning Quadrangle” Activities Research (2 points each) Reflect (2 points each) Reveal (2 points each) Reform (4 points each)	100%
TOTAL	100%

Published Resources

1. World Health Organization (2015) Global Health Ethics – Key Issues.
 ISBN 978 92 4 154911 0
 ISBN (PDF) 978 92 4 069403 3.
<http://www.who.int/ethics/publications/global-health-ethics/en/>.
2. World Health Organization (2015) Training Manual - Ethics in epidemics, emergencies and disasters: Research, surveillance and patient care.
 ISBN: 978 92 4 154934 9.
<http://www.who.int/ethics/publications/epidemics-emergencies-research/en/>
3. World Health Organization (2009) Casebook on ethical issues in international health research.
 ISBN: 9789241547727. <http://www.who.int/ethics/publications/9789241547727/en/>.

Internet Resources

1. PowerPoint Presentations on Global Health Ethics (World Health Organization):
<http://www.who.int/ethics/publications/ethics-emergencies-presentations.zip?ua=1>



2. ETHICAL PRINCIPLES OF HEALTH CARE IN TIMES OF ARMED CONFLICT AND OTHER EMERGENCIES - *Within the framework of the Health Care in Danger project, the World Medical Association (WMA), the International Committee of Military Medicine (ICMM), the International Council of Nurses (ICN) and the International Pharmaceutical Federation (FIP) were consulted by the ICRC with the aim of these organizations agreeing on a common denominator of ethical principles of health care applicable in times of armed conflict and other emergencies. The following document, which is the result of these consultations, is without prejudice to existing policy documents adopted by these organizations.*

http://www.who.int/hac/techguidance/ethical_principles_of_health_care.pdf?ua=1

3. World Health Organization – Ethics and Health -

<http://www.who.int/ethics/publications/en/>

4. World Health Organization: **Ethical issues in pandemic influenza planning -**

http://www.who.int/ethics/topics/influenza_project/en/

a. **Ethical considerations in developing a public health response to pandemic influenza** (Technical report- WHO/CDS/EPR/GIP/2007.2):

http://apps.who.int/iris/bitstream/10665/70006/1/WHO_CDS_EPR_GIP_2007.2_eng.pdf?ua=1&ua=1



Schedule (Approximate – please consult course website in Canvas for details).

PART-I: ETHICS AND HUMAN RIGHTS WEEK-1: Introduction and Ethical Concepts		
LEARNING OBJECTIVES	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
1. Explain key ethical concepts 2. Understand how to apply ethical concepts 3. Explain how human rights shape our approach to global health ethics	RESEARCH <ol style="list-style-type: none"> 1. “Introduction” and “Introduction to Health Ethics: Key Concepts” in <i>Global Health Ethics</i>, pp. 7-11. 2. “Health Ethics in Practice: Key Issues and Challenges” in <i>Global Health Ethics</i>, pp. 13-19. 3. Buchanan, A. (2010). The Egalitarianism of Human Rights. <i>Ethics</i>, 120(4), 679-710. doi:1. Retrieved from http://www.jstor.org/stable/10.1086/653433 doi:1 4. Forst, R. (2010). The Justification of Human Rights and the Basic Right to Justification: A Reflexive Approach. <i>Ethics</i>, 120(4), 711-740. doi:1. Retrieved from http://www.jstor.org/stable/10.1086/653434 doi:1 5. Case Study: Evaluating sexual health and family planning programs REVEAL Submit a 500-word essay to the course’s “ virtual quadrangle ”. Explain two approaches to human rights. Identify one strength and one weakness of the arguments you present. REFLECT In the “ virtual learning quadrangle ,” choose a student’s submission that focused on an approach you did <i>not</i> write about. Write a 500-word essay identifying one strength and one weakness of the	Research = 2 points for prompt submission and quality of complementary article. Reveal = 2 points for essay expounding on key concepts of the readings. Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding? Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.

	<p>argument presented.</p> <p>REFORM Submit a 1,000-word essay on how different concepts of human rights ought to shape our approach to thinking about global health. What ethical challenges do you identify? How would you resolve them?</p>	
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PART-I: ETHICS AND HUMAN RIGHTS

