

Credits: 5

**Class Schedule/Location:** Tuesdays or Thursdays 1:30 to 5:20, Miller Hall 156

**Instructor:**

William Lonneman DNP, RN Assistant Professor

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Office Hours: by arrangement and on class days 12:30-1:15

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**Course Description**

*Social Justice and Healthcare* explores the principal themes and issues relating to social justice and health disparities. Examines how oppression, racism and privilege shape patient care. Provides opportunities to support social justice in healthcare using increased self-awareness, theories of justice, and research findings to promote equitable patient care.

**Course Objectives**

- Examine theories of justice and how they relate to health and healthcare
- Explore the challenges and strategies to reduce health disparities
- Understand how issues such as trust, stigma and power impact provider-patient relationships
- Examine the impact of health policies and programs on social justice and human rights

**Text and Readings**

All readings will be available in Canvas files except for book chosen for Boor Review Assignment.

**Canvas Course Site**

We will be using Canvas, an online learning management system, for all course-related information, readings, announcements, and discussions. You can access Canvas at <https://wwu.instructure.com>.

Once you log in, you should find your course under 'My Courses.'

Much of our communication outside of class will happen through Canvas. Please get into the practice of checking Canvas regularly.

## **Class Policies**

The syllabus is essentially a contract between you and me as partners in the learning process. You are responsible for reading the syllabus thoroughly and learning what is expected. We will have the opportunity to discuss these policies as a class, in order to clarify expectations (yours and mine), and consider any alterations or additional policies that we collectively think are necessary.

Class Attendance: Classroom participation is an essential component of the RN-to-BSN program curriculum. Course assignments are built around the synthesis of information during small-group and in-class discussions in which students apply the knowledge and skills developed through the online components of the courses. Successful attendance and classroom participation are mandatory requirements of the program. Missing more than 20% of face-to-face classroom, off-campus learning experiences, and/or clinical coursework may result in failure of the course. Absences are closely monitored by faculty and should occur only in rare circumstances (extreme emergency or illness). Faculty reserve the right to impose penalties for missed time, including but not limited to: individual make-up assignments, course and/or clinical warning, or course failure.

If you do miss a class, please check in with your colleagues in the class for class notes and other activities. Independent completion of any missed in-class assignments should be submitted electronically.

Professional Online Behaviors: Online discussions and coursework are integral components of this program. Students are required to read and follow the Guiding Principles of Online Learning and the Core Rules of Netiquette. Students in violation of any principle outlined in these two documents are subject to course warnings or academic discipline.

Computers in class: Laptops may be used in class for taking notes and working on class activities. I encourage you to learn how to use laptops in a professional and productive manner; therefore, I expect that ALL activities on computers will be course related. Any violation of this will result in revoked permission to have a laptop in class.

Phones & Other Electronics: All such devices should be on vibrate only or turned off while you are in class. If you must take a call or text – please leave the room as quietly as possible. If you are required to stay in contact with someone during class (e.g. work or family responsibilities) then you should sit near the door and leave the classroom when you have to take a call/message.

Inclement Weather Policy: Students may access information about campus closure by phone through the WWU Storm Hotline at 360-650-6500. You can also find updates on the WWU Website. If this class is cancelled, there will be a message sent out by email. We understand that many of you live at a distance from WWU and that weather conditions are variable. Your safety is always the most important factor. If snow and/or ice are a problem where you are living, please use your judgment regarding whether it is safe for you to travel to campus regardless of class cancellation or campus closure decisions. Please e-mail me if you decide not to come to class.

Student Feedback Process

All students will be given the opportunity to evaluate the instructor and the course content at the end of the quarter. In the meantime:

- Throughout the quarter, I invite you to make me aware of any concerns, discoveries, questions and/or comments. I highly value dialogue in and out of the classroom.
- I will ask for volunteers in the first class for a Quality Circle. This group of students will meet with me twice during the quarter for about 15 minutes to talk about how the class is progressing.

