



SAINT LOUIS
UNIVERSITY

Saint Louis University-Madrid Campus Division of Sciences, Engineering & Nursing

PUBH-365

Public Health and Social Justice

Fall 2014

V01 (01/09/2014)

Thursdays, 17:30-18:45, 19:00-20:15 pm, Padre Arrupe Hall 20

Instructors:

Martin Laclaustra, MD, PhD, MPH

Professor

mclaclus@slu.edu

Office Hours (by appointment): Thursdays from 15:45 – 17:30, 18:45 – 19:00, 20:15 – 20:45

Course Overview

Introduction: Health has special importance for the well-being of individuals and populations. It can condition the possibilities for work, income and life plans. Health depends on wealth, social class, and ethnicity and solving health problems often requires allocation of considerable amounts of money and resources that must be detracted from personal money and/or shared money (taxes). We will discuss ethical issues associated with 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.

Purpose: *Public Health and Social Justice* considers the question “what does justice demand from us as we attempt to achieve the highest attainable standard of health for everyone?” Justice cannot exist without first acknowledging the existence of a human community. In creating a community we must then ask what it means to be in right relationship with others and the existing goods. The right relationship – the just relationship - creates contention and this course will use those areas of contention as fertile ground for discussion and respectful debate.

Topics of health science research, health policy and public health practice will be used as lenses through which to view these issues. This course is not designed to explicitly answer the above question. Rather, it is intended to illuminate the many factors that lead to a healthy community and to provide the conceptual frameworks from which each student can choose to move closer toward personal positions.

The expectation is that every reading will serve as a starting point for our weekly discussions. The quality of the course depends on reading the assigned articles and attending class.

Course Learning Objectives

The learning objectives for this course include:

1. Compare the concepts of community and individualism and how each influences public health and health policy
2. Define health and identify dimensions of well being
3. Identify major social justice frameworks and apply the frameworks to public health issues
4. Identify and describe the three general reasons behind excess morbidity and mortality
5. Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health
6. Discuss the reforms to the US health care system and how social justice principles were considered
7. Discuss public health’s role as an extension of governmental authority and government’s roles in maintaining a community’s health
8. Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue
9. Discuss individual, community, and government’s roles in promoting health for all
10. Identify key messages for communicating the social justice public health paradigm

The following table summarizes how the program learning outcomes, course learning objectives, and assessment methods map to each other.

Program Learning Outcomes	Course Learning Objectives	Assessment of Learning Objectives
1. Demonstrate foundational knowledge of public health in relation to human cultures, history, science, and policy.	1. Compare the concepts of community and individualism and how each influences public health and health policy 6. Discuss the reforms to the US health care system and how social justice principles were considered 7. Discuss public health’s role as an extension of governmental authority and government’s roles in maintaining a community’s health 9. Discuss individual, community, and government’s roles in promoting health for all	1. Weekly written reactions which assess the student’s understanding of the assigned readings for the week. 2. Observation of students’ ability to apply concepts in weekly discussions. 3. Written critical reflection that examines the tension between community and individualism, and race, ethnicity and class as they relate to students’ service learning experiences.

<p>2. Identify health characteristics, determinants, and needs across diverse populations.</p>	<p>2. Define health and identify dimensions of well being 4. Identify and describe the three general reasons behind excess morbidity and mortality 5. Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health. 8. Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue</p>	<p>1. Weekly written reactions which assess the student’s understanding of the assigned readings each week. 2. Observation of students’ ability to apply concepts in weekly discussions. 3. Written critical reflection that examines the tension between community and individualism, and race, ethnicity and class as they relate to students’ service learning experiences. 4. Midterm exam that assesses students’ ability to apply concepts from the course.</p>
<p>4. Communicate public health issues with an emphasis on social justice and the core disciplines of public health.</p>	<p>1. Compare the concepts of community and individualism and how each influences public health and health policy 3. Identify major social justice frameworks and apply the frameworks to public health issues 9. Discuss individual, community, and government’s roles in promoting health for all 10. Identify key messages for communicating the social justice public health paradigm</p>	<p>1. Weekly written reactions which assess the student’s understanding of the assigned readings each week. 2. Observation of students’ ability to apply concepts in weekly discussions. 3. Take home assignment that assesses student’s ability to apply social justice theories to real world problems. 4. Midterm exam that assesses students’ ability to apply concepts from the course.</p>

Course Description

Course Format: Lecture, class discussion, and in-class activities

Course Elements and Requirements: Required Course Text:

Powers M, & Faden R. (2006) *Social Justice: The Moral Foundations of Public Health and Health Policy*. Oxford: Oxford University Press. [ISBN 978-0-19-537513-8]

Course Elements and Requirements: Readings: All other articles will be available through Blackboard Learn or direct electronic submission.

