



GLHLTH 210K

**Global Health Ethics:
Interdisciplinary Perspectives**

Fall 2014

Dates / contact hours: 300 contact minutes per week over seven weeks

Academic Credit: 1 course

Areas of Knowledge: SS

Modes of Inquiry: EI

Course format: The course is delivered primarily in classroom lecture and discussion. Students read outside class and apply the concepts and insights from the readings to cases and class discussion.

Classroom discussion, primarily by the students with instructor guidance and lecture, is critical to achieving the learning objectives of the course.

Instructor's Information

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Prerequisite(s), if applicable

none

Course Description

This course will introduce general concepts of “public health” including varying definitions of the field. We will apply “practical ethics” (as described by Hastings Center, Deni Elliott) for analysis of case studies. Furthermore, students will be asked to understand and apply ethics concepts (e.g. “aggregate good”, “consequentialism”, “fundamental moral unit”) and a method (simplified version of Gert’s “systematic moral analysis”) to analyze and discuss ethical dimensions of public health problems/solutions using historical examples. Case studies and background readings are drawn from seven public health domains: health protection, health surveillance, disease and injury prevention, population health assessment, health promotion, disaster response, environmental protection. In this course we will also summarize public health law (in US, China and selected other jurisdictions) to establish a “floor” of legally regulated conduct which is not the same as, but informs, ethical conduct. Students will be asked to understand, compare and contrast “Principles

of the Ethical Practice of Public Health” with the “United Nations’ Universal Declaration of Human Rights,” “The Future of the Public’s Health in the 21st Century” and other statements regarding “good practice” and human rights which inform public health ethics.

Course Goals / Objectives

Objectives:

Students should be able to:

- Understand general concepts of “public health”
- Express personal opinions in ethically challenging situations
- Use historical examples to support personal opinions
- Analyze case studies
- Understand, compare, and contrast government documents and other statements regarding “good practice” and human rights which inform public health ethics

Assignments will be aligned with these course objectives. Rubrics will be developed for all assignments and handed out to students ahead of time so that the criteria for successful completion of assignments are understood by students.

Required Text(s)/Resources

The course uses two main texts supplemented by handout case materials and articles. All materials are available in hardcopy and as ebooks or ecopies (cases and articles). The two primary texts are:

- *Essentials of Public Health Ethics*. Bernheim, R.J.; Childress, J.F.; Bonnie, R.J.; & Melnick, A. L. Jones & Bartlett Learning, 2013
- *Being Good: A Short Introduction to Ethics*. Blackburn, Simon. Oxford University Press, 2001

Online content includes University of Texas’ McCombs School of Business “Ethics Unwrapped” videos: www.ethicsunwrapped.utexas.edu, case studies and other materials made available on the course website.

Students will analyze and discuss a case in the first week of the course and revisit the same case in week 7 of the course. The comparison of the students end-of-course analysis compared to the initial analysis of the same case will inform his/her self-assessment for the course. The case for self-assessment is:

“Cholera and Nothing More” Devakumar, Delan. *Public Health Ethics* 2010, 3 (1)

Recommended Text(s)/Resources

See below

Additional Materials (optional)

Goldberg, D. "In Support of a Broad Model of Public Health: Disparities, Social Epidemiology and Public Health Causation" *Public Health Ethics* 2009 2 (1): pp. 70-83)

"Public Health and Law: Past and Future Visions" Mariner, W. *Journal of Health Politics, Policy and Law*, April - June 2003 28(2-3) pp. 525-552

"The Tobacco Wars" *Public Health Law: Power, Duty, Restraint*. Gostin, L. O. California/Millbank 2008

"CDC: HPV Vaccine is Lowering Infection Rates in Teen Girls", Crane, M *Medscape Medical News*, June 19, 2013

"Gun Violence is a US Public Health Problem", Monforton, Celeste, *The Pump Handle*, April, 2012

"Merck: Pricing Gardasil" Calkins, T. Kellogg School of Business

"Conceptualizing a Human Right to Prevention in Global HIV/AIDS Policy" Meier, BM; Brugh, KN; Halima, Y. *Public Health Ethics* 2012 5 (3) 263-282

