

**Health & Social Justice**  
**10:832:252**  
**Spring 2017**

**Location:** Sakai Course Site

**Course Website:** <https://sakai.rutgers.edu/portal>

For technical assistance, contact the Office of Instructional and Research Technology at [sakai@rutgers.edu](mailto:sakai@rutgers.edu) or call 848.445.8721.

**Instructor:** Michele Previti, J.D.

**Credits:** 3 credits

**Instructor's Contact Information:**

E-mail: [michele.previti@rutgers.edu](mailto:michele.previti@rutgers.edu)

Office hours by appointment. Please email me to schedule a mutually convenient time.

**REQUIRED TEXTBOOKS**

**Public Health and Social Justice** edited by Martin T. Donohoe (2013)

**Health and Social Justice** by Jennifer Prah Ruger (2012)

**Additional readings and viewing assignments are posted on Sakai**

**COURSE DESCRIPTION**

Introduction to social justice issues, health equity and policy, determinants of health, and health disparities, with a focus on individual and community health.

**LEARNING OBJECTIVES**

After completing this course the student will be able to:

1. Identify and explain the influences of social determinants of health.
2. Explain key social justice principles and relate them to the field of public health.
3. Analyze the social justice implications of health inequalities.
5. Analyze the roles of individuals, communities and governments in achieving health justice.
6. Demonstrate critical thinking skills related to health policy and health justice.

## COURSE REQUIREMENTS

### **Sakai and Class Format**

This class utilizes Sakai to manage the course, its assignments, requirements, announcements, and readings. All students are **REQUIRED** to log into Sakai in order to access these functions.

Our course site contains Weekly Lesson Plans (see the book icons on the left menu of Sakai webpage). The class week begins on Monday and ends on Sunday, and the work for a given week must be completed by Sunday at 11:55 pm. Late submissions will not be accepted. All work is to be submitted through Sakai.

The **Weekly Lesson Plan** may include the following:

**Reading and Viewing Assignments** – Reading and viewing assignments from selections from our textbooks and additional sources will be posted here. Power Points, recorded lectures, and links to resources available via the Internet will also be posted here.

**Quizzes** – There will be Quizzes on the Reading and Viewing assignments to assure completion of the assignments and understanding of the material. Note that quizzes may include materials from Power Points, lectures and linked resources, so it is essential to read/view/listen to all posted materials.

**Discussion Forums** – You will be required to participate in Discussion Forums related to the reading and viewing assignments. **You must make an initial posting** of at **least 200 words** for each discussion. Your postings must respond to the questions posed and reflect your understanding of the ideas in the course materials and your personal evaluation of these ideas. Your postings will be available for review and comment by your classmates. **You must also make at least 2 additional postings that respond substantively to the postings of your classmates.** See the grading rubric below that favors early, frequent and substantive postings. Failure to substantively comment on classmates' thoughts will negatively affect your grade. Making an initial posting in the waning hours of the discussion period will also negatively affect your grade since classmates will not have an opportunity to read, respond and be enriched by your thoughts. Discussion posts **must be** spell-checked and edited for correct grammar and syntax. Points will be deducted for poor spelling, grammar and syntax.

### **Tests**

There will be **3 Tests** for this course. The tests will cover key concepts from the readings, lectures and class discussion forums. Tests will be due as announced on Sakai and noted on the Class Schedule below.

## **Paper**

There will be one Paper for this class. The topic, instructions and due date will be announced via Sakai.

## **Assessment and Grading**

Your Course Grade will be calculated as follows:

Discussion Forums	20%
Quizzes	20%
Tests	45%
Paper	15%

## **Course Grading**

A=90-100; B+=87-89; B=80-86; C+=77-79; C=70-76; D=60-69; F=59 and lower

## **Discussion Forums will be graded as follows:**

### **5 points. - Distinguished/Outstanding**

Students earning 5 pts. for discussion activities have participated **3 or more** times during the discussion period and have posted outstanding information.