WEEK – 2: Culture and Ethics

LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none"> Develop a nuanced explanation of culture Explain the difference between cultural norms and ethical norms Understand debate on foundational issues in ethics 	<p>RESEARCH Readings:</p> <ol style="list-style-type: none"> "The Maze of Moral Relativism." Paul Boghossian. July 24, 2011. "Does Philosophy Matter?" Stanley Fish's reply. August 1, 2011. "Does Philosophy Matter? - It Would Appear So. A Reply to Fish." Paul Boghossian's Rejoinder. "Relativist Explanations of Interpersonal and Group Disagreement" Wong, D. B. (2011) Relativist Explanations of Interpersonal and Group Disagreement, in A Companion to Relativism (ed S. D. Hales), Wiley-Blackwell, Oxford, UK. doi: 10.1002/9781444392494.ch21 Case Study: Evaluating sexual health and family planning programs <p>REVEAL Submit a 500-word essay to the course's "virtual quadrangle". Who do you find more convincing, Boghossian or Fish? Explain why. What do you consider the weak point in Boghossian or Fish's argument? Identify one strength and one weakness of the argument you find convincing.</p> <p>REFLECT In the "virtual learning quadrangle," choose a student's submission that focused on the paper you</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>

	<p>did <i>not</i> write about. Write a 500-word essay identifying one strength and one weakness of the argument presented.</p> <p>REFORM Think about the concepts we discussed last week, e.g., human rights. Submit a 1,000-word essay on how you think these concepts make a difference to the debate between Boghossian and Fish. Explain Wong’s argument and connect it with the debate between Fish and Boghossian. Use concrete examples.</p>	
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PART-II: ETHICS AND INTERNATIONAL RESEARCH WEEK – 3: Research Ethics and Study Design		
LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none"> 1. Explain what counts as research 2. Understand study designs 3. Identify unethical study designs 	<p>RESEARCH Readings:</p> <ol style="list-style-type: none"> 1. Chapter 1: Defining Research.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 37-41 2. “Chapter 2: Defining Scientifically and Ethically Sound Studies.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 47-54 3. Case Studies: <ol style="list-style-type: none"> a. SARS and airplane passengers b. Evaluating sexual health and family planning programs c. Negotiating safe sex practices d. Developing a vaccine for malaria <p>REVEAL Submit a 500-word essay on one of the cases above to the “virtual learning quadrangle.” What ethical challenges do you identify? How would you resolve them?</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>

	<p>REFLECT Choose one of your peers' essays. Submit a 500-word essay and explain (a) how well you think they understand and apply the concepts, (b) why you dis/agree with them, and (c) pinpoint any key aspects of the case you think they overlooked or suggest ways to strengthen their viewpoint.</p> <p>REFORM Submit a 1,000 word essay on the ethical concepts at play and how they might facilitate or hinder research. Should race be listed as a risk factor? What ethical challenges do you identify? How would you resolve them?</p>	
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PART-II: ETHICS AND INTERNATIONAL RESEARCH

WEEK – 4: Harms and Benefits of Research and Informed Consent

LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none"> 1. Define informed consent 2. Explain the importance of informed consent for research 3. Identify harms and benefits associated with research 	<p>RESEARCH Readings:</p> <ol style="list-style-type: none"> 1. “Chapter 3: Harm and Benefit.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 71-75 2. “Chapter 4: Voluntary Informed Consent.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 83-91 3. Case studies: <ol style="list-style-type: none"> a. Early termination of a trial b. Pregnancy in health research c. Testing high doses of vitamin A on children d. Breast cancer in South Asia <p>REVEAL Submit a 500-word essay on one of the cases above to the “virtual learning</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and</p>

	<p>quadrangle.” How do we proceed in the case of conflicting evidence? What ethical challenges do you identify? How would you resolve them?</p> <p>REFLECT Choose one of your peers’ essays. Submit a 500-word essay and explain (a) how well you think they understand and apply the concepts, (b) why you dis/agree with them, and (c) pinpoint any key aspects of the case you think they overlooked or suggest ways to strengthen their viewpoint.</p> <p>REFORM Read the case, “Testing a Microbicide.” Submit a 1,000 word essay on the ethical concepts at play and discuss harms and potential benefits of research to this case. What is the role, if any, of informed consent? What ethical challenges do you identify? How would you resolve them?</p>	application of ethical concepts to global health ethics challenge.
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PART-II: ETHICS AND INTERNATIONAL RESEARCH		
WEEK – 5: Standard of Care and Obligations to Study Participants		
LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none"> 1. Explain standard of care 2. List cultural bases for differences in standards of care 3. Explain factors to take into account to determine obligations to study participants 	<p>RESEARCH Readings:</p> <ol style="list-style-type: none"> 1. “Chapter 5: Whose standard?” <i>Casebook on Ethical Issues in International Health Research</i> pp. 105-109 2. “Chapter 6: Obligations to Participants and Communities.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 117-123 3. Case studies: <ol style="list-style-type: none"> a. Testing a new HIV vaccine b. Short-course antiretroviral therapy in pregnant women c. Mental health problems of survivors 	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p>

