

Course Syllabus
RGT 3937H – Justice and Health Care: A Catholic Perspective
Regis College
Toronto School of Theology
Winter 2017

Instructor Information

Instructor: Bridget Campion, PhD, Instructor
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Office Hours: Mondays 15:00 – 16:00 or by appointment

Course Identification

Course Number: RGT 3937 L0101
Course Name: Justice and Health Care: A Catholic Perspective
Course Location: tba
Class Times: Mondays 16:00 – 18:00
Prerequisites: RGT 2911H Catholic Bioethics (or equivalent), or permission of the instructor

Course Description

Informed by the social determinants of health and the ethos of Pope Francis' papacy, Justice and Health Care will view issues in health care ethics through the lens of justice and the priority of attending to the needs of the poor. Topics will include the meaning of justice; health as a communal rather than solely an individual phenomenon; effects of poverty on wellbeing; at-risk patient populations; health care professionals and justice. Using a combination of lectures and directed discussion, Justice and Health Care seeks to answer the questions: given the effects of socio-economic factors on wellbeing, what might justice mean in health care? what might a culture of care require? Students will be evaluated on one short in-class presentation, two 3-5 page reflection papers, one final examination and class participation.

Course Resources

Required Course Texts/Bibliography

- Pope Francis, *Evangelii Gaudium*
http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html
- Pope Francis, *Laudato Si*
http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

- And assigned weekly readings (see Course Schedule)

Course Website(s)

Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

- Personal Website <http://individual.utoronto.ca/jsmith>

Course Learning Objectives

College: Regis

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS. With the successful completion of this course, students will be able to:

- identify and distinguish the many meanings of health and wellbeing;
- identify and distinguish the many meanings of justice, including social justice;
- identify the social determinants of health and connect them to the health and wellbeing of individuals and communities;
- analyze and critique the current neoliberal view of health and health care through the lens of social justice present in the writings of Pope Francis, particularly *Laudato Si*;
- investigate multi-disciplinary sources and integrate empirical data into their [students'] understanding of issues raised by justice and health care;
- synthesize the meanings of health and wellbeing, theories of justice, knowledge of the social determinants of health, the writings of Pope Francis, along with personal experiences and insights as they pertain to issues raised by justice and health care.

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES. With the successful completion of this course, students will be able to:

- explain Moral Theology's interest in health care and health care ethics;
- understand "justice" as a concept central to Moral Theology;
- connect *Laudato Si* and other writings of Pope Francis to the Catholic Church's tradition of social justice.

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION. With the successful completion of this course, students will be able to:

- identify and critique personal assumptions and biases operative in their understandings of health, poverty and justice;
- imagine and construct alternative understandings of health, poverty and justice in light of the writings of Pope Francis and the principles of social justice;
- discover and incorporate personal and spiritual insights through their reflections on issues in justice and health care.

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP. With the successful completion of this course, students will:

- understand the effects of poverty and other socio-economic factors on the health and wellbeing of individuals and communities, including their own parishioners and parishes;
- question health care policies that do not take justice into account;
- validate the relevance of Theology in current discussions about justice and health care.

Evaluation

Requirements

The final grade for the course will be based on evaluations in four areas.

(1)One short class presentation = 15%; each student will be responsible for a class “discussion starter” based on the assigned readings and will hand in a brief outline of the relevant points raised by the reading(s) as well as questions for discussion.

(2)Two reflection papers (3-5 pages each) = 20% each = 40%; writing in the first person, students will work through assigned questions, seeking depth and insight.

(3)Final examination (oral) = 30%; students will be evaluated on, among other things, their knowledge of the role of the social determinants in health and wellbeing; Pope Francis’ teaching about poverty and justice; theories of justice; and their ability to work through issues in a critical and insightful manner.

(4)Class participation = 15%; students will be evaluated on their contribution to in-class discussions with the quality of remarks being given priority over quantity.

Grading System

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Late work (AD). To insert.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Course Schedule

Week 1

Thursday
January 5

Introduction to Justice and Health Care; review of Bioethics and bioethical theories; discussion of justice.
READINGS: Norman Daniels, "Justice, health and health care", *American Journal of Bioethics* 1 (2001): 2-16; R. Hamel, "The Vision of Pope Francis: A 'Disruptor' for Catholic Health Care and Ethics?" *Health Progress* 95(2014): 70-72.