"The SARS epidemic and its aftermath in China: A Political Perspective" Huang, Yanzhong *Learning from SARS: Preparing for the Next Disease Outbreak - Workshop Summary Institute of Medicine*

"The Big One? Is China covering up another flu pandemic – or getting it right this time?" Garrett, Laurie. *Foreign Affairs*, April 24, 2013;

Course Requirements / Key Evidences

The class will be delivered in 3-times weekly lecture/discussions (100 minutes each class) over 7 weeks (total = 21 lectures/discussions). Students are given feedback and interim assessment on class participation. Self-assessment is completed in the final week of the class. A topic is selected by Week 4 and a final paper is due the last day of class. The final exam is scheduled following the university examination period requirements.

Class Participation 30%

Self-Assessment 20%

Final Paper 30%

Exam 20%

Technology Considerations, if applicable

none

Assessment Information / Grading Procedures

The course is delivered primarily in classroom lecture and discussion. Students read outside class and apply the concepts and insights from the readings to cases and class discussion. Classroom discussion, primarily by the students with instructor guidance and lecture, is critical to achieving the learning objectives of the course.

Students use the reading texts, a glossary of terms, a case analysis method and cases over the term of the course. Students learn and understand concepts, apply them to analysis of cases and discuss in class. Case analysis prepares the student for instructor-guided class discussion. The description below is an overview of weekly topics to be covered. Class participation is not optional; it is required. The students and instructor will develop an open classroom atmosphere that encourages critical thinking, vigorous discussion, defending and challenging ethical positions and case analysis. A description of each class will be available on the course website approximately 60 days before the class commences.

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

Global Health Ethics is inherently a topic that addresses understanding from multiple perspectives. The course describes these perspectives in a traditional academic disciplinary point-of-view, but we will discuss topics from a cultural point-of-view as well.

Course Policies and Guidelines

Please, no cell phones, no unexcused absences.

We are members of an academic community, and academic intellectual integrity is essential. Please familiarize yourself with Duke's web materials on plagiarism to ensure that you are aware of the academic conventions for crediting the sources you use. Plagiarism is defined here, and various possible misuses of source material are analyzed for their errors. The penalty for plagiarism is failure of the course and/or judicial sanctions. (See <http://library.duke.edu/research/plagiarism>).

Tentative Course Outline or Schedule

Week 1 Introduction to Concepts, Classroom Discussion Groundrules, Defining Public Health and Public Health Ethics

Blackburn, Chapters 1 – 7; Bernheim et al, Chapter 1

Week 2 Defining Public Health and Public Health Ethics (cont'd), Case Analysis Method, Population Health Assessment

Blackburn, Chapters 8-15; Bernheim et al Chapters 2 & 4; “Should Public Health Ethics Embrace the Right Not to Think About One’s Health?” Schmidt, H.

Week 3 Disease and Injury Prevention, Legal Requirements for Selected Jurisdictions

Bernheim et al Chapters 3 & 7

Week 4 Health Protection, Regulation and Compulsion (NOTE: Final Paper Topics selected)

Bernheim et al, Chapter 8; “ ‘If you Smoke, You Stink’ Denormalisation Strategies for the Improvement of Health-Related Behaviours: The Case of Tobacco” Voigt, K.

Week 5 Health Surveillance and Health Promotion

Bernheim et al, Chapters 5, 6 & 9

Week 6 Disaster Response, Environmental Protection

Bernheim et al Chapter 10; “Stand on Ground for Thee: Ethical considerations in preparedness planning for pandemic influenza,” University of Toronto Joint Centre for Bioethics Pandemic Influenza Working Group (2005)

Week 7 Special Issue Cases, Student Self-Assessment, Summary (NOTE: Final Papers due last day of class)

Dawson, Chapters 16 - 21

Final Exam Follows DKU Schedule

Bibliography (optional)

Post / course codes provisional
18 February 2014