Grading Scale

Score	Letter Grade	Grade Point	Score	Letter Grade	Grade Point
93.5 – 100	A	4.0	73.5 – 79.4	C	2.0
91.5 – 93.4	A-	3.7	71.5 – 73.4	C-	1.7
89.5 – 91.4	B+	3.3	69.5 – 71.4	D+	1.3
83.5 – 89.4	B	3.0	63.5 – 69.4	D	1.0
81.5 – 83.4	B-	2.7	61.5 – 63.4	D-	0.7
79.5 – 81.4	C+	2.3	< 61.4	F	0

Z (failure due to discontinued attendance without withdrawal) = 0.00, K (incomplete), X (missing grade); XM (course withdrawal during second week of quarter; mark appears on academic history, but not on official transcript); W (course withdrawal after the second week of the quarter; mark appears on both the academic history and official transcript); SW (school withdrawal; mark appears on each course when school withdrawal occurs on first day of quarter or later).

When grading assignments, points may be rounded up, (for example if you receive a 91.5 or higher, the score may be rounded up to 92) or points may be rounded down (for example if you receive a 91.4 or below, the score may be rounded down to 91).

Late Assignment Policy

Students live very busy lives managing school, work and often taking care of their families. Time management is essential for student success in college. To help students succeed in managing their time, the due dates for assignments and projects are established well in advance. All assignments and projects must be submitted on or before the due date. Without the instructor's permission, an assignment submitted late will receive a point deduction according to the grading rubric. If you have a concern re: assignment due dates, please communicate this to me as soon as you know.

### Appealing grades

Instructors will not discuss grades during the class session. Appeals for any grade will occur by e-mail, providing a clear rationale for the modification request within one week of receiving the assigned grade. Included in the e-mail must be the assignment and the graded feedback. Response to the request will occur by faculty discretion: either via e-mail or by a personal appointment if further discussion is needed.

### Academic Dishonesty Policy

All Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning. Without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. No student shall claim as his or her own the achievements, work or arguments of others, nor shall he or she be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if such academic dishonesty, in the instructor's judgment, has occurred.

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the [WWU Academic Dishonesty Policy and Procedure](#) (see Appendix D of the University Catalog.)

### Reasonable Accommodation Policy

The Health & Community Studies Department, as part of Woodring College of Education at Western Washington University, is committed to the principle of equal opportunity. The University, College, and Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran, or Vietnam era veteran status. When requested, the University will provide reasonable accommodation to qualified students with properly verified disabilities.

Reasonable accommodation for persons with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students: telephone 360-650-3083; email [drs@wwu.edu](mailto:drs@wwu.edu); and on the web at Disability Resources.

### Student Services

Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

- In the case of a medical concern or question, please contact the Health Center: 360-650-3400 or visit Student Health.
- In the case of an emotional or psychological concern or question, please contact the Counseling Center: 360-650-3400 or visit Counseling Services.

- In the case of a health and safety concern, please contact the University Police: 360-650-3555 or visit University Police.
- In the case of a family or personal crisis or emergency, please contact the Dean of Students: 360-650-3450 or visit Dean of Students.
- To seek confidential support related to sexual violence, please contact CASAS (360-650-3700), the Student Health Center, and/or the Counseling Center. To report sexual violence, please contact University Police, Bellingham Police, and/or the Title IX Coordinator in Western's Equal Opportunity Office (360-650-3307). Faculty are responsible employees who are required to report sex discrimination, including sexual violence that they learn about to the Title IX Coordinator.

### Student Handbook Policies

Students in the RN-to-BSN program are responsible for reading and following all policies and procedures as outlined in the Student Handbook. The Handbook can be located in each course's Canvas site.

### **Assignments**

1. In-class and homework assignments (5 points each = 30 points)
  - Module 2: Personal History Reflection (homework)
  - Module 3: homework questions
  - Module 4: homework questions
  - Module 5: homework questions
  - Module 6: ELNEC Module 1 (completion certificate)
  - Module 8: on-line discussion
2. Teaching about Race Assignment (20 points)
  - See description below and on Canvas
  - Due at start of class, Module 7
3. Vulnerable Populations Assignment (20 points)
  - See description below and on Canvas
  - Due at start of class, Module 9
4. Book Review Assignment (20 points)
  - See description below and on Canvas
  - Due by end of Module 10
5. Participation (10 points)
  - Come to class (let me know if you will be absent; points may be deducted for some absences)
  - Come prepared, having read and thought (critically)
  - Participate in classroom discussions respectfully, whether talking or listening

## Teaching about Race Assignment

**Note:** This assignment should only be completed **after** doing Part 2 of the survey.

The purpose of this assignment is to create a “cultural product” that you can use to teach a peer, friend or family member about systemic racism, and to reflect on the experience in relation to the course material. If you consent to being part of the participatory research project (by taking the pre-survey as well as the Part 2 survey), your report will also contribute to the project’s goal of creating effective curricular materials and pedagogy to teach about systemic racism. Please follow the steps below:

**1. Create\* a “cultural product”** based on what you learned about systemic racism as a result of participating in the survey and class discussions.