5 pt discussion postings:

- include an initial posting made early in the discussion period and additional postings made in time for others to read and respond
- analyze the posts of others, extends the discussion in new directions, relates comments to previous online discussion
- deliver information that is full of thought, insight, and analysis
- make connections to the readings and videos or to real-life situations; tie personal experience to concepts being studied
- contain rich and fully developed new ideas, connections, or applications of material
- demonstrate a clear and high level understanding of ethical concepts
- contain no or few grammatical or stylistic errors

### **4 points - Proficient**

Students earning 4 pts. for discussion activities have participated at least **2** times during the discussion period and have posted proficient information.

4 pt discussion postings:

- include an initial posting made early in the discussion period and additional postings made in time for others to read and respond
- elaborate on existing posts with further comment/observation

- deliver information that shows that thought, insight, and analysis have taken place
- make connections to the readings or videos or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but may lack depth and/or detail
- demonstrate an understanding of ethical concepts
- contain several grammatical or stylistic errors

### **2- 3 points- Basic**

Students earning 2-3 pts. for discussion activities have participated at least **2** times during the discussion period and have posted basic information.

3 pt discussion postings:

- include an initial posting and additional postings that may not all be made in time for others to read and respond
- fail to enrich the discussion because comments are shallow or commonplace, untimely, or unresponsive to the thoughts of others
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections to the readings or videos or real-life situations, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- demonstrate a limited or erroneous understanding of ethical concepts
- contain numerous grammatical or stylistic errors

### **1 point Below Expectations**

Students earning 1 pt. for discussion activities have participated at least **1** time during the discussion period and have posted information that is below expectations.

1 pt. discussion postings:

- may not be made in time for others to read and respond
- fail to enrich the discussion
- are rudimentary and superficial; there is no evidence of insight or analysis
- contribute no new or very limited ideas, connections to the readings or videos or real-life situations, or applications
- fail to demonstrate an understanding of ethical concepts
- may be completely off topic or make very limited or no connections
- contain numerous grammatical or stylistic errors

**No participation in an online discussion will result in a zero for that discussion.**

## **ACADEMIC INTEGRITY**

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. Rutgers policy on and resources concerning academic integrity can be found at:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Helpful Rutgers tutorials on the subjects of academic integrity and plagiarism are found at:

<http://sccweb.sccnet.rutgers.edu/douglass/sal/plagiarism/Intro.html> and

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/> and

[http://www.libraries.rutgers.edu/rul/lib\\_instruct/instruct\\_document.shtml](http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml)

## **TIPS FOR ONLINE LEARNING**

### **Organize your online learning time**

Online courses oftentimes require more organization from participants than in-person courses. Since this type of online course does not require you to show up at a designated location, at a specific time, each week, you are expected to set your own schedule for when you will engage with the course materials and complete required work. Plan and block off time a few days each week to log in to the course website, complete the reading and viewing assignments, participate in discussion forums and complete tests and quizzes. If you don't plan specific times to engage with the course on a daily and weekly basis you run the risk of falling behind and being unable to meet the course requirements.

### **Assure access to reliable computer equipment and dependable internet access**

You must have access to a reliable computer with dependable access to the Internet. There will be no adjustments to due dates and times in the event of individual student problems with technology or computer failures. **SUBMIT WORK EARLY AND CONFIRM SUBMISSION BEFORE DUE DATE AND TIME PASSES** to avoid loss of credit due to individual technology concerns.

## **Netiquette Policy**

Etiquette refers to the rules of polite society while Netiquette (from "Internet etiquette") refers to the rules for polite interaction in cyberspace.

