



LOYOLA
UNIVERSITY
CHICAGO

Preparing people to lead extraordinary lives

BEHP 407, Social Science and Bioethics
001, SP18

Instructor Information:

Professor: Lena Hatchett
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Office Hours: Thursdays 6:00pm-7:00pm
Lab/Studio information

Course Description: The course introduces the social determinants of health current ethical issues in health disparities and public health research, practice, and policy. We will use frameworks from systems thinking, sociology, public health and psychology to identify solutions to improve health disparities and promote health equity. At the end of the course you will be familiar with seminal readings and practical tools for understanding social determinants of health.

Course Learning Outcomes:

- Identify the major factors and pathways of health disparities in the US.
- Discuss equity solutions to reduce racial and economic health disparities.
- Define, assess, and report on the social and structural determinants of health.
- Engage community members using qualitative methods by conducting a narrative interview using an Empathy Map tool.
- Identify the connections between economic and social systems that influence health
- Develop and evaluate a driver diagram to define pathways to improve health disparities.

Instructional and Technological Information:

Context: Students in this course have varied social, cultural, and professional experiences and all students are strongly encouraged to share from their own personal and professional experiences as it reflects on the course materials. Many of the ethical dilemmas facing the social science reflect complex problems. However, the course provides the opportunity to examine the potential challenges and solutions in social science and bioethics.

Required texts:

Book Required: Singh, P. (2016). Dying and Living in the Neighborhood: A Street-Level View of America's Healthcare Promise. John Hopkins University Press.

AJ Schulz, L Mullings. [*Gender, Race, Class and Health: Intersectional Approaches*](#), 2006

National Academies of Sciences, Engineering, and Medicine. [*Communities in Action: Pathways to Health Equity*](#), 2017 (available online)

Additional readings and materials will be provided in Sakai.

Zoom Live Sessions: We will host live sessions using Zoom. Students have the option to participate in live session or view the recorded. Join by computer <https://luc.zoom.us/j/303846966> or phone 646 558 8656 Meeting ID: 303 846 966

Course Assignments & Assessments:

Information on assignments can be found in the Assignments folder in Sakai

1. **Participation.** Participate in the weekly online discussions. A minimum of 2, maximum of 4 postings are required **per week not per thread**. Posts should be approximately 250 words. There are no limits to the number and length of post on the general discussion thread.
2. **Narrative Interview.** Submit a written summary of an interview with a cross-sector partner on the topic of social determinants of health using the “A New way to talk about the Social Determinants of Health” by Robert Wood Johnson Foundation. You may interview a person from the school, business, non-profit, or community sectors). **Due February 14, 2018**
3. **Final Exam.** The final exam will be online. **Due April 25, 2018**

Grading:

- Participation 35 points
- Narrative Interview 30 points
- Final Exam 35 points
- Total 100 points

Students’ Role: Students will be required to do the following:

Course Materials: Read assigned readings, video lectures and materials listed in the Weekly Lessons folder.

Participation: Students must participate in the weekly discussion threads. Students can answer the discussion question directly and/or respond and comment to each other’s posts.

Posting Guide: Students are required to post in the Discussion Boards folder **2-4 times each week not each thread**. The posting requirement is to make sure that everyone participates in the online discussions by applying the concepts from the lectures and readings to questions posed and also respond to the points made by others. Posts should be approximately 250 words that succinctly state your point of view within the discussion and readings.

In addition to the primary discussion threads there is a general discussion thread. Students can post comments, raise questions, and introduce related topics in the general discussion thread. There are no limits to number and length of posts here.

Online course expectations: Because our discussions take place online rather than face to face, we should all be mindful of basic “netiquette” when posting comments and responding to others. Here are some basic guidelines that should govern our online communications:

Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Be tolerant of views expressed by others. Your online classroom is bringing you together with people from all over the country. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own. Address the idea, not the person.

Be careful when using sarcasm and humor, and do not include any obscenities in your messages. Without face-to-face communications, people may take your humor personally, and you never know who may be offended by expressions that are commonplace to you. Keep in mind that online forms of communication are commonly devoid of the emotional cues we use in face-to-face communication. Many times the instructor cannot determine how a particular comment should be taken. Be sure to word your communications carefully.

Think carefully about what you write about others. Always assume that your electronic messages will be forwarded. Do not write anything that you do not want broadcast to the entire class. Be judicious in the amount you write.

Instructor’s Role: During the weekly discussion threads, the instructors will be monitoring the discussions and post comments and questions during each week’s discussion threads. You should expect to hear from the instructor each week within the discussion threads. The instructor will be acting as a facilitator, helping to guide the discussion. With online learning, the instructor is not necessarily a “sage on the stage” but more like “a guide on the side.” The instructor will impart as much knowledge as appropriate, but remember that much of the learning takes place here between the students.

Course Policies:

Communication Protocol: Email is the best way to reach me. I will make every effort to get back to you within 24 hours on week days and 48 hours on weekends. If you have general questions about the course, please post them in the Technical assistance Forum in Sakai.

Copyright: Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to [*please insert standards appropriate to your discipline, e.g., MLA guidelines*]. For LUC’s copyright resources check online: <http://www.luc.edu/copyright>.

Intellectual Property: All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Class Conduct: One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Academic Integrity: Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university's statement on integrity.

"The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty."

(http://www.luc.edu/academics/catalog/undergrad/reg_academ_icintegrity.shtml)

Special Circumstances--Receiving Assistance: Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (<http://www.luc.edu/sswd/>).

Statement of Intent: By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Student Support Resources:

- ITS HelpDesk
 - helpdesk@luc.edu
 - 773-508-4487
- Library
 - Subject Specialists: <http://libraries.luc.edu/specialists>
- Services for Students with Disabilities
 - <http://www.luc.edu/sswd/>
- Writing Center
 - <http://www.luc.edu/writing/>
- Ethics Hotline
 - <http://luc.edu/sglc/aboutus/>
 - 855.603.6988