	<p>of mass violence</p> <p>d. A longitudinal study of rotavirus incidence among young children</p> <p>REVEAL Submit a 500-word essay on one of the cases above to the “virtual learning quadrangle.” How do we proceed in the case of conflicting standards of care? What ethical challenges do you identify? How would you resolve them?</p> <p>REFLECT Choose one of your peers’ essays. Submit a 500-word essay and explain (a) how well you think they understand and apply the concepts, (b) why you dis/agree with them, and (c) pinpoint any key aspects of the case you think they overlooked or suggest ways to strengthen their viewpoint.</p> <p>REFORM Read the case, “Impact of Civil War on Health Systems.” Submit a 1,000 word essay on the ethical concepts at play and discuss issues of standard of care and obligations to study participants in this case. What ethical challenges do you identify? How would you resolve them?</p>	<p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>
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PART-II: ETHICS AND INTERNATIONAL RESEARCH

WEEK – 6: Privacy, Confidentiality, and Professional Ethics

LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none">1. Define privacy, confidentiality, and professional ethics2. Explain the difference between privacy and confidentiality as it relates to research3. Understand how to apply these concepts in different cases	<p>RESEARCH Readings:</p> <ol style="list-style-type: none">1. “Chapter 7: Privacy and Confidentiality.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 141-1452. “Chapter 8: Professional Ethics.” <i>Casebook on Ethical Issues in International Health Research</i> pp. 159-1643. Case Studies:<ol style="list-style-type: none">a. Case-control study of vasectomy and prostate cancerb. Research on an identifiable populationc. Action research on involuntary resettlementd. Testing a treatment for schizophrenia <p>REVEAL Submit a 500-word essay on one of the cases above to the “virtual learning quadrangle.” How should the privacy and confidentiality of study participants be safeguarded? What ethical challenges do you identify? How would you resolve them?</p> <p>REFLECT Choose one of your peers’ essays. Submit a 500-word essay and explain (a) how well you think they understand and apply the concepts, (b) why you dis/agree with them, and (c) pinpoint any key aspects of the case you think they overlooked or suggest ways to strengthen their viewpoint.</p> <p>REFORM Read the case, “Determining post-abortion complication levels.” Submit a 1,000 word essay on the ethical concepts at play and discuss privacy and confidentiality. What ethical challenges do you identify? How would you</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>

	resolve them?	
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PART-III: SOCIOCULTURAL ETHICAL DILEMMAS		
WEEK – 7: Female Genital Mutilation and Male Circumcision		
LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none"> 1. Understand main issues involved in FGM and male circumcision 2. Relate these cases to debate on cultural relativism and human rights 3. Define autonomy and explain in role in moral analysis in cases of moral disagreement. 	<p>RESEARCH Readings:</p> <ol style="list-style-type: none"> 1. “Between moral relativism and moral hypocrisy: Reframing the debate on ‘FGM’ [female genital mutilation].” 2. “Female genital mutilation and male circumcision: Toward an autonomy-based ethical framework” 3. The Ethics of Infant Male Circumcision.” Brian D. Earp: https://www.youtube.com/watch?v=XeV8DfRdW1s 4. “In defence of genital autonomy for children” <p>REVEAL Submit a 500-word essay on one of the cases above to the “virtual learning quadrangle.” Can we think of autonomy independent of a moral agent’s cultural background? What ethical challenges do you identify? How would you resolve them?</p> <p>REFLECT Choose one of your peers’ essays. Submit a 500-word essay and explain (a) how well you think they understand and apply the concepts, (b) why you dis/agree with them, and (c) pinpoint any key aspects of the case you think they overlooked or suggest ways to strengthen their viewpoint.</p> <p>REFORM Submit a 1,000-word essay on the ethical concepts that you believe are most relevant when we think about cases of FGM or male circumcision. What role, if any, should culture play? What ethical challenges do you identify? How would you resolve them?</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>

