

LEGALST400: Topics in Legal Studies and the Social Sciences (023) FA18

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University of Wisconsin-Madison

Legal Studies 400: Understanding the Impacts of Social and Legal Issues on Health

Fall 2018

Wednesdays 3:30pm-5:00pm

382 Van Hise Hall

Instructors:

- Lane Hanson, MSW lane@patientpartnerships.org (<mailto:lane@patientpartnerships.org>)
- Jill Jacklitz, MSSW jjacklitz@wisc.edu (<mailto:jjacklitz@wisc.edu>)

Office hours: By appointment

Credits: 3

How the Credit Hours are Met: The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times, reading, reflection, service learning hours in a health care clinic, and other student work as described in the syllabus.

Course Description:

This course will engage undergraduate students in direct work with patients through the Community Resource Navigator Program and will help students develop a better understanding of how social determinants of health affect peoples' lives. Students partner with patients to identify social service and legal, assist patients in connecting to needed resources, follow up with patients to be sure that the connection was made and evaluate the quality of the resources provided. Through a weekly seminar students will reflect on their experiences in the clinic and further explore how social location impacts health, legal and social service delivery.

Learning Objectives:

1. Frame your understanding of how social location and wider political and social constructs affect institutional interactions, self-determination, access to resources and your own perceptions of individual experiences
 - Describe your own socialization process and how this affects the development of your individual assumptions
 - Practice finding comfort when sitting with the unknown
 - Explain and practice the key dimensions of cultural humility
 - Discuss the dynamics of individual autonomy and agency

2. Identify how the interconnectedness of social, legal and health experiences are actualized in people's lives
 - Name the barriers people encounter accessing vital social, legal and health services and navigate these barriers alongside (doing with not doing for)
 - Discuss the role that both patients and practitioners can play in creating organizational, community and policy change

Course Schedule and Readings:

This schedule is subject to change based on the pace of topic discussions and availability of guest speakers.

Date	Topic	Reading/Assignments
Week One 9/5	Program Introduction and Orientation	
Week Two 9/12	Cycles of Socialization and Liberation	Readings: <ul style="list-style-type: none"> • Neese, B. (2016). Intercultural Communication: High and Low Context cultures .(https://online.seu.edu/high-and-low-context-cultures/) • Assignment due: <ul style="list-style-type: none"> ◦ Learner Plan

Week Three 9/19	Exploring the Three Dimensions of Cultural Humility	<p>Reading:</p> <ul style="list-style-type: none"> Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. <i>Journal of health care for the poor and underserved</i>, 9(2), 117-125. (PDF )
Week Four 9/26	Understanding the Community	<p>Reading:</p> <ul style="list-style-type: none"> Race to Equity Project Team. (2013). Race to equity: A baseline report on the state of racial disparities in Dane County. Wisconsin Council on Children and Families. (PDF ) <p>Assignment due:</p> <ul style="list-style-type: none"> Reflection
Week Five 10/3	The Social Determinants of Health	<p>Reading:</p> <p>Artiga, S., & Hinton, E. (2018). Beyond health care: The role of social determinants in promoting health and health equity. Henry J Kaiser Family Foundation. (PDF )</p>
Week Six 10/10	Communication and Empowerment	<p>Readings:</p> <ul style="list-style-type: none"> Stanfield, R. B. (Ed.). (2000). The art of focused conversation: 100 ways to access group wisdom in the workplace. New Society Publishers. Modified from Chapter 1. (PDF)
Week Seven 10/17	Communication and Empowerment	<p>Reading:</p> <ul style="list-style-type: none"> Useem, J. (2017). Power Causes Brain Damage (https://www.theatlantic.com/magazine/archive/2017/07/power-causes-brain-damage/528711/). In <i>The Atlantic</i>, July/August 2017 Issue. <p>Assignment due:</p> <ul style="list-style-type: none"> Reflection
Week Eight 10/24	Community Health and the Role of Community Health Workers	<p>Reading:</p> <ul style="list-style-type: none"> TBD
Week Nine	The Intersection of Legal and Health	<p>Reading:</p> <ul style="list-style-type: none"> TBD

10/31		
Week Ten 11/7	Field Trip	
Week Eleven 11/14	Communication and Empowerment Revisited	Assignment: <ul style="list-style-type: none"> • Ethics Paper
Week Twelve 11/21	NO CLASS	
Week Thirteen 11/28	Assessing the Program	<ul style="list-style-type: none"> • Severson, H. (2016). The Community Resource Navigator Program: Evaluation of it's Impact On Patients. Capstone Paper, UW Madison. (PDF)  • Bryant, A. (2018). Northeast Navigator Program Evaluation. UW Madison. (PDF) 
Week Fourteen 12/5	Wrap up, final reflections and celebration	Assignment due: <ul style="list-style-type: none"> • Final Reflection

Academic Policies:

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES- McBurney Disability Resource Center

syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>
[\(http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php\)](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

RELIGIOUS OBSERVATIONS- Mandatory academic requirements will not be scheduled when a religious observance may cause significant numbers of students to be absent from the class. Student religious observation that might affect participation, exams, or coursework should be discussed with the instructor no later than the third week of the course. Make up of work due to religious observation may be before or after the regularly scheduled requirements at the discretion of the instructor.

ACADEMIC CONDUCT- The overwhelming majority of students are hardworking and honest about their schoolwork. The instructors have great respect for the effort students put into preparing for this course. Part of the value of a degree from the University of Wisconsin-Madison lies in the standards of academic honesty and integrity maintained by the campus.

