



SAINT LOUIS UNIVERSITY
MADRID

HCE 3100 M01: Public Health and Social Justice
Fall 2017

Class Days and Time: TR, 4:00-5:15

Classroom: PRH-8

Prerequisite(s): TTT

Credit(s): 333

Instructor: Elvira Pértega Andía

Instructor's Email: elvira.pertega@slu.edu

Instructor's Campus Phone: 91 554 58 58, ext. 216

Office: PAH-301

Office Hours: TR, 9:00-10:00

Course Description:

Health has special moral importance for the well being of individuals and populations. We will discuss ethical issues associated with economic measures, resource allocation, priority setting, and human rights. The course is designed to evoke thoughts on personal and institutional responses to the questions of social justice and health.

Interactive seminar course in which the instructor and students will engage in mutual learning while critically examining social justice and health issues. Instructor and students are expected to bring all they can contribute to the course, preparing for each class with positive motivation. Every week we will read papers and documents related to social justice and people's health. We will cover the topics shown in the course calendar in the order listed. However, this list is tentative and it can be changed according to the interests of the participants. Class time will be mainly devoted to lectures, discussions, presentations, in-class activities.

Discussion will be led by instructor and one or two students responsible for all of the articles relevant to the discussion. Other participants will read the articles and come prepared to discuss them. Everyone participating in the class will take turns as presenters and we will cycle through the students as the semester progresses.

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

- Define health and identify dimensions of well being
- Compare the concepts of community and individualism and how each influences public health and health policy
- Identify major social justice frameworks and apply the frameworks to public health issues
- Identify and describe the three general reasons behind excess morbidity and mortality
- Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health
- Discuss public health's role as an extension of governmental authority and government's roles in maintaining a community's health
- Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue
- Discuss individual, community, and government's roles in promoting health for all
- Identify key messages for communicating the social justice public health paradigm

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 is 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 articles will be available through Blackboard Learn.

Attendance Policy:

Regular class attendance is an important part of one's undergraduate education in public health. Students are expected to attend all scheduled class meetings. In rare circumstances (e.g. illness, accident, death in one's family), absences will be excused. However, if a student misses more than seven (7) hours of a three-credit course, s/he may be asked to withdraw from the course and re-take it at a different time. Unauthorized absence is a serious matter and must be resolved to the satisfaction of the instructor before a final grade will be issued.

Exams are to be taken and assignments are to be submitted as scheduled. If unable to take the exam at the scheduled time, the student will need to notify the Course Coordinator at least 24 hours before the exam. The student will be expected to make an appointment to take the exam at the earliest available opportunity. Students who are ill, and present a valid health care practitioner's statement attesting to that illness, may reschedule the exam without penalty. All other students who need to reschedule the exam will automatically have **10-percentage points** deducted from their test grade. Failure to provide proper prior notification or to keep the scheduled make-up appointment will result in losing the opportunity to reschedule the exam. Faculty reserves the right to substitute an alternate form of the test as a make-up exam.

Late work: All assignments are to be turned in by the deadline. Late assignment will not be accepted unless for a justified medical reason. Failure to complete one or more of the written assignments can result in a failure of the course.

Course Requirements and Grading Rationale/System:

Participation

Participation in class discussion and activities is essential for meeting the objectives for this course. We are all teachers and learners in this course. Articulating your ideas and both giving and receiving feedback on ideas allows students to synthesize and interpret information as well as critically reflect on topics discussed in class. All students must attempt to make a positive contribution to class discussions and peer reviews. The course uses the notion of students as a "community of learners" as its foundation. As such, each class member (including the instructor) is expected to participate in learning, teaching, and project planning as the semester unfolds. This not only assumes pre-preparation, but also active engagement. Each student is responsible for filling a "participation diary", so each day of class the student will write on a notebook the following: date, attendance, punctuality, readings prepared, assignment submitted (if applicable), use of cell phone, questions, comments, problematic issues, action to solve the problem. The participation diary will be used to grade this component and will be submitted to the instructor on the Midterm Exam date and Final Exam date.

Course blog posts

The majority of each class will be used for discussion. In order to frame the discussions around what challenges and interests you and your fellow students, each student will submit a blog post reaction to the week's readings. Students are asked to do the readings before the class and write a **problematic idea from the reading, at least one original thought about it and question on each reading on the course blog (No more than 60 words)**. *I.e. The author stated that _____, this is problematic since _____, I wonder _____.* We will cover in class the most important and/or recurrent questions asked on the blog. Students are required to read the questions asked by their fellow students and prepare for discussion. Two students will lead the discussion each week (see "Leading discussions" below). The course blog will also be available for further participation by the students if they are willing to contribute in a more systematic fashion to class or section discussions. These different forms of participation aim at enriching the reading, understanding and debating of the materials the course will deal with. **Blog posts are due online by Fridays by 2:30pm.** Blog posts will be graded using a "check-minus," "check," or "check-plus" format. Blog posts receiving a "check-minus" are those that appear to be written hastily, without much thought given to the course readings and set a self-explanatory question. Blog posts receiving a "check" are those that review course

readings and set a pertinent question. Blog posts receiving a “check-plus” are those that review course materials and set a debatable question.