Week 2

Thursday
January 12

A "culture of care" and "revolution of tenderness" as visions for health care.
READINGS: S. Bevens, "The Apostolic Exhortation *Evangelii Gaudium* on the Proclamation of the Gospel in Today's World: Implications and Prospects" *International Review of Mission* 103(2014): 297-308; additional readings tba.

Week 3

Thursday
January 19

Social determinants of health; reconsidering the meanings of "health" and causes of ill health.
READINGS: "Ottawa Charter for Health Promotion"; J. Mikkonen and D. Raphael, "The Social Determinants of Health: The Canadian Facts", pp. 8-16; M. Marmott, "Social Determinants of Health Inequalities," *Lancet* 365 (2005): 1099-1104.

Week 4

Thursday

January 26

Poverty and health care.

READINGS: *Evangelii Gaudium*, sect. 186-208; *Laudato Si* sect. 94; D. Raphael, "Poverty, Income Inequality and Health in Canada"; Bridget Campion, "Justice in Health Care: Health Care Inequities and Social Determinants of Health," *Bioethics Matters* 7 (Sept. 2009), 1-3.

Week 5

Thursday

February 2

Poverty, children and health.

READINGS: "Canadian Facts", pp. 23-25; A. Guttmann, "Child poverty, health and health care use in Canada," *Paediatrics and Child Health* 6(2001): 509-513; David Wood, "Effect of child and family poverty in child health in the United States" *Pediatrics* 112 (3 part 2): 700-707; additional readings tba.

Week 6

Thursday

February 9

Food insecurity and health.

READINGS: Lynn McIntyre, "Food Insecurity: More than a Determinant of Health, *Policy Options Politiques* (2003): 45-51; Nicolas T. Vozoris and Valerie S. Tarasuk, "Household Food Insufficiency is Associated with Poorer Health," *Journal of Nutrition* 13 (2003): 120-126; Bridget Campion, "Our Lords the Sick, Our Lords the Poor: An Introduction to the Social Determinants of Health" in Bridget Campion and Rory Fisher, ed., *Proceedings of Our Lords the Sick, Our Lords the Poor: A Symposium in Honour of the 900th Anniversary Year of the Order of Malta* (Toronto: CCBI, 2014), pp. 19-28 .

Week 7

Thursday

February 16

Housing and health.

READINGS: "Canadian Facts", pp. 29-31; *Laudato Si* sect. 148-154; Adrian Phillips and Andy Baker, "Housing and health: a public health perspective," *Journal of Integrated Care* 22 (2014): 19-22; J. Stewart and M. Rhoden, "Children, housing and health," *International Journal of Sociology and Social Policy* 26 (2006): 326-34.

Week 8

Thursday

March 2

Aboriginal health and the social determinants of health.

READINGS: "Canadian Facts", pp. 41-43; N. Andelson, "The Embodiment of Inequity: Health Disparities in Aboriginal Canada," *Canadian Journal of Public Health* 96(2005):S45-S61; Margo Lianne Greenwood and Sarah Naomi deLeeuw, "Social Determinants of Health and the Future Well-being of Aboriginal Children in Canada," *Paediatrics and Child Health* 17(2012): 381-384.

Week 9

Thursday

March 9

Social isolation and health.

READINGS: *Evangelii Gaudium* sect. 180-183; *Laudato Si* sect. 142; Peggy Dilworth-Anderson, Geraldine Pierre, and Tandra S. Hilliard, "Social Justice, Health Disparities and Culture in the Care of the Elderly," *Journal of Law, Medicine and Ethics* 40(2012): 26-32; additional readings tba.

Week 10

Thursday

March 16

Health care professionals and justice in health care.

READINGS: Canadian Medical Association, "Physicians and Health Equity: Opportunities in Practice" (2012); Rabee Toumi, "Globalization and Health Care: Global Justice and the Role of Physicians," *Medicine, Health Care and Philosophy* 17(2014): 71-80.

Week 11

Thursday

March 23

Global health and justice.

READINGS: *Laudato Si* sect. 48-52; Peggy Egan, "Health Care and the Global Community," *Health Progress* 87(2006):29-32; James Dwyer, "Global Health and Justice," *Bioethics* 19(2005): 460-475; Solomon R. Benadar, "Global Health and Justice: Re-examining Our Values," *Bioethics* 27(2013): 297-304.

Week 12

Thursday

March 30

Summary: building a culture of care.

READING: Stan Chu Ilo, "The Church of the Poor: Towards an Ecclesiology of Vulnerable Mission," *Ecclesiology* 10(2014): 229-250.

Exam Week

TBD