Grading Determination and Policy:***Course Attendance & Participation***

Attendance is required and quality participation is expected. In-class time is vital for those who wish to meet the course objectives. Students are required to sign-in for every class period. It is not the responsibility of the instructor to take attendance.

A student is permitted up to 3 absences before his/her grade is negatively impacted. Those with legitimate reasons for missing class (serious illness, family emergency, sports obligations) must contact Dr. Laclaustra by e-mail (or phone if necessary) as soon as possible. Students are expected to depend on each other in order to understand any material that was missed. Attendance on classes of week 15 is mandatory.

Attentive listening and thorough note-taking are necessary but not sufficient conditions for a good grade in participation. All students must make a positive contribution to class discussions. Be aware that students can err on both sides of this requirement: neither sustained silence nor dominating conversations are positive contributions.

Because class participation is central to this course, students will be required to lead a class discussion. Each student will be assigned to a discussion team. The team will be required to lead a discussion for thirty minutes during one class period. To prepare the team needs to develop questions that will elicit discussion about a topic that has been covered in class. The questions need to get the class thinking more deeply about public health and social justice issues. The team should be able to demonstrate how each team member contributed.

Weekly Reactions

The majority of each class will be used for discussion. In order to frame the discussions around what challenges and interests the students in this particular class, each student will submit a reaction to the week's readings. Every week the professor will post a question on SLU Global related to the week's readings. Each student is to write a response to the question and submit it on SLU Global.

The reactions should be 200-250 words. There are no correct answers to the questions. Therefore, the only requirement is that the reactions provide a thoughtful response to the question as it relates to the context of the assigned text(s).

The reactions should be submitted on the Assignments function and should be received each Monday by 12:00 noon. The first reaction, however, is due on Wednesday of week 2 at 3pm. [Engagement with the reading is not necessary to answer the *first* reaction question.] Late submissions will not be accepted.

Public Health in the Community

The student is asked to choose a service learning location from the organizations available on the Community Health service learning database. The database will be available through "Google docs" – a function within your SLU e-mail system. --- will be providing support for the service learning component of this course.

Each student is required to check with the professor before beginning time in the community in order to ensure the objectives of the class will be met by the planned areas of service.

Each student will be required to spend at least 15 hours of documented activity with 1 organization. Each student is required to submit a document with four pieces of information: date of activity, description activity, number of hours, and contact information to confirm participation. This document should be named Lastname_Firstname_CommunityHours.doc and should be submitted through SLU Global by the end of week 15.

If the student does not have a confirmed community location by the end of week 6, he/she will be automatically dropped from the class. Experience has shown that students who are not successful at securing a location by this point are rarely able to meet the course objectives.

Critical Reflection Papers

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 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. *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 through Blackboard Learn in Microsoft Word format by the beginning of week 15. Please name the document Lastname_Firstname_Reflection.doc.

In-Class Midterm

The midterm examination will take place on the class of week 7. 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 Exam

There will be a final exam on December, 18th

Summary of Assignment Due Dates

Wednesday of week 2	Weekly Reaction due
Beginning of week 3	Weekly Reaction due [and every subsequent Monday]
Week 7	In-class midterm examination
Week 15	Community hours due Critical reflection due
Week 16	Final exam

Components and share of final grade:

Participation	10%
Weekly Reaction	15%
Public Health in the Community	5%
Critical Reflection Paper	20%
In-Class Midterm Exam	20%
Final Exam	30%

According to the University, the final grades that are allowed are: A, A-, B+, B, C+, C, C-, D, F and AF. The following grading scale applies to all undergraduate public health, health management and emergency management courses in the College for Public Health and Social Justice:

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

As a reminder, students are required to earn the following:

- Minimum grade of “C” in all 100- to 400-level BS in Public Health/Health Management, Emergency Management Major Courses
- Minimum grade of “B-” in all 500-level BS in Public Health/Health Management, Emergency Management Major Courses
- Minimum grade of “C-” in all remaining courses counting toward the total 120 hours

Feedback on Assignments: Timely feedback on the midterm exam will be provided to assure that students are aware of their progress. Results and feedback will be ready within a week. In the rare event that these deadlines cannot be met, students will be informed of the delay and the extra time needed in providing feedback. The weekly reactions are a stimulus for self-study and self-reflection. Their content will be supervised to assess progress but specific feedback will only occur when the instructor detects that certain concepts have been misunderstood. The students are encouraged to actively address directly with the instructor the difficulties that they encounter when completing these tasks.

Attendance: 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.

Examinations are to be taken and assignments are to be submitted as scheduled. Students will adhere to all provisions for make-up examinations and guidelines for the acceptance of late assignments established by the instructor of each course.