Leading discussions

Each participant will be responsible for giving at least one presentation to help lead the seminar discussions for the week. Based on the readings and the questions posted on the blog, each presentation should introduce the main arguments detected on the readings and include critical arguments, original thoughts, reflections and questions to discuss in class. Therefore, the presentation should not just summarize the readings. The purpose of these leading discussions is in part to help participants hone their ability to detect and analyze an argument, as well as to present their own arguments for and against the argument.

Public Health in the Community

The student is asked to choose a service learning location. All service learning will be coordinated through the office of Student Life.

The student should have a confirmed community location by **Thursday, September 21st**. Experience has shown that students who are not successful at securing a location by this point are rarely able to meet the course objectives.

Each student will be required to spend at least 15 hours of activity with 1 organization. Each student is required to submit documentation of service with two pieces of information: dates of activity and description activity. This document should be named Lastname_Firstname_Community.doc and should be submitted on Blackboard by

Thursday, November 30th.

Critical Reflection

Each student is asked to complete a short critical reflection assignment on a topic of health and social justice, relating it to their service learning experience. Each assignment should demonstrate personal engagement with a complex issue.

Critical Reflection:

A brief (no more than 1.5 pages, single spaced) written paper that addresses the following:

- A short description of the service learning organization and the population it serves.
- A short narrative of an experience you had at your service learning site that challenged or supported your beliefs, illuminated course readings in a new way, or raised new questions for you.
- A brief explanation of how this experience made you feel (e.g., surprised, angered, excited, confident, or knowledgeable).
- A critical analysis that connects your experience with issues of health and social justice. Please devote particular attention to explaining the structural and historical context that affects the areas you are working in and be creative in choosing the language you use to describe the issue. Please also propose policy level changes that would help address the issues you are working with. *For example:*
 - Explain how does this experience connect to Powers and Faden’s dimensions of well being? Is only one dimension affected?
 - Make an argument for how this experience connects to larger issues at the state, federal, or global level (e.g., resource allocation)?

The reflection should be submitted on Blackboard by **Thursday, November 30th**. Please name the document Lastname_Firstname_Reflection.doc.

In-Class Midterm

The midterm examination will take place on **Tuesday, October 10th**. All questions will be short answer. Those who do the readings, pay attention during the discussion, and do a moderate amount of studying will be sufficiently prepared to take this exam. Material that comes up during class discussion but was not covered in the required readings may appear on the exam.

Final Paper

The Final Paper is each student’s chance to explore an important issue regarding health. The primary emphasis of the paper should center on the topic’s relation to justice and your role as a current and future leader in creating positive social change in this area. My expectation is that you will use this paper as a way to develop a personal “work plan” for addressing an issue that could potentially hold your interest over the long term.

The process of writing the paper will be emphasized in this course. The process will be 5 steps:

a) Topic selection

Students are expected to think of at least two topics that are of interest to them that fit with the subject of the course. Students are then expected to set up a meeting with the professor to discuss the potential

topics. Students should come to the meeting with at least two topics in mind and be ready to discuss why those particular topics are of interest to them.

The deadline for this assignment is **Tuesday, October 17th**.

b) Annotated bibliography

Students will construct an annotated bibliography for their assignment. Appropriate sources include books, scholarly articles, professional essays, and periodicals. There should be at least 7 sources and annotations should be 3-5 sentences in length. They must indicate the general theme of the work and its relevance to the selected topic. References for each source should be in APA format.

This document should be saved as Lastname_Firstname_Bibliography.doc. It is due at 5:00 pm on **Thursday, November 16th**. Please submit it through SLU Blackboard Learn.

c) Outline

Students will construct a detailed outline for their paper. The outline must demonstrate a) a grasp of the specific issues that will be examined, b) structure which presents information clearly and fairly, and c) an understanding of the topic's justice-related themes. The outline should give a clear indication that the student knows where the paper is going before he/she begins writing. The outline should not exceed one single spaced page.

The suggested outline for the paper includes all of the required elements:

- Identification/description of your topic
 - Why is this topic a Public Health issue?
 - Why is this topic a Social Justice issue?
- Description of current information available about the topic and what sources this information comes from (e.g., public health articles vs ethics articles vs media sources vs policy articles vs information you have gained through social networks).
- Identification of potential biases and gaps in the currently available information and a description of how you *would* pursue additional information about the topic (e.g., community needs assessment, exploration of other data sources, key informant interviews, etc.). You are not expected to pursue these additional sources of information for this paper. However, if you have chosen a topic that is of long-term interest to you, this portion of the paper may be helpful to you in the future as a work plan.
- Description of what kind of leadership role *you could play* in the future regarding this issue. Speak in detail to your personal leadership strengths, characteristics, and skill sets. You may also speak to your goals for personal growth and development related to your leadership and vocational pathway. Be realistic but bold. Or as we say in the professional world, set a “stretch goal.”
- Description of the kind of team you would need to work with to address this issue with a focus on complementary leadership strengths, characteristics, and skill sets.
- Any concluding observations or next steps.

