



SAINT LOUIS UNIVERSITY  
MADRID

**Social Determinants of Health in Childhood:  
The Biological Impact of Race, Poverty and Environment  
HCE 3110**

Summer Session I – 2021  
Monday, May 24 – Thursday, June 10

**Class Days and Time:** MTWR, 3:00 – 7:30 pm

**Classroom:** TBA

**Prerequisite(s):** None

**Credit(s):** 3.0

**Instructor:** Joshua Arthur, MD, MTS

Associate Professor of Pediatrics and Health Care Ethics

**Instructor's Email:** josh.arthur@health.slu.edu

**Office Hours:** MTWR, 2:30 – 3:00 pm or by appointment

**Course Description:** A child born in JeffVanderLou, a neighborhood in the city of St. Louis, Missouri, can expect to live for 67 years. In Clayton, a nearby municipality, the life expectancy is 85 years. How does an 18 minute trip from Clayton into the city of St. Louis result in 18 fewer years of life? This course will explore the ways that the circumstances in which people are born, grow-up and age affect their overall health and quality of life. These conditions are known as social determinants of health and encompass factors such as income, race, housing and education. Improving these factors has objective, measurable effects on premature mortality that far surpasses even the benefits that a quality health care system can provide.

This course is directed towards students that are interested in maximizing health, both in individuals (such as physicians, nurses, social workers and health professions professionals) and at the population level (such as public health, policy and ethics professionals), positing that encouraging health in clinical and community settings requires understanding social determinants of health. In addition to learning about the nature of these factors, students will also consider how they might elicit change in their future patients and communities by exploring techniques such as taking a clinical history and motivational interviewing.

As the instructor is a practicing pediatrician, the course will emphasize childhood factors and interventions as they impact the entire life-course. Collaborative problem based learning using clinical case vignettes will frequently be used to illustrate and emphasize important topics. Additionally, the course will have a emphasis on principles and practices that will be specifically relevant in clinical settings - not only in children, but across the age spectrum.

**Course Goals and Student Learning Outcomes:** At the end of the course, students will:

- Understand how social determinants of health play a role in creating and perpetuating health disparities
- Understand how factors at the system and policy level influence the health of individuals
- Learn how to advocate for health in an individual or family
- Learn how to identify a health equity problem and take action at the individual or population level

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs are kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis

University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

**Required Texts and Materials:** All assigned readings will be made available online. Films will be viewed in class.

**Attendance Policy:** Due to the limited number of class meetings, students are expected to attend ALL classes, including class discussions, film viewings, and field experience. Students are expected to attend class punctually and for the duration of the scheduled class meeting. Failure to attend a class will be excused only in the event of an emergency, and the instructor reserves the right to request appropriate documentation of exigent circumstances necessitating the absence. Any *unexcused absences* will result in failure of the course. This attendance policy will be strictly observed and is not negotiable.

**Course Assignments:**

- Reading material: All reading materials will be available on the course site prior to commencement of the course. Readings for each day are to be completed prior to the start of class.
- Class Participation and Discussion: Students will be expected to be engaged in discussion in class.
- Windshield Survey: You will be assigned to locate a neighborhood of interest in Madrid, ideally with a significant proportion of buildings being residential. You will be assigned a list of items to find and document (either via a description or photo). Additionally, you will write 1-2 pages relating your findings to health outcomes (for example, is there easy access to health care in your chosen neighborhood?) and turn in this document at the end of class on May 28, 2020. During class, we will have a chance to discuss each student's findings together.
- Article Analysis and Presentation: Students will choose a journal article that connects social determinants of health to a health outcome. Suggested articles will be provided, or students can select an article of their choice. An article sign-up sheet will be utilized to ensure that each student presents a different article for shared learning. The student will complete the provided article analysis template and present their analysis for class discussion on June 2, 2020.
- Advocacy Project and Final Paper: Students will complete an advocacy project and final paper of 4-6 pages in length. They will be required to identify an opportunity for systems level change and create an advocacy project to take action. The project could be a letter to the editor, an editorial, or a letter to a government official; students are encouraged to use creativity in choosing their advocacy project. Additionally, students will be required to submit a 4-6 page paper providing the evidence base for their proposal incorporating reading material and original research. Students should discuss their proposed project (either in person or by email) with the instructor prior to submitting their paper. Proposals should be sent to the instructor by the beginning of class on June 8, 2019. All papers should be submitted as an email attachment to the instructor by **12:00p on Friday, June 18**. Failure to submit the paper by the deadline will result in an automatic 10% grade penalty. Students should speak with the instructor before the assigned due date if extraordinary circumstances will prevent them from observing assignment deadlines. Papers should be formatted in 12-point font and double-spaced with 1" margins on all sides. All papers are expected to provide source citations where appropriate, including use of assigned readings and films. Students may use the MLA, APA, or Chicago citation styles but must use the style consistently within the paper.