Academic Integrity Expectations and Policy

Refer to the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures> for the module and policy. Note, you are responsible for completing the academic integrity module during your first semester. If you do not complete it, you will not be allowed to register for courses. Violation of Academic Integrity expectations and/or the Honor Code Pledge may result in severe consequences/penalties, up to and including expulsion.

All students enrolled in the College for Public Health and Social Justice courses are also expected to abide by and uphold Saint Louis University's Policy on Academic Integrity and Ethics. This policy can be found at the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures>.

Policy on Style for Citation and Plagiarism

For the policy on style and plagiarism, please refer to the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures>. Plagiarism is a serious violation of the academic honesty policy of the College for Public Health and Social Justice. If a student plagiarizes others' material or ideas, s/he may receive an "F" in the course. The instructor may also file a complaint with the Associate Dean for Academic Affairs, who will investigate and possibly bring it to a hearing, per College Academic Integrity policy.

Student Support Services:

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 Student Success Center (BSC 331; 977-3484) or by going to: www.slu.edu/success
Appointment can be made online at: <https://www.slu.edu/student-success-center>

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 977-3484 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services

Students are strongly encouraged to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing

ideas to crafting strong sentences and documenting sources. To learn more about the writing center, call 977-3484 or visit: <http://www.slu.edu/academic-support/university-writing-services>

Other Important Data Points

*Class time is for class. Any other activities are a distraction to you and others. The professor reserves the right to remove any student for disruptive behavior. Please turn your cellphone off before the start of class. If you forget and it rings, please quickly turn it off.

*Grading rubrics are posted for all assignments. Please consult them before completing an assignment. It is possible to get an A in this class, but it is not the default grade. In order to earn an A the expectations must be exceeded.

*There will be no opportunity for extra credit to improve grades that have already been earned. Bargaining for grades (e.g. "I need an A because ...") will not be tolerated.

*Please check the Blackboard Learn regularly for announcement on class administration. Modifications announced on Blackboard Learn to class schedules and assignments are binding.

Accommodation Statement

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 http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Course Schedule

**NOTE: All required reading should be done before the beginning of the class.
(Learning objectives of each week are indicated with #)**

Week 1:

Introduction: Public Health and Prevention

- #2 Define health and identify dimensions of well being
- Review the syllabus
- Explain the expectations of the professor and the students
- Provide an overview of public health and the role of prevention

Week 1 Reading:

Larry Cohen & Sana Chehimi, "The Imperative for Primary Prevention" [first section] from *Prevention is Primary* edited by Cohen, Chavez, and Chehimi

Weekly Reaction due Wednesday, week 2 at 3pm

Week 2:

Public Health and Community

- #1 Compare the concepts of community and individualism and how each influences public health and health policy
- Explain the concept of community in its historical and contemporary forms
- Discuss experiences of community and relationship and their effects on the individual

Week 2 Reading:

Jean Vanier, Community and Growth [Introduction and Chapter 1 – One Heart, One Soul, One Spirit]

Week 3:

Justice in communities

- #1 Compare the concepts of community and individualism and how each influences public health and health policy
- Explain community's role in shaping one's understanding of justice
- #3 Identify major social justice frameworks and apply the frameworks to public health issues
- Identify the major thinkers in the field of social justice and the frameworks they present
- Explain major concepts such as social cooperation and veil of ignorance

Week 3 Reading:

John Rawls, A Theory of Justice [first section of Chapter 1 - Justice as Fairness]

Powers and Faden, Ch. 1 – The Job of Justice

Week 4:

Catholic social teaching on justice

- #3 Identify major social justice frameworks and apply the frameworks to public health issues
- Explain the major principles found in Catholic social teaching
- #9 Discuss individual, community, and government's roles in promoting health for all
- Evaluate ways in which individuals and communities can respond appropriately to the call to action included within Catholic social teaching

Week 4 Reading:

Economic Justice for All, United Conference of Catholic Bishops [selected sections]

Key Principles of Catholic Social Teaching handout

Octogesima Adveniensi, Pope Paul VI, 1971 [selected sections]

Week 5:

Health and its unique value

- #2 Define health and identify dimensions of well-being
- #3 Identify major social justice frameworks and apply the frameworks to public health issues
- Explain the reasons why health might have special moral importance

Week 5 Reading:

Powers and Faden, Ch. 2 – Justice and Well-Being

Norman Daniels, "What Is the Special Moral Importance of Health?" Chapter 2 of *Just Health: Meeting Needs Fairly* [first section]

Week 6:

Illness and its many causes

- #4 Identify and describe the three general reasons behind excess morbidity and mortality
- Describe the difference between an inequality and an inequity

Week 6 Reading:

Wikler, D. "Personal and Social Responsibility for Health"

Allan Brandt, "Behavior, Disease, and Health in the Twentieth-Century United States: The Moral Valence of Individual Risk" from *Morality and Health* edited by Brandt and Rozin.