To avoid academic misconduct, it is important that students understand how academic misconduct is defined in this course and the expectations the instructor has of each student.

According to University of Wisconsin-Madison academic misconduct policies, academic misconduct is any intentional act “to claim effort for the work or efforts of another without authorization or citation or to assist others in doing so.” This includes (but is not limited to):

using another person’s ideas, words, or research and presenting them as one’s own without authorization or without proper credit to the originator (for example, copying from your classmate or presenting someone else’s work as your own);

using notes, books, or a programmable device during an exam when such use is not allowed (for example, using a “cheat sheet” or other aids);

signing someone else’s name, or signing on behalf of someone else, on an attendance sheet;

helping or collaborating with someone else on quizzes, essays, and homework assignments;

cutting, pasting, or paraphrasing text from the web or any other source without quotation marks and/or proper citation and attribution;

helping someone else cheat;

a collaboration that contradicts any other rules created expressly for this course

Students have the right to expect that they and other students will be graded fairly, and students have rights of due process should they be accused of misconduct. Students also have an obligation to conduct their academic work with honesty and integrity according to University standards. Therefore, it is important that students:

learn the rules about academic misconduct and procedures

(<http://students.wisc.edu/saja/misconduct/UWS14.html>

(<http://students.wisc.edu/saja/misconduct/UWS14.html>));

learn the rules about quoting and paraphrasing sources

(<http://www.wisc.edu/writing/Handbook/QuotingSources.html>);

ask the instructor if you are unsure what behaviors constitute academic misconduct in a specific class or assignment;

let your instructors know if you think you see incidents of misconduct;

be aware that helping someone else to cheat is a violation of the rules and may result in misconduct charges against you

GRADE APPEAL- A student with concerns about a grade should first discuss the grade appeal with the instructors of the course. If the student and instructors cannot come to an agreement, the student may provide a formal written request for grade appeal to the Associate Director and Director of the program. The written request should include the class, instructor, grade received, date and conclusion of meeting with instructor, and the specific reason(s) for appealing the grade.

GENERAL COURSE EXPECTATIONS:

1. Attend class and your scheduled in-clinic hours (6 hours per week). This is a service-learning course. If you are not able to attend class or your in-clinic hours, you need to **demonstrate good professional communication skills** and notify the instructor via email in advance of your absence.
2. Read assigned materials and come to class prepared.
3. Participate in class discussions and activities.
4. Complete all assignments on time.
5. Show respect for your fellow students and their ideas, beliefs, and contributions.
6. Refrain from using cell phones and other electronic devices. In emergency situations place cell phone on vibrate (otherwise should be set to silent) and exit the room before responding.
7. Sleep should occur outside the hours of this class.
8. Reading for pleasure or knowledge, unless directed to do so by the instructor, should take place outside the hours of this class.
9. Use of a laptop during class is limited to note taking. Accessing other materials is visually disruptive to those behind and around you.

Assignment Summary:

Details for each assignment can be found in the assignments tab. All written assignments should be 12 point font, single spaced and submitted through the Canvas course site.

1. In clinic hours: 6 hours per week
2. Three Reflections: Due by 11:59pm: (10 points each)
 - o September 25
 - o October 16

- o December 4

3. Learner Plan: Due September 11 by 11:59pm (10 points)

4. Ethics Paper: Due November 13 by 11:59pm (20 points)

Grading:

Grades will be calculated on the standard UW scale: A=95-100%, AB=90-94.99%, B=85-89.99%, BC=80-84.99%, C=75-79.99%, D=70-74.99%, F=0-69.99%. Grades will be determined as follows:

- In-Clinic work- attendance, documentation, professionalism, communication (30 pts)
- Class attendance and participation (20 pts)
- Reflections (30 pts total)
- Learner Plan (10 pts)
- Ethics Paper (20 pts)

Official Syllabus

 [Official Syllabus](#)

The **Official Syllabus** is a UW-Madison tool allowing instructors to enter official syllabus information for a course in a consistent format, as all syllabi must feature the same [standard information \(https://teachlearn.provost.wisc.edu/course-syllabi/\)](https://teachlearn.provost.wisc.edu/course-syllabi/).

When first opened, the Official Syllabus template is pre-filled with data from the official course offering. Remaining information will need to be entered using the Edit button. To submit an official syllabus and make it visible to students, it must be published. See [this document \(https://kb.wisc.edu/luwmad/page.php?id=78761\)](https://kb.wisc.edu/luwmad/page.php?id=78761) for instructions on using the Official Syllabus.

Course Summary:

Date	Details	
Tue Sep 11, 2018	 Learner Plan (https://canvas.wisc.edu/courses/119129/assignments/387143)	due by 11:59pm
Tue Sep 25, 2018	 Cultural Humility Reflection (https://canvas.wisc.edu/courses/119129/assignments/387144)	due by 11:59pm
Tue Oct 16, 2018	 Listening Reflection (https://canvas.wisc.edu/courses/119129/assignments/387145)	due by 11:59pm
Tue Nov 13, 2018	 Ethics Paper (https://canvas.wisc.edu/courses/119129/assignments/387146)	due by 11:59pm

Date	Details	
Tue Dec 4, 2018	 Final Reflection (https://canvas.wisc.edu/courses/119129/assignments/387147)	due by 11:59pm