**Assessment:**

Class Participation: 10%

Windshield Survey: 10%

Article Analysis: 20%

Article Analysis Presentation: 10%

Advocacy project: 15%

Final paper: 25%

**Grading Scale:**

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

C	73-76%
C-	70-72%
D	60-69%
F	0-59%

### Overview of Due Dates:

Windshield Survey:	Due May 27, 2021
Article Analysis and Presentation:	Due June 1, 2021
Final Project (4-6 pages)	Due June 18, 2021

**E-mail:** Campus and course announcements will often be handled by e-mail. Students should check their "@slu.edu" e-mail regularly.

**University Statement on Academic Integrity:** *Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website [here](#). Additionally, SLU-Madrid has posted its academic integrity policy [online](#). As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The instructor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

**University Title IX Statement:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([marta.maruri@slu.edu](mailto:marta.maruri@slu.edu); 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multiplesytherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please [our policy posted online](#). Additional information is available at the University's website "[SLU is here for you.](#)"

**Academic Accommodations and Learning Resources:** In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by reviewing the [Academic Resources website online](#).

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more

information about academic accommodations, see the [Disability Services webpage](#). **Note:** Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

**Basic Needs Security Statement:** Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact Marta Maruri, SLU-Madrid’s Director of Student Life ([marta.maruri@slu.edu](mailto:marta.maruri@slu.edu) or 915 54 58 58, ext. 213) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

**Summer Session I 2021 Course Schedule:**

Monday, May 24	<p><b>Lecture Topic: Introduction and Social Determinants of Health</b>  <b>Readings:</b> None  <b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Completion of Playspent.org simulation and class discussion</li> <li>2. Brief video of “Carter’s Story,” the case study that will be the thread that runs through the course</li> <li>3. Introduce article analysis and fishbone diagram connecting social determinants of health to a health outcome. Analysis template will be provided, as well as some suggested articles.</li> </ol>
Tuesday, May 25	<p><b>Lecture Topic: The Epidemiology of Poverty</b>  <b>Readings:</b> <a href="#">Measuring Access to Opportunity in the United States (Annie E. Casey Foundation)</a>, <a href="#">Ending Child Poverty Now (Children’s Defense Fund)</a>  <b>Activity:</b> Windshield Surveys: students explore a local neighborhood of their choice, identifying elements from a “Social Determinants Scavenger Hunt” check-list.</p>
Wednesday, May 26	<p><b>Lecture Topic: Housing and Neighborhoods (case study, St. Louis, Missouri), emphasizing health outcomes related to asthma and respiratory illness</b>  <b>Readings:</b> <i>Mapping Decline: St. Louis and the Fate of the American City</i>, Colin Gordon, pgs. 13-38.  <b>Activity:</b> Film and discussion - <i>The Myth of Pruitt Igoe</i></p>
Thursday, May 27	<p><b>Lecture Topic: Education (case study, St. Louis, Missouri), emphasizing health outcomes related to mental health and development</b>  <b>Readings:</b> <a href="#">Podcast: This American Life: “The Problem We All Live With”</a>, Selections from <a href="#">Hostile Takeover: The State of Missouri, the St. Louis School District, and the Struggle for Quality Education in the Inner-City</a>, Justin Smith, <i>Missouri Law Review</i>  <b>Activity:</b> Present and discuss Windshield Surveys</p>
Sunday, May 30	<p>Last day to drop a class without a grade of W and/or add a class.  Last day to choose Audit (AU) or Pass/No Pass (P/NP) options.</p>
Monday, May 31	<p><b>Lecture Topic: Income, emphasizing health outcomes related to chronic disease</b>  <b>Readings:</b> <a href="#">“Our Children Deserve Better,” New York Times</a>, Nicholas Kristof; <a href="#">How Can We Reduce Child Poverty and Support Parental Employment, Academic Pediatrics</a>, Janet Currie  <b>Activity:</b> Film and discussion: PBS - <i>Unnatural Causes “In Sickness and In Wealth”</i></p>
Tuesday, June 1	<p><b>Lecture Topic: Biomedical Influences of Poverty, including Toxic Stress (case study, Flint, Michigan), emphasizing health outcomes related to lead toxicity</b>  <b>Readings:</b> <a href="#">“The Case for Investing in Disadvantaged Young Children,” James Heckman; Elevated Blood Lead Levels in Children Associated With the Flint Drinking Water Crisis: A Spatial Analysis of Risk and Public Health Response, American Journal of Public Health, Mona Hanna-Attisha</a>  <b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Student presentations of article analysis</li> <li>2. Introduce Advocacy Project ideas</li> </ol>
Wednesday, June 2	<p><b>Lecture Topic: Adverse Childhood Experiences</b>  <b>Readings:</b> <a href="#">Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study, American Journal of Preventative Medicine, Vincent Felitti.</a>  <b>Activity:</b> Film and discussion – <i>Paper Tigers</i></p>
Thursday, June 3	<p><b>Lecture Topic: Race, Ethnicity, Gender and Health</b></p>