Week 7:

Race, class, education and other determinants of health

- #5 Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health.
- Discuss the multidirectional links between health and its determinants
- Explain how economic class impacts a community's health
- Explain how race and ethnicity impacts a community's health

Week 7 Reading:

Closing the Gap in a Generation, WHO Report on Social Determinants [Executive Summary]

Camara Phyllis Jones, "Levels of Racism: A Theoretical Framework and a Gardener's Tale", *American Journal of Public Health* 90(8), 1212-1215.

Week 8:

Structural sin and systematic disadvantage

- #5 Identify the major social determinants of health and explain ways in which communities can be subject to systematic disadvantage in maintaining health.
- Explain ways in which communities can be subject to systematic disadvantage in maintaining health
- To explain the concepts of structural sin and how populations can be subject to systematic disadvantage when trying to maintain health

Week 8 Reading:

Powers and Faden, Ch. 3 – Justice, Sufficiency and Systematic Disadvantage

Dennis Raphael, “A society in decline: the political, economic, and social determinants of health inequalities in the United States” from Health and Social Justice edited by Hofrichter.

Week 9:

Financing as a means of justice

- #7 Discuss public health’s role as an extension of governmental authority and government’s roles in maintaining a community’s health
- #9 Discuss individual, community, and government’s roles in promoting health for all
- #1 Compare the concepts of community and individualism and how each influences public health and health policy
- Describe the way a health system’s structure impacts the population in disproportionate ways

Week 9 Reading:

Powers and Faden, Ch. 5 – Medical Care and Insurance Markets

Week 10:

The US health care system and its reforms

- #7 Discuss public health’s role as an extension of governmental authority and government’s roles in maintaining a community’s health
- #6 Identify the major reforms to the US health care system and the reasons behind them
- #1 Compare the concepts of community and individualism and how each influences public health and health policy

Week 10 Reading:

The Commonwealth Fund – Major Provisions of the Affordable Care Act

Week 11:

Democracy and procedural justice

- #9 Discuss individual, community, and government’s roles in promoting health for all
- Describe the issues associated with prioritization of multiple health and social justice needs
- Explain procedural justice
- Discuss the application of procedural justice in contrast to principles of distributive justice

Week 11 Reading:

Powers and Faden, Ch. 7 – Justice, Democracy and Social Values

Week 12:

Individual role in relieving social injustice

- #8 Demonstrate ability to encounter a community-level problem and identify social structures that contribute to the issue
- #9 Discuss individual, community, and government's roles in promoting health for all
- Discuss the role of a health professional in helping a community identify its own needs and identify solutions to those needs
- Identify a personal understanding of one's role in alleviating injustice

Week 12 Reading:

Paul Farmer, Pathologies of Power [Chapter 5 – Health, Healing and Social Justice: Insights from Liberation Theology]

Leonardo Boff and Clodovis Boff, Introducing Liberation Theology [Chapter 1 – The Basic Question: How to be Christians in a World of Destitution & Chapter 4 – Key Themes of Liberation Theology]

Week 13:

The Spanish National Health System (Invited Speaker: Dr. Repullo)

- #1 Compare the concepts of community and individualism and how each influences public health and health policy
- #6 Identify the major reforms to the US health care system and the reasons behind them
- Learn the financing and coverage of the Spanish national health system
- Discuss the differences between the US and Spanish systems
- #9 Discuss individual, community, and government's roles in promoting health for all
- Impact of organizational changes in an economic crisis

Week 13 Reading:

No reading this week

Week 14:

Public health's role in relieving social injustice

- #7 Discuss public health's role as an extension of governmental authority and government's roles in maintaining a community's health
- Identify the roles of public health in addressing the needs of vulnerable populations and health disparities
- Discuss the importance of cultural competence in public health

Week 14 Reading:

Dan Beauchamp, Public Health as Social Justice

Powers and Faden, Ch. 4 – Social Justice and Public Health

Week 15:

Public health's role in relieving social injustice continued

- #7 Discuss public health's role as an extension of governmental authority and government's roles in maintaining a community's health
- #10 Identify key messages for communicating the social justice public health paradigm
- Identify the roles of public health in addressing the needs of vulnerable populations and health disparities
- Discuss the importance of cultural competence in public health
- Discuss public health's role as an extension of governmental authority and government's roles in maintaining a community's health

Week 15 Reading:

Alonzo Plough, "Promoting Social Justice through Public Health Policies, Programs, and Services" from *Social Injustice and Public Health* edited by Levy and Sidel