Be aware that much communication in an online course is achieved through writing which precludes the receiver's and sender's ability to see facial expressions or hear voice inflections. Without these sensory clues, messages may be confused or misinterpreted. When communicating online, always remember the following:

- Follow the "Golden Rule." Treat others the way you would like to be treated."
- Be clear and concise and check your grammar, spelling, and punctuation before posting.
- Think before posting. Online words or images may be misinterpreted, are permanent, and are easily distributed.
- Do not flame. Flaming is the practice of sending angry or heated messages. If a disagreement exists, calmly state your case backing it up with support. Offer only constructive criticism using polite phrasing.
- Avoid derogatory or inappropriate comments regarding race, gender, age, religion, disability, or sexual orientation as they are unacceptable and subject to disciplinary action as noted in the University's policies and procedures.
- Avoid ALL CAPS as they may be interpreted as shouting.

## **OTHER CONSIDERATIONS**

### **Office of Disabilities Services for Students**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.  
<http://disabilityservices.rutgers.edu/>

**Students requiring accommodation due to a disability (learning, physical, emotional) must present proper documentation at the beginning of the semester.**

### **Library Assistance**

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started. The librarian who specifically supports the Bloustein School is Karen Hartman at Alexander Library.

(<http://libguides.rutgers.edu/profile.php?uid=24767>)

Karen Hartman  
169 College Avenue  
New Brunswick, New Jersey 08901  
848-932-6104  
khartman@rci.rutgers.edu

### **Learning Centers**

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help; for information, check <http://lrc.rutgers.edu>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/index.html>.

### **Prompt Communication of Difficulties**

If you are having a problem with the assignments, grades or anything else related to the class, please communicate with me promptly via e-mail so that your concerns may be addressed in a timely manner.

**Modifications** - As the Instructor for this class, I reserve the right to modify, change, add or exclude material, tests or projects throughout the term, with notification to students.

Week	Topics	Tests and Paper Due Dates
1 January 16	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Syllabus Review</li> </ul>	
2 January 23	<ul style="list-style-type: none"> <li>• Public Health</li> <li>• Social Determinants of Health</li> <li>• Health Disparities</li> </ul>	
3 January 30	<ul style="list-style-type: none"> <li>• Social Justice and Public Health as Social Justice</li> <li>• Health as a Human Right</li> <li>• Health as a Moral imperative</li> </ul>	
4 February 6	<ul style="list-style-type: none"> <li>• Social Justice Theories/Frameworks</li> <li>• The Health Capability Paradigm</li> </ul>	
5 February 13	<ul style="list-style-type: none"> <li>• Health Responsibilities <ul style="list-style-type: none"> <li>○ Individual</li> <li>○ Societal</li> </ul> </li> </ul>	<b>Test #1 due 2/19</b>
6 February 20	<ul style="list-style-type: none"> <li>• Health Inequities: Income and Privilege</li> </ul>	
7 February 27	<ul style="list-style-type: none"> <li>• Health Inequities: Income and Privilege (cont'd)</li> </ul>	<b>Paper due 3/5</b>
8 March 6	<ul style="list-style-type: none"> <li>• Health Inequities: Race</li> </ul>	
9 March 13	Enjoy your Spring Break!	
10 March 20	<ul style="list-style-type: none"> <li>• Health Inequities: Ethnicity</li> </ul>	<b>Test # 2 due 3/26</b>
11 March 27	<ul style="list-style-type: none"> <li>• Health Inequities: Gender</li> </ul>	
12 April 3	<ul style="list-style-type: none"> <li>• Health Inequalities: Mental Illness</li> </ul>	
13 April 10	<ul style="list-style-type: none"> <li>• Strategies for Achieving Health Justice <ul style="list-style-type: none"> <li>○ Individual</li> <li>○ Community</li> <li>○ Governmental</li> </ul> </li> </ul>	
14 April 17	<ul style="list-style-type: none"> <li>• Strategies for Achieving Health Justice (cont'd) (continued) <ul style="list-style-type: none"> <li>○ Individual</li> <li>○ Societal</li> <li>○ Governmental</li> </ul> </li> </ul>	<b>Test #3 due 4/23.</b>
15 April 24	<ul style="list-style-type: none"> <li>• The Business of Health Care</li> </ul>	