	<p><b>Readings:</b> <a href="#">For the Sake of All (Parts 1-4)</a>, Jason Purnell; complete “Project Implicit” test, <a href="#">Harvard University</a></p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Film: PBS - <i>Unnatural Causes “When the Bough Breaks”</i>,</li> <li>2. Case based discussion: “<i>Exploring Racism and Health: An Intensive Interactive Session for Medical Students</i>”</li> </ol>
Monday, June 7	<p><b>Lecture Topic: Health Policy, Health Behavior and Social Justice, emphasizing health outcomes related to the opioid epidemic</b></p> <p><b>Readings:</b> <a href="#">Promoting Healthy Behaviors in Pediatrics: Motivational Interviewing</a>, <a href="#">Pediatrics in Review</a>, Andrew Barnes; <a href="#">Opioid Crisis: No Easy Fix to Its Social and Economic Determinants</a>, <a href="#">American Journal of Public Health</a>, Nabarun Dasgupta.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Practice motivational interviewing</li> <li>2. Introduce debate topics for June 10 session</li> </ol>
Tuesday, June 8	<p><b>Lecture Topic: Medicaid and Healthcare access</b></p> <p><b>Readings:</b> <a href="#">For the Sake of All (Part 5)</a>, Jason Purnell; <a href="#">Medicare and Medicaid at 50 Years Perspectives of Beneficiaries, Health Care Professionals and Institutions, and Policy Makers</a>, <a href="#">Journal of the American Medical Association</a>, Drew Altman.</p> <p><b>Activity:</b> Role modeling clinical encounters</p>
Wednesday, June 9	<p><b>Lecture Topic: Power and public action, emphasizing community organizing</b></p> <p><b>Readings:</b> <a href="#">Why Organize? Problems and Promise in the Inner City</a>, <a href="#">Community Organizing and Community Building for Health and Welfare</a>, Barack Obama.</p> <p><b>Activity:</b> Class debate: “personal responsibility” versus “welfare”</p>
Thursday, June 10	<p><b>Lecture Topic: Wrap-up</b></p> <p><b>Readings:</b> None</p> <p><b>Activity:</b> Present informal concept and preliminary arguments for advocacy project, receiving feedback from class and instructor</p>
<a href="#">Thursday, May 27</a>	<a href="#">Windshield Survey due at the beginning of class</a>
<a href="#">Tuesday, June 1</a>	<a href="#">Article Analysis due at the beginning of class</a>
<a href="#">Friday, June 18</a>	<a href="#">Final Project Due at 12:00p</a>
<a href="#">Sunday, June 27</a>	<a href="#">Instructors’ deadline to submit Summer Session I final grades</a>