PART-III: SOCIOCULTURAL ETHICAL DILEMMAS

WEEK – 8: HIV Stigma

LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
<ol style="list-style-type: none"> 1. Explain stigma and how it functions as a barrier to health 2. Apply moral concepts to discussion of stigma and HIV 3. Understand the gender differences in stigma. 	<p>RESEARCH Readings:</p> <ol style="list-style-type: none"> 1. Valenzuela, C., Ugarte-Gil, C., Paz, J. et al. HIV Stigma as a Barrier to Retention in HIV Care at a General Hospital in Lima, Peru: A Case–Control Study. <i>AIDS Behav</i> (2015) 19: 235. doi:10.1007/s10461-014-0908-7 2. Nachegea JB, Morrone C, Zuniga JM, Sherer R, Beyrer C, Solomon S, Schechter M, Rockstroh J. HIV-related stigma, isolation, discrimination, and serostatus disclosure: a global survey of 2035 HIV-infected adults. <i>J Int Assoc Physicians AIDS Care (Chic)</i>. 2012 May-Jun;11(3):172-8. doi: 10.1177/1545109712436723. 3. “Condom Commandos” http://www.acordinternational.org/our-work/acords-work/hiv/gender/ 4. http://www.stigmaindex.org/angola 5. Turan, J.M. & Nyblade, L. HIV-related Stigma as a Barrier to Achievement of Global PMTCT and Maternal Health Goals: A Review of the Evidence <i>AIDS Behav</i> (2013) 17: 2528. doi:10.1007/s10461-013-0446-8 6. Video Interviews <ol style="list-style-type: none"> a. Rwanda and HIV Stigma (Dr. Charles Hilliard) b. Working with the military in Angola to stem HIV infections (Dr. Lejeune Locket) <p>REVEAL Submit a 500-word essay on one of the interviews above to the “virtual learning</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>

	<p>quadrangle.” How does culture shape attitudes toward HIV? How is stigma being perpetuated? What ethical challenges do you identify? How would you resolve them?</p> <p>REFLECT Choose one of your peers’ essays. Submit a 500-word essay and explain (a) how well you think they understand and apply the concepts, (b) why you dis/agree with them, and (c) pinpoint any key aspects of the case you think they overlooked or suggest ways to strengthen their viewpoint.</p> <p>REFORM Select two of the readings and submit a 1,000-word essay on the ethical concepts that you believe are most relevant when we think about the stigmatization of people living with HIV. What role, if any, should culture play? What ethical challenges do you identify? How would you resolve them?</p>	
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PART-IV: SOCIOCULTURAL ETHICAL DILEMMAS		
WEEK – 10: Final Presentations and Course Summary		
LEARNING OBJECTIVE	LEARNING QUADRANGLE ACTIVITIES (PREPARATION)	LEARNING QUADRANGLE ACTIVITIES (ASSESSMENT)
1.	<p>RESEARCH</p> <p>REVEAL Write and submit a 2,500-word review article on the disease burden/population combination.</p> <p>REFLECT Produce ten PowerPoint slides to introduce the</p>	<p>Research = 2 points for prompt submission and quality of complementary article.</p> <p>Reveal = 2 points for essay expounding on key concepts of the readings.</p> <p>Reflect = 2 points for reflection on cohort reports. What are the</p>

	<p>disease to a panel of global health funders.</p> <p>REFORM Write a 2,000-word proposal to conduct research or program implementation to reduce an aspect of the global burden of disease.</p>	<p>gaps in your own findings and understanding?</p> <p>Reform = 4 points for case-study analysis and application of ethical concepts to global health ethics challenge.</p>
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Policy on Academic Honesty

“The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity... academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.”

“Students have responsibility for:

1. Refraining from cheating and plagiarism.
2. Refusing to aid or abet any form of academic dishonesty.
3. Notifying professors and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of a student reporting an incident of academic dishonesty will be protected.”

Copying text from web sites or other papers without attribution is in an act of plagiarism. Plagiarism and other acts of academic dishonesty will be reported to the university, and students engaging in those acts may receive a failing grade for the course. More information is available at http://www.senate.uci.edu/senateweb/9_IrvineManual/3ASMAppendices/Appendix08.ht

Acknowledgement

Principal Investigators

¹**Oladele A. Ogunseitan, Ph.D., M.P.H., and ²Thomas J. Csordas, Ph.D.**

¹Professor and Chair, Program in Public Health, University of California, Irvine, CA 92617.

Email: Oladele.Ogunseitan@uci.edu

²Dr. James Y. Chan Presidential Chair in Global Health, Professor and Chair, Department of Anthropology, Director, Global Health Program, Co-Director, Global Health Institute, University of California San Diego, 92093. E-mail: TCsordas@ucsd.edu

Course Development

³**Karen Nelson, M.A., ⁴Laura Rosenzweig, Ph.D., and ⁵Scott Freise, M.A.**

³Academic Planning Specialist, UC Global Health Institute, 550 16th Street, 3rd Floor, Box 1224, University of California, San Francisco, CA 94158. E-mail: Karen.Nelson@ucsf.edu

⁴Instructional Designer, University of California Office of the President. Email: Laura.Rosenzweig@ucop.edu

⁵Assistant Director, Instructional Development, University of California Office of the President