- You can use any format you like: writing, visual art, music, video, etc.
- If you create something that is not in digital form, please take a photo of it so you can upload it to Canvas along with your reflection.
- Whatever you create should incorporate information about racism as a *systemic* process (as opposed to individuals’ racist attitudes). That information can come from the audio from the study, class readings and discussions, or your own research.

\* If you use something created by someone else, you must 1) credit that person and 2) do something to it to make it your own.

**2. Present your cultural product** to a peer, friend, family member, etc. Ideally, this will be a person who is not a student at WWU (or at least not in the Nursing program). Then have a conversation (at least 20-30 minutes) about systemic racism. The goal is to try to **educate** the person you are speaking with (but you don’t have to be an expert).

**3. Write a report** reflecting on your experience. The report should respond to the following prompts:

- Who was your audience (describe general characteristics) and how did you decide to present to them?
- How did your “cultural product” help your audience think systemically about racism? Include your rationale for the content and process you used.
- In your answer, describe the conversation and relate **2 concepts** from the course readings and/or discussions.
- What did you learn from this experience?
- The more descriptive this report is, the better.

Please see the rubric on the next page for the assignment criteria and weighted grading.

A research team will analyze your reflection pieces for qualitative themes (without your names attached). We will then discuss these themes in class, and do an activity meant to translate the themes into curriculum/action plans. Over time, your work on this assignment will contribute to the development of curriculum and organizing around educating people about and dismantling systemic racism. Your help is much appreciated!

**Teaching about Race Assignment**  
Grading Rubric

<b>Criterion</b>	<b>Possible Points</b>	<b>Earned Points</b>	<b>Comments</b>
Cultural product submitted, includes material on systemic racism, and is of adequate quality	15		
Audience for presentation described	10		
Description of the presentation contains rationale for content and methods chosen	20		
Two concepts from readings, course content are used in the presentation and described	20		
Reflection on what was learned is thoughtfully done	20		
APA format is followed, including title page, proper citations and references, and proper grammar, punctuation, etc.	15		

Comments:



### **Vulnerable Populations Assignment**

The purpose of this activity is for the student to learn about the experience of someone from a vulnerable population as the client seeks to maintain their health, given the realities of their environment and the health care system(s) with which they are involved.

To begin, the student should choose to investigate the experience of someone who is part of a vulnerable population. Choices might include someone with a disability, people of color, someone living in poverty, someone experiencing homelessness, a recent (first generation) immigrant to the United States, or others. Students may check with the instructor to discuss ideas. The subject may not be a family member or a current patient.

In preparation for this activity, the student will:

- Read at least one article or explore a website that provides background about the chosen population. This material should be as specific to the chosen client's situation/condition as is possible.
- Write an initial reflection identifying personal thoughts and feelings going into this assignment, including previously constructed ideas about members of this particular population and what he or she hopes to gain from this process.

After doing the background reading and reflection, the student will contact the client and conduct the interview. In the case of some persons (e.g. children, those unable to communicate clearly), the student may interview the caregiver or a family member (clearly note this in the paper). The following areas/questions should be addressed during the interview; in writing your report, please number each section for clarity:

1. A general description of the person, their circumstances and history
2. The client's overall impression, and a few specific experiences, of health care providers and the health care system(s), including both ways that they have been well cared for and times when they have encountered obstacles, prejudice, or poor care. If you are interviewing an immigrant, also ask about how the health care here compares with what they had in their home countries, both positive and negative.
3. What does the client perceive as the biggest challenge(s) to their health currently?
4. What do they feel about the impact of their environment (social and physical) on their health (note that the social environment includes political and cultural influences)?
5. Ask your client, "If you could change one thing that might improve your health, what would that be?" Then ask, "What's holding you back from making that change?"
6. At the conclusion of the written report, the student will offer some thoughts, reflection on what they have learned from this learning activity, including ways that previous understandings have grown, been challenged or changed.

This assignment should be typed in APA style and include at least a bibliography page (if you cite from your reading in the text of your paper, then this should be done in APA format and you should include a reference page). There is no required length; four to five pages are average. Do not use the actual name of the client in the paper. You may tape record the interview (with permission of the client) and transcribe responses into the paper verbatim if you would like.