This document should be saved as Lastname_Firstname_Outline.doc. It is due at 5:00 pm on **Tuesday, November 7th**. Please submit it through SLU Blackboard Learn.

d) Draft with peer review

The instructor will create groups of 3 students. Each student will complete their own draft AND review the other two students' papers. Drafts are due on **Thursday, November 23rd** at 5:00 pm. Please submit it through SLU Blackboard Learn and distributed directly to your peer reviewers. This document should be saved as Lastname_Firstname_Draft.doc.

Peer reviewers will provide constructive feedback to the author via the “comments” function in Microsoft Word that specifically identifies the name of the reviewer or in a one page document of comments. Feedback should focus on the substance of the paper. Feedback needs to be specific. Peer reviewers will be assessed on the quality of their review. This document should be saved as Lastname_Firstname_PeerReview.doc. Each student should turn in his/her peer reviews on Blackboard and provide them to the author. This assignment is due **Thursday December 7th by 5PM**. If a student is late completing and distributing their draft, that student will have points taken off the final paper. Peer reviewers will still need to complete a review, but the degree of time constraint will be taken into account.

e) Final paper

The final paper is to be no more than 6 pages **not including** the title page and endnotes (double-spaced, 12-point font, 1-inch margins). Students should use endnotes in APA format. The paper should have a title page and should contain topic headings.

This document should be saved as Lastname_Firstname_FinalPaper.doc. It is due on **Tuesday, December 19th by 6:30pm**. Please submit it on Blackboard.

Final Presentation

Each participant will be responsible for giving a presentation about the health issue with an emphasis on social justice that he/she has been researching throughout the course. Each presentation should be about 5-10 minutes and the presentation can be based on the student's final paper. Each presentation should include either a power point presentation or a handout.

Grading Determination and Policy: According to the University, the final grades that are allowed are: A, A- B+, B, B-, C+, C, C-, D, F and AF. The following grading scale applies to all CPHSJ undergraduate biostatistics, emergency management, health management, and public health, courses:

Grade	Range	GPA	Grade	Range	GPA
A	92-100	4.0	C+	77-79	2.3
A-	90-91	3.7	C	72-76	2.0
B+	87-89	3.3	C-	70-71	1.7
B	82-86	3.0	D	60-69	1.0
B-	80-81	2.7	F	<60	0.0

Grade distribution (Assignments as percent of final grade):

Class engagement	10%
Blog posts	10%
Leading Discussions	15%
Community Activity	5%
Critical reflection	10%
Midterm exam	20%
Final Paper	20%
Final Presentation	10%

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](#) at: Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. 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 professor 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 (mmaruri@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; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: 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 going to <https://www.slu.edu/madrid/academics/student-resources>.

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 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 "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Mandatory Trips/Activities: Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available on-line.

Fall 2017 Course Schedule:

Tuesday, September 5	Public Health and Prevention
Thursday, September 7	Public Health and Prevention
Tuesday, September 12	Public Health and Community
Thursday, September 14	Public Health and Community' (Re-scheduled Class)
Tuesday, September 19	Justice in Communities
Thursday, September 21	Justice in Communities'
Tuesday, September 26	Catholic Social Teaching on justice
Thursday, September 28	Catholic Social Teaching on justice'
Tuesday, October 3	<i>Health and perspectives on its unique value</i>
Thursday, October 5	<i>Health and perspectives on its unique value'</i>
Tuesday, October 10	Midterm Exam
Tuesday, October 17	Illness and blame
Thursday, October 19	Illness and blame'
Tuesday, October 24	Social determinants of health and systematic disadvantage
Thursday, October 26	Social determinants of health and systematic disadvantage'
Tuesday, October 31	Race and Justice in Health Care
Wednesday, November 1	University Closed
Thursday, November 2	Race and Justice in Health Care'

Tuesday, November 7	Gender and justice in health care
Thursday, November 9	University Closed
Tuesday, November 14	Public health's role in relieving social injustice
Thursday, November 16	Public health's role in relieving social injustice'
Tuesday, November 21	Economics of Health: Economic and Financial Implications of a Fair Health Care Policy
Thursday, November 23	Economics of Health: Economic and Financial Implications of a Fair Health Care Policy'
Tuesday, November 28	Individual role in relieving social injustice
Thursday, November 30	Individual role in relieving social injustice'
Tuesday, December 5	Public health in the international arena: Global Justice
Thursday, December 7	Public health in the international arena: Global Justice'
Tuesday, December 12	Course Overview. Q&A
Tuesday, December 19	Final Exam – Final Paper Due