Submit the assignment via the link in Canvas by the due date.



**Vulnerable Populations Learning Activity Grading Rubric**

**Name:** \_\_\_\_\_

<b>Criterion</b>	<b>Possible points</b>	<b>Earned points</b>	<b>Instructor's comments</b>
Student describes preparation for the assignment including reading done and thoughts, feelings, previous constructs, and hopes	15		
Client's background and history described	10		
Experiences, both positive and negative, with health care providers and system related	20		
Current health challenge(s) described	10		
Effect of environment (both social and physical) on health discussed	10		
Desired health improvement and barrier to change identified	10		
Student offers thoughts, reflections, lessons learned from the experience	15		
APA format followed and student uses proper grammar, spelling, punctuation and sentence structure	10		

Comments:

### **Book Review Assignment**

This quarter you will choose to read a book written by an author with first-hand experience, writing from the position of someone in a minoritized, oppressed group in the United States. The purpose of your review is to critically evaluate the text, and your own responses while reading it. Here is a list of books from which you may choose. Please read one that you have not read before.

- Holmes, S. (2013). *Fresh fruit, broken bodies*. Migrant farmworkers in the United States.
- Fadiman, A. (1997). *The spirit catches you and you fall down*. A Hmong child, her American doctors, and the collision of two cultures.
- Dover, H.S. (2013). *Tulalip: From my heart*. An autobiographical account of the Tulalip reservation community. (“Western Reads” book for 2017)
- Coates, T-N. (2015). *Between the world and me*. African American view on race, racism.
- Lowery, W. (2016). *“They can’t kill us all”: Ferguson, Baltimore, and a new era in America’s racial justice movement*. Washington Post reporter’s frontline account of these incidents.
- Shakur, A. (1987). *Assata: An autobiography*. The life of a Black Panther, convicted of murder.
- Solomon, A. (2012) *Far from the tree: Parents, children, and the search for identity*. Stories of parents who not only learn to deal with their exceptional children, but also find profound meaning in doing so
- Butler, K.A. (2013). *Knocking on heaven’s door: The path to a better way of death*. Award-winning journalist Katy Butler ponders her parents’ desires for “Good Deaths” and the forces within medicine that stood in the way.
- Brown, R. (1994). *The gifts of the body*. A home health care worker’s account of caring for those dying from AIDS.
- Lopez, S. (2008). *The soloist*. A journalist’s unexpected friendship with a gifted musician who is homeless and mentally ill.

#### Guidelines for writing your book review

Address the following five points; include a section heading for each of the five. See the grading rubric (below) for weighting of these five elements.

1. Tell the Story:
  - Begin with a short summary or background of the work. Introduce the main characters.
2. About the Author:
  - Talk about the author and his/her purpose for writing the book. What is the author’s background? What steps did the author take to gather information for this book? What is the author’s position (social location)? Does this location give him/her authority on this subject? How?
3. The Author’s Theses:
  - Discuss two of the most important issues developed in the book. (You will not be able to cover every argument, character, or idea). Use examples from the text.
4. Your Analysis:
  - Following are questions you might address; choose two or three of these and give examples from the text to support your ideas:
    - Who is the intended audience? Does the text adequately reach them?
    - How well does the author support his/her theses?

- Was the book’s appeal emotional, logical, or both?
- Does the author make a convincing argument?
- What other perspectives might the author have researched or considered?

5. Summary:

- In the last paragraph, summarize your assertions and ideas about the book, the author, and the main points you want to reiterate.

The assignment should be in APA style. If you use other sources besides the book you are reviewing, then include a reference page; otherwise no reference age is needed. When you cite the book in-text you may use an abbreviated form of citation, citing only the page number. Note that there are also points included in the rubric for grammar, punctuation, organization, etc.

**Grading Rubric**

<b>Criterion</b>	<b>Points possible</b>	<b>Points earned</b>	<b>Comments</b>
Provides a short summary or background of the work. Introduces the main characters.	10		
Describes the author and his/her purpose for writing the book, background, and social position. Comments on him/her authority on this subject.	15		
Addresses two of the most important issues developed in the book. Uses examples from the text.	25		
Analyzes the book using two or three of the suggested questions and supports ideas with examples from the text.	30		
Summarizes assertions and ideas about the book, the author, and the main points	10		
APA format followed and uses proper grammar, spelling, punctuation and sentence structure	10		